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.

Our priority groups will be English Learners and our special education population. PLC's are using the PDSA model to analyze their subgroups by breaking down their formative assessment data. BSHS has created an academy focus on students who have language barriers and who have special needs. BSHS is concerned that we are reducing novice but not moving more to P/D standard.

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.

KCWP 2: Design and Deliver Instruction

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?

Walkthroughs, Common Assessment Data, SEL Lessons during Flex Class, SLC Peer Observation Feedback, Student Voice Surveys, ELEOT walkthrough data, Data meetings within PLC work breaking down subgroup data into categories for further instructional interventions. Calibration Walkthroughs with feedback. Coaching and feedback session using the Get Better Faster Scope and Sequence Framework.

KCWP 4: Review, Analyze and Apply Data

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?

PLC Survey Data, Common Assessments planned during PLC, Standards Based Grading, PLC meeting unit planning template; Data meetings within PLC work breaking down subgroup data into categories for further instructional interventions. Coaching and feedback session using the Get Better Faster Scope and Sequence Framework.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	44.6	Decrease -11.8
State Assessment Results in science, social studies and writing	54.5	Increase of 11.6
English Learner Progress	32	Increase of 18.3
Quality of School Climate and Safety	68.2	Increase of 12.1
Postsecondary Readiness (high schools and districts only)	82.4	Increase of 4.6
Graduation Rate (high schools and districts only)	95.8	Increase of 2.1

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 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.):

- By 2025, Bryan Station High School will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 39%.
- By 2025, Bryan Station High School will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 24%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2025, Bryan Station High School will increase from 39% P/D in Reading to 60% Objective #2 Objective 2: By 2025, Bryan Station High School will increase from 24% P/D in Math to 40% KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data KCWP 3: Design and Deliver Assessment LIteracy	PLC's are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessment. -PLC's will be using the same formative assessment per unit and breaking it down into subgroup data. Teachers only have to do this with one formative assessment. –CIA Team will review and book study the 7 Interactive Strategies for Inclusive Classrooms. -PLC's will be using the PDSA model to look at assessment data. -Teachers will choose their own professional learning in a carousel format for growth. -Admin team will do Coaching and Feedback sessions with teachers using	PLC observations –Formal/Informal Observations –PLC Agenda and Evidence –Student Data Collection -Reduce the percentage of students performing in the Novice category while increasing the percentage of students performing in the Proficient and Distinguished Categories in math and reading on the Kentucky Summative Assessment. -Coaching and Feedback Conversations -Professional Learning centered around Backwards Design and Strategies for Language Learners. -Book study for department chairs and leads.	-Gradebook checks quarterly by admin -Student formative assessment data -Department common assessment data -Map and Access Testing Results -ACT Results	- Monthly CIA meetings/agenda-monitored by CIA team led by principal who supports this committee; - Monthly Academic Lead meetings/agenda–monitored by CIA team led by principal who supports this committee - Weekly SLC meetings/agenda–monitored by the assistant principal and academy coach - Weekly Leadership Team meetings–monitored by the head principal - Weekly PLC Meetings/agenda–monitored by the administrator assigned to specific departments by head principal. -	$3000

Updated June 2023

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

- By 2025, Bryan Station High School will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 39%.
- By 2025, Bryan Station High School will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 24%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	the Get Better Faster supplemental.				

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

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

- By 2025, Bryan Station High School will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 4%. State Assessment Results in Social Studies
- By 2025, Bryan Station High School will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 37%. State Assessment Results in Combined Writing
- By 2025, Bryan Station High School will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 40%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2025, Bryan Station High School will increase from 4% P/D in Science to 45%. Objective 2– By 2025, Bryan Station High School will increase from 37% P/D in Social Studies to 60%. Objective 3– By 2025, Bryan Station High School will from 40% increase P/D in Combined Writing to 60%. KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data KCWP 3: Design and Deliver Assessment LIteracy	PLC's are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessment. -PLC's will be using the same formative assessment per unit and breaking it down into subgroup data. Teachers only have to do this with one formative assessment. –CIA Team will review and book study the 7 Interactive Strategies for Inclusive Classrooms. -PLC's will be using the PDSA model to look at assessment data. -Teachers will choose their own professional learning in a carousel format for growth. -Admin team will do Coaching and Feedback sessions with teachers using	PLC observations –Formal/Informal Observations –PLC Agenda and Evidence –Student Data Collection -Reduce the percentage of students performing in the Novice category while increasing the percentage of students performing in the Proficient and Distinguished Categories in math and reading on the Kentucky Summative Assessment. -Coaching and Feedback Conversations -Professional Learning centered around Backwards Design and Strategies for Language Learners.	Gradebook checks quarterly by admin -Student formative assessment data -Department common assessment data -Map and Access Testing Results -ACT Results	- Monthly CIA meetings/agenda-monitored by CIA team led by principal who supports this committee; - Monthly Academic Lead meetings/agenda–monitored by CIA team led by principal who supports this committee - Weekly SLC meetings/agenda–monitored by the assistant principal and academy coach - Weekly Leadership Team meetings–monitored by the head principal - Weekly PLC Meetings/agenda–monitored by the administrator assigned to specific departments by head principal.	

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

- By 2025, Bryan Station High School will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 4%. State Assessment Results in Social Studies
- By 2025, Bryan Station High School will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 37%. State Assessment Results in Combined Writing
- By 2025, Bryan Station High School will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 40%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	the Get Better Faster scope and sequence trajectory.	-Book study for department chairs and leads.			

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2025, *Bryan Station High School* will decrease novice in Reading to: Subgroups: • African American–from 41% to 35% • Hispanic from 38% to –35% • EL from 63% to 58% • Economically Disadvantaged from 42%–35% • Disability with IEP from 70% to 65% KCWP 2 Design and Deliver Instruction KCWP 5 Design, Align,and Deliver Support	PLC's are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessment. -PLC's will be using the same formative assessment per unit and breaking it down into subgroup data. Teachers only have to do this with one formative assessment. –CIA Team will review and book study the 7 Interactive Strategies for Inclusive Classrooms. -PLC's will be using the PDSA model to look at assessment data. -Teachers will choose their own professional learning in a carousel format for growth. -Admin team will do Coaching and Feedback sessions with teachers using the Get Better Faster scope and sequence trajectory.	Purposeful Intentional Structures - We will purposefully plan and implement instruction that aligns standards and instructional outcomes with practice and performance assessments. • Learner Focused-Data Informed PLCs • Peer Observations and Coaching • Student Centered SLCs • Canvas Platform • Multi-Tiered Systems of Support • Teacher coaching and feedback • Intentional planning for EL Academy Career/Academy SLC's–principals, counselors, and teachers in SLCs (based on career academies) review data at weekly meetings to determine tiered supports for individual students and design a follow-up plan	PLC common assessment data Walk-Through Data MTSS data collection sheet Student discussions on SLC agenda's	- administrator calibration walk-throughs and classroom observations–monitored by admin team - Review Canvas Instructional Platforms during walkthroughs-monitored by admin team - Bi-weekly PLC Assessment Data–monitored by admin support over PLC and department chairs - Weekly SLC meetings/agenda–monitored by the assistant principal and academy coach - quarterly at leadership team meetings - Quarterly ROIS Data–Return on Investment Data during SLC's	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2; By 2025, *Bryan Station High School* will decrease novice in Math to: Subgroups: ● African American from 58% to 50% ● Hispanic from 54% to 44% ● EL–from 68% to 63% ● Economically Disadvantaged from 59% to 50% ● Disability with IEP from 70% to 65% KCWP 2 Design and Deliver Instruction KCWP 5 Design, Align,and Deliver Support	PLC's are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessment. -PLC's will be using the same formative assessment per unit and breaking it down into subgroup data. Teachers only have to do this with one formative assessment. –CIA Team will review and book study the 7 Interactive Strategies for Inclusive Classrooms. -PLC's will be using the PDSA model to look at assessment data. -Teachers will choose their own professional learning in a carousel format for growth. -Admin team will do Coaching and Feedback sessions with teachers using the Get Better Faster scope and sequence trajectory.	Purposeful Intentional Structures - We will purposefully plan and implement instruction that aligns standards and instructional outcomes with practice and performance assessments. ● Learner Focused-Data Informed PLCs ● Peer Observations and Coaching ● Student Centered SLCs ● Canvas Platform ● Multi-Tiered Systems of Support ● Teacher coaching and feedback ● Intentional planning for EL Academy Career/Academy SLC's–principals, counselors, and teachers in SLCs (based on career academies) review data at weekly meetings to determine tiered supports for individual students and design a follow-up plan	PLC common assessment data Walk-Through Data MTSS data collection sheet Student discussions on SLC agenda's	- administrator calibration walk-throughs and classroom observations–monitored by admin team - Review Canvas Instructional Platforms during walkthroughs-monitored by admin team - Bi-weekly PLC Assessment Data–monitored by admin support over PLC and department chairs - Weekly SLC meetings/agenda–monitored by the assistant principal and academy coach - quarterly at leadership team meetings - Quarterly ROIS Data–Return on Investment Data during SLC's	$0

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

4: English Learner Progress

Goal 4 (State your English Learner goal.):

- By 2025, Bryan Station High School will grow English Learner language indicator from 32% in 2024 to 38% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2025, *Bryan Station High School* will go from 32% to 38% in the English Language Indicator. K	CWP 2: Design & Deliver Insruction KCWP 4 Review, Analyze, and Apply Data	• Present 7 Interactive Strategies for Interactive Lessons. • Admin Support for EL PLC Meetings • Hire EL support staff to push into the classroom to support EL students • Coaching and Feedback to teachers using the scope and sequence model.	• Access Test Data • EL common assessment data • PLC Meeting agendas • SLC Canvas Page • International learners academy planning	- daily administrator walk-throughs and classroom observations–monitored by admin team - Review Canvas Instructional Platforms during walkthroughs-monitored by admin team - Bi-weekly PLC Assessment Data–monitored by admin support over PLC and department chairs - Weekly SLC meetings/agenda–monitored by the assistant principal and academy coach - quarterly at leadership team meetings - Quarterly ROIS Data–Return on Investment Data during SLC's	B Band Supplemental Salary for $3800
Objective 2					

Goal 4 (State your English Learner goal.):

- By 2025, Bryan Station High School will grow English Learner language indicator from 32% in 2024 to 38% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):

- By 2025,Bryan Station High School will increase the quality of school climate and safety index to 80% as measured by KSA. Current level is 61.7%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, *Bryan Station High School* will increase its school climate and safety index from a 61.7% in 2024 to 68% in 2025.	KCWP 6: Establishing Learning Culture and Environment KCWP 4: Review, Analyze, and Apply Data Results	• Social Emotional Learning activities during FLEX classes • Ongoing student surveys • Promote PBIS rewards • Promote Care Center Services • DESSA Survey	• KSA survey data • student surveys • attendance data • DESSA survey data	• Quarterly review of student data using survey of climate and safety–as monitored by the admin team during admin meetings as outlined per agendas • Yearly review of KSA survey data-as monitored by the admin team during admin meetings as outlined per agendas • Monthly attendance percentage as monitored by admin team and attendance clerk–cumulative reports sent weekly by attendance clerk.	
Objective 2					

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):

- By 2025, Bryan Station High School will increase the percentage of students who are post secondary ready to 85%. the 2019 level was 51.8%. (2024 score is 82.4)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 In 2025, Bryan Station High School will increase its postsecondary readiness from an 82.4 in 2022 to a 85% in 2024	KCWP 4: Review, Analyze, and Apply Data - ensure use of data to determine students' needs (e.g., movement through tiered supports, etc.) KCWP 6: Establish Learning Culture and Environment–BSHS will continue to be an academy school to meet the needs of students who have chosen a career pathway. SLC's will foster this environment to support students and teachers making learning relevant.	Career Academies/Small Learning Communities - Principals, counselors, and teachers in SLCs (based on career academies) review proficiency benchmark data at weekly meetings to determine multi-tiered supports for individual students and design a follow-up plan in order to intervene with academic or career pathway course differentiated strategies. Admin, counselors, and CCR Coach will monitor TEDS data to ensure EOP testing and pathway completion. Seniors will attend CTE flex classes based on career pathway progression. Support/Interventions & Celebrations for students who meet academic or career benchmarks, or certifications.	Increase the percentage of students graduating Postsecondary Ready Recognition for graduation (cords)	- weekly SLC/Academy meetings/agendas as monitored by the admin team and academy coach - quarterly at leadership team meetings - MTSS structures for students as monitored by the MTSS support staff and admin team. - Industry Certification & EOP completion data as monitored by CTE teachers, admin, and academy coach. This will be identified on agendas and EOP data collection sheet. - Teds Data–monitored by CCR coach - Counselor review of 4 year plans-monitored via admin team who supervise counselors–can be identified on PGP plans and observations.	
Objective 2					

Goal 6 (State your postsecondary goal.):

- By 2025, Bryan Station High School will increase the percentage of students who are post secondary ready to 85%. the 2019 level was 51.8%. (2024 score is 82.4)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):

- By 2025, Bryan Station High School will increase the graduation rate to 95% as measured by the combined 4-year and 5-year rate. Current rate is 93.7%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 • By 2025 Bryan Station High School will increase its graduation rate from 93.7 in 2024 to 95%.	KCWP 5: Design, Align, and Deliver Support - system in place to ensure appropriate academic interventions take place to meet the needs of all studen KCWP 4: Review, Analyze, and Apply Data - ensure use of data to determine students' needs (e.g., movement through tiered supports, etc.)	Work and Recovery Program (WAR): • Tier 3 intervention program to assist students who are off cohort and who are older at-risk students of drop out to recover credits and graduate • ELTs/Academy Principal & Counselor discuss, monitor, and support 4 year and 5 year cohort seniors.	Counselor Notes ELT Meetings Counselor/Admin meetings WAR committee meetings	Biweekly Credit Summary meetings monitored by the guidance counselor for each academy. This can be evidenced via observations and student support logs. Biweekly Credit Recovery Data as monitored by admin team, counselors, and academy coach.	
Objective 2					

8: Other (Optional)

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

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:

The Bryan Station High School leadership team will conduct weekly data analysis on relevant data to monitor progress towards school goals related to all academic achievement areas and specifically to the progress of our targeted identification subgroup. In addition, the school leadership team will participate in specific training designed to build leadership capacity to support the implementation of high impact teaching strategies within classrooms and support teachers within the school's professional learning communities to determine the level of impact those strategies are having on our subgroups. Training will include ASCD conference, Transformational Leadership Series, Get Better Faster Scope and Sequence work with Billy Snow, and district professional learning sessions on strategic planning and implementation. Processes will include classroom walkthroughs, feedback and coaching, Get Better Faster book study, weekly calibration walkthroughs, and revised professional learning communities/collaborative teams with a focus on using data for improved teaching impact related to subgroup populations.

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:
Cognia Standard 15- Include Timelines
We have found no funding inequities at the school level, but we have been understaffed through our projected enrollment by 5 teaching positions in consecutive years.
MTSS Structures will be developed, implemented, and monitored to ensure all students, including our TSI subgroups, receive targeted supports
SBDM, Standing Budget and Staffing Committee, and Master Schedule Committee will Include Timeline and Focus for the needs of our students.

Title 1 Budget to address staff and stuff needs to supplement school programs, departments, etc.

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:

Data related to the learning culture is analyzed by the school leadership team using the results of the KSA, ImpactKY, and formative assessment results through the school's PLC process. In addition our schools SBDM council along with the school instructional leadership team have used data trends and patterns within subgroups to identify potential root causes to low performance. One cause of the underperformance of these subgroups is Student Engagement. To address this, school leadership will ensure staff are trained in the use of high impact teaching strategies, high yield instructional strategies, PDSA Model through PLC Work, and other continuous improvement processes through professional learning. In addition, classroom visits, feedback and coaching will be focused on reading, writing, and student discourse within academic content standards.

Targeted Subgroups and Evidence-Based Interventions:

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

Response:

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
Staff will receive ongoing training through both district and school administrators to accelerate our professional learning communities to assist us with our student achievement.	Professional Learning Communities - Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education (24), 80-91.	☒
		☐
		☐
		☐
		☐

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

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

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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		☐
		☐
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Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

EL students have a reading and math indicator of 31.2 in 2023-2024, a science social studies and writing indicator of 31.5 in 2023-2024, an EL progress indicator of 40.5 in 2023-2024, a QSCS indicator of 67.7 in 2023-2024, a post secondary readiness indicator of 51.4 in 2023-2024, and a graduation rate of 94.5 in 2023-2024.

Students with disabilities have a reading and math indicator of 20.8 in 2023-2024, a science social studies and writing indicator of 26.8 in 2023-2024, a QSCS indicator of 63.0 in 2023-2024, a post secondary readiness indicator of 22.4 in 2023-2024, and a graduation rate of 92.0 in 2023-2024.

Needs Assessment: Processes, Practices, or Conditions

Over the course of the 23-24 school year, LHS has identified the following intentional academic goals to engage students in deeper learning: highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom (KWCP 2). Specifically, we will focus on providing teachers with resources to utilize knowledge of best practice/high yield instructional strategies, plan for and implement active student engagement strategies, and use formative and summative evidence to inform what comes next for individual students. Additionally, deeper learning strategies will be implemented to ensure that student voice opportunities are incorporated, and to increase collaboration in deconstructing standards and developing congruent learning targets. Professional development will be provided for staff by staff featuring highlighted strategies designed to promote engagement.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	Green	Maintain (-1.0)
State Assessment Results in science, social studies, and writing	Green	Maintain (-0.6)
English Learner Progress	Green	Increase (6.7)
Quality of School Climate and Safety	Yellow	Maintain (-0.1)

Postsecondary Readiness - *High School only*	Green	Increase (1.6)
Graduation Rate - *High School only*	Green	Increase (0.6)

1: State Assessment Results in Reading and Mathematics

Improve Proficiency indicator from 73.4 to 78.4.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase 2025 Reading Proficiency from 63% to 68% Increase 2025 Math Proficiency from 50% to 55%	Design & Deliver Instruction (KCWP 2)	Implement PD opportunities for staff with a focus on Deeper Learning and student-centered learning opportunities	Increase course performance and credits earned at the semester postings		
		Refine behavioral support system that aligns with student action plans for self-monitoring and immediate feedback by integrating Check & Connect Mentoring system (MTSS Academic Behavior).	Increase course performance and credits earned at the semester postings		
	Design, Align and Deliver Support (KCWP 5)	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Increase course performance and credits earned		
		A PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and response to data. Tier 1 progress will be provided for each PLC. Tier 2 strategies will continue to be designed per student need.	Increase course performance on State Standards and increase the number of students meeting ACT Benchmarks.		

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

Improve Science, Social Studies & Writing Indicator from 60.8 to 65.8

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase 2025 Science Proficiency from 12% to 17% Increase 2025 Social Studies Proficiency from 59% to 64% Increase 2025 Writing Proficiency from 51% to 56%	Design & Deliver Instruction (KCWP 2)	Implement PD opportunities for staff with a focus on Deeper Learning and student-centered learning opportunities	Increase course performance and credits earned at the semester postings		
		Refine behavioral support system that aligns with student action plans for self-monitoring and immediate feedback by integrating Check & Connect Mentoring system (MTSS Academic Behavior).	Increase course performance and credits earned at the semester postings		
	Design, Align and Deliver Support (KCWP 5)	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Increase course performance and credits earned		
		A PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and response to data. Tier 1 progress will be provided for each PLC. Tier 2 strategies will continue to be designed per student need.	Increase course performance on State Standards and increase number of students meeting ACT Benchmarks.		

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase Reading and Math indicators for students with IEPs from 20.8% to 25.8% Increase Science, Social Studies and Writing indicators for	Design, Align, Deliver Support Processes (KCWP 5)	The strategies and measures for Goal 1 Proficiency are intricately tied to Goal 3.	Increased course performance and credits earned		
		Implement PD opportunities for staff with a focus on data review to design	Completion of professional		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
students with IEPs from 31.2% to 36.2%.		support strategies for each student by case manager.	development and discussion of individual student needs.		
	Design & Deliver Instruction (KCWP 2)	Expansion of co-teaching initiative	Expansion of co-teaching initiative.		
		Incorporate materials that support curriculum and improve foundational skills.	Professional development and use of materials and resources.		

4: English Learner Progress

Improve EL progress indicator from 45.0 to 50.0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase Reading and Math indicators for EL students from 31.2% to 36.2%. Increase Science, Social Studies and Writing indicators for EL students from 31.5% to 36.5%.	Design, Align, Deliver Support Processes (KCWP 5)	Trainings for staff provided by EL teachers (beginning of year + first semester training + 2nd semester training)	Common Assessments & State Assessments		
		Integration of Community Liaisons in Spanish & Swahili into the EL department to support students and teachers	Common Assessments & State Assessments		
	Design & Deliver Instruction (KCWP 2)	Language-specific Algebra/Geometry teacher	Common Assessments & State Assessments		
		EL Social Students teacher/EL Credit recovery teacher & acceleration for students entering high school late/off cohort	Common Assessments & State Assessments		

5: Quality of School Climate and Safety

Improve the QSCS indicator from 61.8 to 66.8					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Increase the QSCS indicator for Hispanic students from 61.4 to 66.4.	Establishing Learning Culture and Environment (KCWP 6)	Multicultural association equity council meeting & subsequent student-led PD for staff			

6: Postsecondary Readiness

Increase the percentage of students that are Post-Secondary Ready from 86.5 to 91.5					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Increase Career Readiness from 50% to 55% Increase Academic Readiness from 73% to 78%	Design, Align, Deliver Support Processes (KCWP 5)	Align current elective courses with appropriate career pathways and provide information regarding the EOP and industry certification potential benefits.	Hone Pathway information material to be used during scheduling process		
		Increase career pathways bridged with Southside	Check number of students taking EOP and Industry Certification exams in the spring of 2025.		
		Individually support students not Post-Secondary Ready in pathways.	Increase the number of 2025 End of Program (EOP) and industry certification tests to 440.		
	Design, Align, Deliver Support Processes (KCWP 5)	Continue means to improve student progress on the ACT. Offer ACT workshops through the CCR office with initial invites for students in our TSI groups.	ACT scores as reported in the School Report Card		
		Ensure regularly-scheduled PLC meetings to review the alignment between standards, learning targets and assessment measures.	Increase Dual Credit and AP Opportunities.		

7: Graduation Rate

Improve graduation rate from 98.4 to 99.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase student course performance by 5% each semester Reduction of drop-outs by 10%	Design, Align, Deliver Support Processes (KCWP 5)	The strategies and measures for Goal 1 Proficiency are intricately tied to Goal 7.			
		Alternative and individually designed instruction/assessment for students not being successful.			
	Design & Deliver Instruction (KCWP 2)	Continue to refine grade-level planning with counselors.			
		Counselors and interventionists work to identify students that would benefit from the Academy Credit Recovery program.			

8: Family Engagement

Increase family engagement through communication and by hosting in person events.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Improve frequency of communication with families.	Design, Align, Deliver Support Processes (KCWP 5)	Communication with families using the General Dispatch with translation feature on google sites.	Publish General Dispatch weekly.		
		Communicate with families using IC messenger and PLP contacts	Weekly communication via IC messenger and PLP contacts tracked through MTSS.		
		8th grade Parent Orientation	Event held in January		
		AP/Dual Credit Information night	Event held in January		
Improve engagement with families in TSI groups.	Establish Learning Environment and Culture (KCWP 6)	Invite families to work with the Inspire to Aspire/Adelante group.	Meetings held in Spring		
		Use Talking Points app to help facilitate conversations with EL families.	Train staff on the use of app		
		Community liaisons work with families to provide academic support and resources to students.	PLP contacts analysis		
Host College and Career Readiness events for families	Design, Align, Deliver Support Processes (KCWP 5)	College Planning Night	Event held in September		
		Bilingual CCR coaches can provide assistance to EL students	PLP contacts analysis		
		FAFSA Workshop	Event held in January		

Special Considerations for Targeted Support and Improvement (TSI)

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: AP district informative meetings, ITL meetings/representation, weekly standing admin meetings, DLM cadre, AP Project dedicated to TSI improvement

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:

- SBDM review of budget presented by administration
- Monthly equity forums presented by the equity council and hosted by various groups within the school
- Equity issued raised by these groups will be addressed at admin meetings and with involved leaders within the school

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:

- Reviewing QSCS data as well as monthly equity forum
- IL meetings/PLC review cultural contributions to curriculum
- Deeper learning/instructional design initiatives allow student choice and relevancy

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:

- Difficulty communicating with EL families effects student achievements, so integration of community liaisons speaking Spanish and Swahili will help communicate academic expectations to families as well as build community connection
- Student-centered instructional initiatives allow for more differentiation and relevance for students with IEPs

TSI 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), 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 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.	☒
Train staff in inquiry-based learning practices.	Friesen, S., & Scott, D. (2013). Inquiry-based learning: A review of the research literature. Alberta Ministry of Education, 32.	☐
Train staff in problem-based learning practices.	Hmelo-Silver, C. E. (2004). Problem-based learning: What and how do students learn?. Educational psychology review, 16(3), 235266.	☐
		☐
		☒

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

KSA Reading and Math; especially students with IEPs (18.5)

KSA Science, Social Studies, and Combined Writing; especially with African American (23.9), EL students (11.7) and students with IEPs (14.2).

(#) represents current indicator score for subgroup

Needs Assessment: Processes, Practices, or Conditions

PLC processes – Focusing on the PDSA structure. Aligning instruction to standards and curriculum frameworks. Deconstructing standards for instructional objectives and learning activities.

Instructional Coaching and professional learning in all subject areas with a focus on Assessing Student Learning. PLC processes – Focusing on the PDSA structure. Aligning assessments to standards. Deconstructing standards for instructional objectives and assessments.

Instructional Coaching and professional learning in all subject areas with a focus on Assessing Student Learning. Instructional coaching in PLCs and departmental meetings. Analyzing assessment results to direct instructional planning; including reteaching and enrichment/acceleration.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	50.0	+8.1
State Assessment Results in science, social studies, and writing	39.1	-7.4
English Learner Progress	30.9	+13.0
Quality of School Climate and Safety	63.1	-0.2

Postsecondary Readiness - *High School only*	89.7	+23.6
Graduation Rate - *High School only*	95.0	+4.6

1: State Assessment Results in Reading and Mathematics

By the end of the 24-25 school year, Tates Creek High School will reduce the percentage of students who score novice in reading and math as measured by KSA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: In 24-25, 32% (or less) of students will score novice in reading as measured by KSA. Current level is 37%	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, Apply Data Results	Professional Learning: Instructional Strategies Instructional Coaching: Instructional Strategies PLC Focus: Review, Analyze, Apply Data Results PLC Focus: Assessment Alignment	KSA reading scores District Common Benchmark Assessments	Dec/Jan & March/April: Analyze district common benchmark assessment scores in English 1 & 2 Oct 2025: Analyze KSA reading scores	N/A - work done through weekly PLC meetings Title I for subs if needed
Objective 2: In 24-25, 40% (or less) of students will score novice in mathematics as measured by KSA. Current level is 45%	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, Apply Data Results	Professional Learning: Instructional Strategies Instructional Coaching: Instructional Strategies PLC Focus: Review, Analyze, Apply Data Results PLC Focus: Assessment Alignment	KSA math scores District Common Benchmark Assessments	Dec/Jan & March/April: Analyze district common benchmark assessment scores in Algebra 1 and Geometry Oct 2025: Analyze KSA math scores	N/A - work done through weekly PLC meetings Title I for subs if needed

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

By the end of the 24-25 school year, Tates Creek High School will reduce the percentage of students who score novice in science, social studies, and combined writing as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: In 24-25, 53% (or less) of students will score novice in science as	KCWP 2: Design and Deliver Instruction	Professional Learning: Instructional Strategies Instructional Coaching: Instructional Strategies	KSA science scores	Dec/Jan & March/April: Analyze district common benchmark assessment scores in Biology	N/A - work done through weekly PLC meetings Title I for subs if needed

By the end of the 24-25 school year, Tates Creek High School will reduce the percentage of students who score novice in science, social studies, and combined writing as measured by KSA.						
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**	
measured by KSA. Current level is 58%	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, Apply Data Results	PLC Focus: Review, Analyze, Apply Data Results PLC Focus: Assessment Alignment	District Common Benchmark Assessments	Oct 2025: Analyze KSA reading scores		
Objective 2: In 24-25, 39% (or less) of students will score novice in social studies as measured by KSA. Current level is 44%	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, Apply Data Results	Professional Learning: Instructional Strategies Instructional Coaching: Instructional Strategies PLC Focus: Review, Analyze, Apply Data Results PLC Focus: Assessment Alignment	KSA social studies scores District Common Benchmark Assessments	Dec/Jan & March/April: Analyze district common benchmark assessment scores in US History Oct 2025: Analyze KSA social studies scores	N/A - work done through weekly PLC meetings Title I for subs if needed	
Objective 2: In 24-25, 31% (or less) of students will score novice in combined writing as measured by KSA. Current level is 36%	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, Apply Data Results	Professional Learning: Instructional Strategies Instructional Coaching: Instructional Strategies PLC Focus: Review, Analyze, Apply Data Results PLC Focus: Assessment Alignment	KSA combined writing scores Unit summative assessments in English 3	Dec/Jan & March/April: Analyze unit summative assessments in English 3 Oct 2025: Analyze KSA combined writing scores	N/A - work done through weekly PLC meetings Title I for subs if needed	

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: In 24-25, 44% (or less) of African American students will score novice in reading as measured by KSA. Current level is 49%	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, Apply Data Results	Professional Learning: Instructional Strategies Instructional Coaching: Instructional Strategies PLC Focus: Review, Analyze, Apply Data Results PLC Focus: Assessment Alignment	KSA reading scores District Common Benchmark Assessments	Dec/Jan & March/April: Analyze district common benchmark assessment scores in English 1&2 Oct 2025: Analyze KSA reading scores	N/A - work done through weekly PLC meetings Title I for subs if needed

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: In 24-25, 56% (or less) of English Learner students will score novice in reading as measured by KSA. Current level is 61%	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, Apply Data Results	Professional Learning: Instructional Strategies Instructional Coaching: Instructional Strategies PLC Focus: Review, Analyze, Apply Data Results PLC Focus: Assessment Alignment	KSA reading scores District Common Benchmark Assessments	Dec/Jan & March/April: Analyze district common benchmark assessment scores in English 1&2 Oct 2025: Analyze KSA reading scores	N/A - work done through weekly PLC meetings Title I for subs if needed
Objective 3: In 24-25, 66% (or less) of students with IEPs will score novice in reading as measured by KSA. Current level is 71%	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, Apply Data Results	Professional Learning: Instructional Strategies Instructional Coaching: Instructional Strategies PLC Focus: Review, Analyze, Apply Data Results PLC Focus: Assessment Alignment	KSA reading scores District Common Benchmark Assessments	Dec/Jan & March/April: Analyze district common benchmark assessment scores in English 1&2 Oct 2025: Analyze KSA reading scores	N/A - work done through weekly PLC meetings Title I for subs if needed

4: English Learner Progress

By the end of the 24-25 school year, Tates Creek High School will increase the ACCESS progress indicator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: In 24-25, 54% (or less) of English Learner students will score 0 on the ACCESS test. Current level is 59%	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, Apply Data Results	Professional Learning: Instructional Strategies Instructional Coaching: Instructional Strategies PLC Focus: Review, Analyze, Apply Data Results PLC Focus: Assessment Alignment	ACCESS scores District Common Benchmark Assessments	Dec/Jan & March/April: Analyze district common benchmark assessment scores in English 1&2 May 2025: Analyze ACCESS scores	N/A - work done through weekly PLC meetings Title I for subs if needed
Objective 2: In 24-25, 22% (or more) of English Learner students will score 80 or higher on the ACCESS test. Current level is 17%	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Professional Learning: Instructional Strategies Instructional Coaching: Instructional Strategies PLC Focus: Review, Analyze, Apply Data Results	ACCESS scores District Common Benchmark Assessments	Dec/Jan & March/April: Analyze district common benchmark assessment scores in English 1&2 May 2025: Analyze ACCESS scores	N/A - work done through weekly PLC meetings Title I for subs if needed

By the end of the 24-25 school year, Tates Creek High School will increase the ACCESS progress indicator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze, Apply Data Results	PLC Focus: Assessment Alignment			

5: Quality of School Climate and Safety

By the end of the 24-25 school year, Tates Creek High School will increase the Quality of School Climate and Safety indicator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: In 24-25, the Quality of School Climate and Safety status will be 68.1. Current level is 63.1	KCWP 6: Establish Learning Environment and Culture	Community outreach: Support inclusivity by developing community partnerships and communicating with families. SEL: Implement opportunities for social emotional learning and help students develop an understanding of purposeful expectations and procedures as part of a comprehensive system of support.	Quality of School Climate and Safety indicator DESSA	November 2024: Review of Quality of School Climate and Safety indicator October 2024: DESSA	N/A - work done through weekly PLC meetings Title I for subs if needed

6: Postsecondary Readiness

By the end of the 24-25 school year, Tates Creek High School will increase the current postsecondary readiness status score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1: By the end of the 24-25 school year, Tates Creek High School will increase the current postsecondary readiness status score for students with IEPs. Current level is 73.8.	KCWP 4: Review, Analyze, Apply Data Results KCWP 6: Establish Learning Environment and Culture	System Development: Leadership ensures data is used to meet the needs of all students. System Development: Ensure systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning. PBIS: Foster an equitable environment where students collaborate, celebrate one another's differences, and are motivated to learn as valued members of the classroom community.	PSR Tracker	Weekly: Highlight PSR changes during leadership team meetings. Monthly: Discuss PSR changes with Admin, SpEd teachers, and counselors	N/A - work done through weekly PLC meetings	
					Title I for subs if needed	
Objective 2: By the end of the 24-25 school year, Tates Creek High School will increase the current postsecondary readiness status score for English Learners. Current level is 66.3.	KCWP 4: Review, Analyze, Apply Data Results KCWP 6: Establish Learning Environment and Culture	System Development: Leadership ensures data is used to meet the needs of all students. System Development: Ensure systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning. PBIS: Foster an equitable environment where students collaborate, celebrate one another's differences, and are motivated to learn as valued members of the classroom community.	PSR Tracker	Weekly: Highlight PSR changes during leadership team meetings. Monthly: Discuss PSR changes with Admin, EL teachers, and counselors	N/A - work done through weekly PLC meetings	
					Title I for subs if needed	

7: Graduation Rate

By the end of the 24-25 school year, Tates Creek High School will increase the graduation status.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By the end of the 24-25 school year, Tates Creek High School will increase the graduation status to 97%. Current level is 95%	KCWP 5: Design, Align and Deliver Support Processes	Academic support: Leadership ensures that academic interventions and supports are delivered with fidelity in real time	Cohort 4 graduation rate	Monthly: ROIS analysis	N/A - work done through weekly PLC meetings
					Title I for subs if needed

8: Family Engagement

By May 2025, 100% of schools will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, TCHS will have developed a FACE action plan.	Continue to implement and monitor the strategies developed in the plan	Collaborate with the school team and FACE Lead to develop a focus for the current school year.	Family Survey Participation of Staff and Families	Principal, FACE Lead, FACE Liaison will monitor monthly through school support visits	Title I General
		Execute the expectations established on the FACE action plan.	Analyze pre and post-action plan data Participate data of staff and families	Principal, FACE Lead, and FACE Liaison will monitor at the beginning and end of the year	Title I General
		Provide professional learning to school staff on evidence-based family community and engagement strategies and best practices	Participation of Staff Staff Learning Feedback form	FACE Department will monitor the professional learning request form, and staff learning feedback form	Title I General

Special Considerations for Targeted Support and Improvement (TSI)

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:**
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:**

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:

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:

TSI 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), 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 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.

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		☒

State Assessment Results in Reading

- By 2025, Paul Laurence Dunbar High School will increase Reading proficient and distinguished level to 62% as measured by KSA. As of 2023, the current level is 52%.

State Assessment Results in Math

- By 2025, Paul Laurence Dunbar High School will increase Math proficient and distinguished level to 57% as measured by KSA. As of 2023, the current level is 46%

State Assessment Results in Science

- By 2025, Paul Laurence Dunbar High School will increase Science proficient and distinguished level to 45% as measured by KSA. As of 2023, the current level is 20%.

State Assessment Results in Social Studies

- By 2025, Paul Laurence Dunbar High School will increase Social Studies proficient and distinguished level to 60% as measured by KSA. As of 2023, the current level is 49%.

State Assessment Results in Combined Writing

- By 2025, Paul Laurence Dunbar High School will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. As of 2023, the current level is 52%.

English Learner Progress

- By 2025, Paul Laurence Dunbar High School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 24.7%.

Quality of School Climate and Safety

- By 2025, Paul Laurence Dunbar High School will increase the quality of school climate and safety index to 70% as measured by KSA. As of 2024, the current index is 64.6 with 64.5% climate and 61.8% safety.

Graduation Rate

• By 2025, Paul Laurence Dunbar High School will increase the graduation rate to 97% as measured by the combined 4-year and 5-year rate. Current rate is 93.3%.
Post-Secondary Readiness • By 2025, Paul Laurence Dunbar High School will increase the percentage of students who are post secondary ready to 83%. Current rate is 78.3%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Paul Laurence Dunbar High School will increase P/D in Reading to 57%. 2022 P/D in Reading was 55% By 2023, Paul Laurence Dunbar High School will increase P/D in Math to 52%. 2022 P/D in Math was 50%	By 2024, Paul Laurence Dunbar High School will increase P/D in Reading to 59%. It is 50%. By 2024, Paul Laurence Dunbar High School will increase P/D in Math to 54%. It is 41%.	By 2025, Paul Laurence Dunbar High School will increase P/D in Reading to 62%. It is 52% By 2025, Paul Laurence Dunbar High School will increase P/D in Math to 57%. It is 46%

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Paul Laurence Dunbar High School will increase P/D in Science to 33%. 2022 P/D in Science was 27%). By 2023, Paul Laurence Dunbar High School will increase P/D in Social Studies to 50%. 2022 P/D in Social Studies was 46%. By 2023, Paul Laurence Dunbar High School will increase P/D in Combined Writing to 54%. 2022 P/D in Combined Writing was 51%.	By 2024, Paul Laurence Dunbar High School will increase P/D in Science to 39%. It is 23%. By 2024, Paul Laurence Dunbar High School will increase P/D in Social Studies to 55%. It is 48%. By 2024, Paul Laurence Dunbar High School will increase P/D in Combined Writing to 57%. It is 43%.	By 2025, Paul Laurence Dunbar High School will increase P/D in Science to 45%. It is 20% By 2025, Paul Laurence Dunbar High School will increase P/D in Social Studies to 60%. It is 49% By 2025, Paul Laurence Dunbar High School will increase P/D in Combined Writing to 60%. It is 52%

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, Paul Laurence Dunbar High School will decrease novice in Reading to ● African American students <35%, in 2022 it was 44% ● English Language Learners <54%, in 2022 it was 73% ● Hispanic students <35%, in 2022 it was 45%	By 2024, Paul Laurence Dunbar High School will decrease novice in Reading to ● African American students <25%, in 2023 it is 62% ● English Language Learners <35%, in 2023 it is 69% ● Hispanic students <25%, in 2023 it is 45%	By 2025, Paul Laurence Dunbar High School will decrease novice in Reading to <15%. ● African American students <15%, in 2024 it is 44% ● English Language Learners <15%, in 2024 it is 74% ● Hispanic students <15%, in 2024 it is 45%
By 2023, Paul Laurence Dunbar High School will decrease novice in Math to ● African American students <35%, in 2022 it was 44% ● English Language Learners <41%, in 2022 it was 53% ● Hispanic students <35%, in 2022 it was 36%	By 2024, Paul Laurence Dunbar High School will decrease novice in Math to . ● African American students <25%, in 2023 it is 55% ● English Language Learners <30%, in 2023 it is 56% ● Hispanic students <25%, in 2023 it is 48%	By 2025, Paul Laurence Dunbar High School will decrease novice in Math to <15%. ● African American students <15%, in 2024 it is 44% ● English Language Learners <15%, in 2024 it is 66% ● Hispanic students <15%, in 2024 it is 53%
By 2023, Paul Laurence Dunbar High School will decrease novice in Science to ● African American students <61%, in 2022 it was 81% ● English Language Learners <65%, in 2022 it was 87% ● Hispanic students <46%, in 2022 it was 58%	By 2023, Paul Laurence Dunbar High School will decrease novice in Science to ● African American students <41%, in 2023 it is 58% ● English Language Learners <43%, in 2023 it is 80% ● Hispanic students <33%, in 2023 it is 62%	By 2023, Paul Laurence Dunbar High School will decrease novice in Science to <21%. ● African American students <21%, in 2024 it is 72% ● English Language Learners <21%, in 2024 it is 83% ● Hispanic students <21%, in 2024 it is 67%
By 2023, Paul Laurence Dunbar High School will decrease novice in Social Studies to ● African American students <55%, in 2022 it was 70% ● English Language Learners <69%, in 2022 it was 91% ● Hispanic students <44%, in 2022 it is 54%	By 2023, Paul Laurence Dunbar High School will decrease novice in Social Studies to ● African American students <40%, in 2023 it is 55% ● English Language Learners <46%, in 2023 it is 71% ● Hispanic students <34%, in 2023 it was 46%	By 2023, Paul Laurence Dunbar High School will decrease novice in Social Studies to <23%. ● African American students <23%, in 2024 it is 47% ● English Language Learners <23%, in 2024 it is 67% ● Hispanic students <23%, in 2024 it is 46%

By 2023, Paul Laurence Dunbar High School will decrease novice in Combined Writing to • African American students <38%, in 2022 it was 52% • English Language Learners <50%, in 2022 it was 69% • Hispanic students <22%, in 2022 it was 28%	By 2023, Paul Laurence Dunbar High School will decrease novice in Combined Writing to • African American students <24%, in 2023 it is 40% • English Language Learners <30%, in 2023 it is 65% • Hispanic students <16%, in 2023 it is 42%	By 2023, Paul Laurence Dunbar High School will decrease novice in Combined Writing to <10%. • African American students <10%, in 2024 it is 47% • English Language Learners <10%, in 2024 it is 67% • Hispanic students <10%, in 2024 it is 46%

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, Paul Laurence Dunbar High School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 21.4%. In 2023, it is 23%	By 2024, Paul Laurence Dunbar High School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. In 2022, the current level was 21.4%; in 2023 it is 23%	By 2025, Paul Laurence Dunbar High School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. In 2024 it is 24.7%

Special Considerations for Targeted School and Improvement (TSI), Additional Targeted School and Improvement (ATSI), and Comprehensive School and Improvement (CSI) – PLD copy linked

KDE CSIP Additional Information - PLD copy linked

Year 1 Focus Areas

Teaching and Learning: PLCs use the PDSA model effectively to improve student learning				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress,	Design and Deliver Instruction	The Instructional Leadership Team will be trained to refresh teachers on culturally responsive and active student engagement strategies such as Marzano, Kagan, ELLevation, inquiry model, and academic discourse. Using the PDSA process in the PLC protocol, PLCs will intentionally include	ILT meeting agendas and minutes, PLC PDSA documentation, department meeting agendas and minutes, faculty	Section 6

Post-Secondary Readiness, Graduation Rate		the strategies in their lesson planning. Teachers will share successes during PLC, department, and faculty meetings.	meeting agendas and minutes, walkthrough data	
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress, Post-Secondary Readiness, Graduation Rate	Design and Deploy Standards	All teachers will continue to implement standards-based grading with fidelity using Tier 1 instructional and behavior supports including scaffolding to high levels of rigor in all classes and building routines for in-class remediation and reassessments.	ILT meeting agendas and minutes, PLC PDSA documentation, department meeting agendas and minutes, SBG committee meeting agendas and minutes, faculty meeting agendas and minutes, walkthrough data, grade book checks	Section 6
Progress Monitoring January 2023, March 2023, June 2023				

Interdisciplinary Literacy Instruction				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading (all content areas)	Design and Deliver Instruction	All courses will include fiction and nonfiction reading relevant to content area learning using complex, grade-level passages. PLD schoolwide literacy strategies, interdisciplinary literacy practices, and essential ELL strategies will support student comprehension and learning.	PLC PDSA documentation, walkthrough data	NA
Combined Writing (all content areas)	Design and Deliver Instruction	Per the PLD writing policy, each semester all classes will produce at least two writing to demonstrate learning (written responses for formative or summative assessments including on-demand and timed writing).	Literacy Team agendas and minutes, PLC PDSA documentation, walkthrough data	Section 6

Combined Writing (all content areas)	Design, Align, and Deliver Support	Reconvene the school literacy team to support and monitor the implementation of the SBDM writing policy strategies and requirements.	Literacy Team agendas and minutes, department meeting agendas and minutes	NA
Science	Design and Deliver Instruction	Science teachers will routinely incorporate literacy practices in their instruction that incorporate reading, interpreting and analyzing data via charts, graphs, and tables.	PLC PDSA documentation, walkthrough data	NA
English Learner Progress	Design and Deliver Instruction	Train all teachers in foundational EL learning strategies during faculty meetings.	Faculty meeting agendas, resources uploaded in shared teacher drive, PLC records, walkthrough data	NA
English Learner Progress	Design, Align, and Deliver Support	Routinely incorporate spoken academic vocabulary assessments using a computer-based recording program. Use the progress monitoring model to monitor students' growth.	Student progress monitoring data	NA
Progress Monitoring January 2023, March 2023, June 2023				

Assessment – Refine Balanced Assessment System				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress, Post-Secondary Readiness, Graduation Rate	Design and Deliver Assessment Literacy	PLCs will continue to develop and refine daily learning targets and success criteria as well as detailed rubrics and models of exemplary work. Teachers will teach students to use the exemplars and the rubric criteria to identify strengths and areas for growth. PLCs will develop a self-assessment tracking system for students to utilize for monitoring and goal setting.	ILT meeting agendas and minutes, PLC PDSA documentation, department meeting agendas and minutes, SBG committee meeting agendas and minutes, faculty meeting agendas and minutes, walkthrough	Section 6

			data, grade book checks	
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress, Post-Secondary Readiness, Graduation Rate	Review, Analyze and Apply Data	Teachers will routinely analyze formative assessment results to plan Tier One interventions and extensions prior to the summative assessment in order to move all students to mastery and beyond.	PLC PDSA documentation, grade distribution data, common assessment data	NA – embedded in PD hours
Post-Secondary Readiness	Design and deliver assessment literacy	Content teachers will incorporate learning probes of essential skills and prior content using time-pressured multiple-choice assessments (5 questions in 5 minutes) to practice identifying the most accessible questions and strategies to eliminate or verify answer choices.	PLC PDSA documents, walkthrough data	Section 6, District curriculum resources
Progress Monitoring January 2023, March 2023, June 2023				

Multi-Tiered Systems of Support				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Achievement Gap	Design, Align and Deliver Support	Students performing below the 40th percentile in reading and/or math will be scheduled for MTSS academic support classes. Counselors and SPST review student academic data and consult with core teachers to place students into MTSS academic classes and to remove students when they have met their goals.	Student schedule review, SPST agendas and minutes, interventions tracker, progress monitoring data	Section 6

Post-Secondary Readiness, Quality of School Climate and Safety	Design, Align and Deliver Support	SPST will continue to meet weekly to review student data and new referrals. SPST will assign mentors and/or small group support to students exhibiting excessive absences or other non-academic barriers to learning.	SPST agendas and minutes, interventions tracker, SPST decision rules	NA
Progress Monitoring January 2023, March 2023, June 2023				

Structures to Ensure Post-Secondary Readiness				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Post-Secondary Readiness	Design, & Deliver Instruction	All students have a CCR period that focuses on life skills, college selection, application, and funding, work-related etiquette and skills, financial literacy, college admissions test preparation, and introduction to the career options. These systems will give students greater access to marketable skills and certifications that they can carry with them beyond school to increase their opportunities. They also will ensure that all students have direct instruction and guided support regarding the college application process.	CCR committee agendas and minutes, CCR block lesson plans, student survey data	Section 6
Post-Secondary Readiness	Design, Align, Deliver Support Processes	Career: Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs. Scheduling materials will be developed to clearly define Career Pathway requirements and benefits to attaining Career Ready status. All 9th graders will be scheduled for an introductory CTE course of their choice. CTE teachers will conference with students to identify and schedule them for the next course in the pathway sequence. Academic: ACT: Teachers will routinely teach standardized ACT test-taking	Scheduling materials, TEDS data, student schedule reviews, PLC PDSA documents,	Section 6, District curriculum resources

		strategies. Students will be encouraged to take more AP and Dual Credit classes. AP: 3 or higher on the exam for a test in the category (science/math or English/Social Studies/Fine Arts) Dual Credit: grade of C or higher on 6 or more hours of KDE-approved Dual Credit in the category.		
Science	Establishing Learning Culture and Environment	Clarify scheduling practices for newcomer EL students to ensure that they take biology by 11th grade.	Student support team agenda and minutes, scheduling materials, student schedule review	NA
Graduation rate	Review, Analyze and Apply Data	Utilize ROIS data to assist in identifying students at risk for remediation, failure and/or untimely graduation. The Student Problem Solving Team will review students at an increased risk for not graduating on time and ensure they are matched with appropriate supports and interventions, making adjustments as needed.	ROIS data, SPST agendas and minutes, graduation plan review	NA
Graduation Rate	Establish Learning Culture and Environment	Students who fail courses will be scheduled into credit recovery classes and district-provided online credit programs to ensure they remain on track for graduation.	Credit recovery completion data, student transcript review	District-provided online credit recovery licenses
Progress Monitoring January 2023, March 2023, June 2023				

Culture/Climate: Provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Quality of School Climate and Safety	Design, Align, Deliver	Protect instructional time for Green Dot bystander training for all 9th-grade students, emphasizing strategies that focus on bullying prevention and reporting.	Green Dot agendas and minutes, Faculty meeting agendas,	Section 6

	Support Processes		SEL lesson plans, discipline data	
Quality of School Climate and Safety	Design, Align, Deliver Support Processes	Continue to refine meaningful SEL instruction for all students.	Faculty meeting agendas, SEL lesson plans, student survey data	Section 6
Quality of School Climate and Safety	Design, Align, Deliver Support Processes	Create a student equity committee to engage in data review, problem-solving, and making recommendations.	Student equity committee meeting agendas and minutes	Section 6
Quality of School Climate and Safety, English Learner Progress	Establishing Learning Culture and Environment	Train all teachers in the use of home language communication tools.	Communication logs	NA
Quality of School Climate and Safety, Post-Secondary Readiness	Establishing Learning Culture and Environment	Continue to explore community partnerships for community service, Dual Credit courses, job shadowing, and work-based learning.	Communication logs, partnership agreements	NA
Progress Monitoring January 2023, March 2023, June 2023				

Year 2 Focus Areas

Teaching and Learning: PLCs use the PDSA model effectively to improve student learning				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap,	Review, Analyze and Apply Data Results	Provide teachers and PLC teams professional learning and networking opportunities to implement data analysis processes to plan standards-based instruction and respond to student learning to increase self-efficacy.	Measures of success: ● Professional development materials ● PLC data protocols	Section 6

English Learner Progress			• PLC Tier 1 support implementation plan Progress monitoring: • PLC leads will submit completed data protocols and Tier 1 support plans with PLC minutes • Principals will monitor use of tools and routines through walkthroughs, PLC visits, and evaluations	
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Establish Learning Environment and Culture	Collaborate with ILT and teachers to develop tools and routines to expand opportunities for students to monitor their learning and the PLCs to monitor student growth.	Measures of success: • student self-monitoring tools • PLC PDSA documents Progress monitoring: • PLC leads will submit student monitoring tools • Principals will monitor use of tools and routines	NA

			through walkthroughs, PLC visits, and evaluations	
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Design and Deliver Instruction	Design and deploy professional development to increase the use of the following high-yield strategies that, according to the 2023 teacher Tier 1 survey, are currently being under-used: ● Marzano: nonlinguistic representation ● EL practices: teach and use meaning-making strategies ● Reading strategies: SQ3R ● Acceleration strategies: extensions through interdisciplinary connections, self-directed project-based learning, complex/elaborate/in-depth investigations	Measures of success: ● PD plan ● Training materials ● Walkthrough data ● PLC planning records Progress monitoring: ● PLC leads will submit planning documents that include use of these strategies ● Principals will monitor use of tools and routines through walkthroughs, PLC visits, and evaluations	Section 6/PD
Progress Monitoring January 2024, March 2024, May 2024				

Interdisciplinary Literacy Instruction				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Design and Deliver Instruction	Train teachers on processes to integrate effective literacy practices specific to their disciplines in all content areas to meet the needs of ALL children (e.g. disability, EL, GT, etc.). Focus on practices that, according to the 2023 teacher Tier1 survey, are currently being under-used: ● high-level vocabulary ● building stamina with primary sources and complex, discipline-specific texts ● synthesizing information from multiple sources ● timed writing (on-demand, extended response, mathematical justification), ● argumentative writing including claim, counterclaim, and refutation.	Measures of success: ● professional development materials ● faculty department meeting agendas ● walkthrough data Progress monitoring: ● PLC leads will include literacy practices on their PLC minutes ● Principals will monitor the integration of effective literacy practices through walkthroughs, PLC visits, and evaluations	Section 6
Reading, Combined Writing	Review, Analyze, Apply Data Results	Develop a monitoring system to ensure the implementation of the school writing program with fidelity.	Measures of success: ● literacy team agendas and minutes ● monitoring system Progress monitoring: ● literacy team will monitor the use of the monitoring	NA

			system and the fidelity of the implementation of the writing program	
English Learner Progress	Review, Analyze, Apply Data Results	Increase direct and intentional speaking and writing instruction in EL classes using the released ACCESS rubrics for assessment to monitor their progress.	Measures of success: ● Instruction planning and implementation documented in PLC PDSA documents ● Assessments designed, administered, and results analyzed at student level ● Student progress monitoring process designed and implemented Progress monitoring: ● PLC lead will monitor planning, design, and implementation ● Department leadership will report progress to the principal	NA
Progress Monitoring				

January 2024, March 2024, May 2024

Assessment – Refine Balanced Assessment System				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Review, Analyze, Apply Data Results	Develop and deploy systems to collect and use student learning data from formative, summative, and common unit assessments to inform classroom instruction and curriculum decisions.	Measures of success: ● system developed ● teachers trained on system (faculty/ department meetings) ● data analysis documentation ● PLC documentation of Tier 1 instructional supports ● mastery of essential standards from each unit framework Progress monitoring: ● analysis of common assessment data at PLC and department meetings	NA
Reading, Math, Science, Social Studies,	Design and Deliver	Develop a plan for students in state-testing grade levels to practice tests with released items in the format of the state tests and	Measures of success:	NA

Combined Writing, Achievement Gap, English Learner Progress	Assessment Literacy	scored using released rubrics and scoring guides.	• Practice testing schedule • PLC data analysis and intervention plan Progress monitoring: • ILT will review analyzed practice test results	
Progress Monitoring January 2024, March 2024, May 2024				

Multi-Tiered Systems of Support				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Culture of School Climate and Safety	Design, Align and Deliver Support	Refine SPST decision rules and monitoring processes for Tier 2 and Tier 3 behavior-focused supports.	Measures of success: SPST agendas and minutes Progress monitoring: Documentation of decision rules and progress monitoring	NA
Reading, Math, English Learner Progress, Achievement Gap	Review, Analyze, Apply Data Results	Develop consistent processes for collecting CBM data and using results to make intervention decisions for academic supports.	Measures of success: CBM assessment instructions and schedules, data analysis procedures Progress monitoring: BAC and MTSS committee will monitor	District

			implementation and report to the principal	
Progress Monitoring January 2024, March 2024, May 2024				

Structures to Ensure Post-Secondary Readiness				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Post-Secondary Readiness	Design, Align and Deliver Support	Clarify the scheduling process to ensure CTE and Fine Arts pathways policies are implemented with fidelity and the course progressions include 8th-grade credit attainment options.	Measures of success: Counselor checklist, student schedule review, TEDS data Progress monitoring: Head counselor, BAC, and CCR coach will collaborate to monitor and report to the principal	NA
Post-Secondary Readiness	Review, Analyze, and Apply Data Results	Analyze participation, completion, and post-secondary readiness attainment for each pathway, including non-CTE pathways and pathways at A5 schools.	Measures of success: TEDS data, school accountability data Progress monitoring: BAC, CCR coach will report to the principal	NA
Post-Secondary Readiness	Design, Align and Deliver Support	Explore and develop alternative paths to graduation (e.g. night/weekend program, online programs, compressed credits, 22 credit program) for non-traditional and at-risk students to allow them to work while completing their graduation requirements.	Measures of success: ● Working group formed ● Models identified and reviewed by team ● Plan(s) developed	NA

			Progress monitoring: ● Group lead will report to principal	
Post-Secondary Readiness	Design and deliver assessment literacy	Core classes primarily serving 10th and 11th grade students will give bell-ringers using released ACT questions and test-taking strategies at least weekly.	Measures of success: ● Released items, answers, and justifications gathered and organized for weekly delivery ● Progress monitoring plan established and implemented ● Teachers trained on materials and implementation plan ● Increased ACT scores Progress monitoring: ● Teacher and student-level progress monitoring will be built into the implementation plan ● PLC leads will lead data analysis	Section 6

			● Department chair will report to principal	
Post-Secondary Readiness	Review, Analyze, and Apply Data Results	Build a system for monitoring post-secondary readiness attainment for academic and career readiness. Develop scheduling practices that ensure all students have a viable route to attain post-secondary readiness in one or both areas.	Measures of success: ● Create team including CTE, BAC, CCC, and student support to design the monitoring system ● Student support will revise their scheduling checklist to include post-secondary readiness procedures ● All students will be scheduled to meet their individual goals and have an intentional path to post-secondary readiness attainment Progress monitoring: ● Team will review student schedules,	NA

			TEDS, and ROIS data • Team lead will report to principal	
Progress Monitoring January 2024, March 2024, May 2024				

Culture/Climate: Provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Quality of School Climate and Safety	Design, Align, Deliver Support	Explore options to provide protected planning time for Green Dot training staff during the school day.	Measures of success: Scheduling committee minutes, 2024-25 master schedule Progress monitoring: head counselor will report to the principal	NA
Quality of School Climate and Safety	Design, Align and Deliver Support	Expand culturally responsive student support and engagement group offerings.	Measures of success: Small group and club lists Progress monitoring: SBDM through club approvals	NA
Quality of School Climate and Safety	Design, Align and Deliver Support	Explore off-site options for family engagement events.	Measures of success: Equity Unity and Belonging committee and FACE team agendas and minutes	Title 1

			Progress monitoring: committee chairs will report to the principal	
Quality of School Climate and Safety	Establishing Learning Culture and Environment	Identify and schedule high-quality professional development on culturally responsive teaching and learning focused on encouraging students to leverage their cultural capital and building relationships with at-risk students.	Measures of success: PD plan, training materials, planning documents showing implementation Progress monitoring: Unity and Belonging committee will coordinate with administration team to schedule PD, PLC leads will monitor implementation	Section 6/PD
Quality of School Climate and Safety, Post-secondary Readiness	Establishing Learning Culture and Environment	Plan and schedule student and parent focus groups to identify how to successfully engage underperforming students in learning.	Measures of success: members identified, questions prepared, location secured, information analyzed to determine next-steps. Progress monitoring: Student Unity and Belonging committee sponsor report to principal	Title 1/FRYSC
Progress Monitoring January 2024, March 2024, June 2024				

Year 3 Focus Areas

Teaching and Learning: PLCs use the PDSA model effectively to improve student learning

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Design and Deliver Instruction	Utilize the district-developed frameworks, visible learning practices, Kentucky Interdisciplinary Literacy Practices (KILP), and backward design principles to plan for cognitively engaging, grade-appropriate instruction.	Measures of success: PLC PDSA documentation Progress monitoring: PLC leads will submit planning documents that include these elements Principals will monitor use of practices through walkthroughs, PLC visits, and evaluations	NA
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Design and Deploy Standards	Continue to monitor student progress in all tiers of instruction with fidelity checks of curriculum, unit framework alignment, and student learning intentions.	Measures of success: PLC administration visits, walkthrough data Progress monitoring: PLC leads will submit Tier 1 student data analysis with PDSA documentation, Intervention teachers will submit Tier 2 and Tier 3 student data to the MTSS lead quarterly, Principals will monitor use of practices through walkthroughs, PLC visits, and evaluations	NA

Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Design, Align and Deliver Support	Each PLC will identify one member to monitor the implementation of SIOP protocols (building background knowledge, pre-teaching vocabulary using multiple modes, using comprehensible content input, student interaction, scaffolding instruction up to mastery of the standard, and incorporating EL engagement strategies) in their curriculum planning.	Measures of success: PLC PDSA documentation Progress monitoring: PLC leads will submit planning documents that include these elements Principals will monitor use of practices through walkthroughs, PLC visits, and evaluations	NA
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Design, Align and Deliver Support	All teachers with general-level core classes will be scheduled for common planning with fidelity. PLC data processes will focus on Tier 1 support to scaffold students in general classes to mastery of standards and beyond.	Measures of success: Master schedule, PLC common planning schedule, PLC PDSA documentation Progress monitoring: PLC leads will submit planning documents that include these elements Principals will monitor use of practices through walkthroughs, PLC visits, and evaluations	NA
Progress Monitoring January 2025, March 2025, May 2025				

Interdisciplinary Literacy Instruction				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Design and Deliver Instruction	Train teachers on effective vocabulary development tools (Frayer model, visual word walls, non-linguistic representation, student-friendly definitions and examples, verbal repetition, etc.)	Measures of success: Teacher training materials, PLC PDSA documentation, walkthrough data Progress monitoring: PLC leads will submit planning documents that include these elements Principals will monitor use of practices through walkthroughs, PLC visits, and evaluations	Title II
Reading, Combined Writing	Design, Align and Deliver Support	Develop a toolbox for On-Demand Writing instruction and practice for content teachers, including an ODW prompt template, KSA ODW rubric, and scaffolding tools for EL students.	Measures of success: Teacher training materials, PLC PDSA documentation, walkthrough data Progress monitoring: PLC leads will submit planning documents that include these elements Principals will monitor use of practices through walkthroughs, PLC visits, and evaluations	Title II

Reading, Combined Writing	Design and Deliver Instruction	Each PLC will identify one member to monitor the implementation of the school writing program (daily reading, writing, speaking, and listening opportunities, weekly schoolwide literacy strategies and writing to learn, 2 times/semester writing to demonstrate learning, 1 time/semester writing for publication) in their curriculum planning.	Measures of success: PLC PDSA documentation, walkthrough data Progress monitoring: PLC leads will submit planning documents that include these elements Principals will monitor use of practices through walkthroughs, PLC visits, and evaluations	NA
Progress Monitoring January 2025, March 2025, May 2025				

Assessment – Refine Balanced Assessment System				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Design and Deliver Assessment Literacy	Deploy assessment practices to ensure a balanced approach to standards mastery including aligned and calibrated formative and summative assessments at the school and district level that reach the complexity and rigor indicated in the standards, specifically focusing on increasing the assessment of higher-order thinking skills.	Assessment schedules, assessment tasks, gradebook checks	NA
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Design and Deliver Assessment Literacy	Use available technology to create some classroom assessments that mirror the format and structure of state assessments.	Measures of success: Assessment schedules, assessment tasks, gradebook checks Progress monitoring:	NA

			PLC leads will submit planning documents that include these elements Principals will monitor use of practices through walkthroughs, PLC visits, and evaluations	
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	Establishing Learning Culture and Environment	Identify and share examples of teachers using success criteria effectively to guide student self-assessment of their learning.	Measures of success: Training materials, agendas, walkthrough data Progress monitoring: ILT will make recommendations to administration	NA
Progress Monitoring January 2025, March 2025, May 2025				

Multi-Tiered Systems of Support				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, English Learner Progress, Achievement Gap	Design, Align and Deliver Support	Conduct needs assessment of MTSS structures to identify and correct gaps in service.	Measures of success: MTSS data, support team recommendations Progress Monitoring: SPST documentation	NA
Quality of School Climate and Safety	Review, Analyze, Apply Data Results	Establish data processes to progress monitor Tier 1 behaviors using eOS. Develop a routine process to review and analyze the data and decision rules to match students in	Measures of success: weekly eOS team meeting minutes, decision rules, and intervention plans	NA

		need of support with appropriate interventions.	Progress monitoring: team lead will report to administration team	
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress, Culture of School Climate and Safety	Design, Align and Deliver Support	Recruit teachers to push in to general KSA year core classes to provide 30 minutes/week of targeted Tier 1 support to students who are not achieving at grade level independently.	Measures of success: schedule of interventions, intervention materials, student progress monitoring Progress monitoring: Teachers will submit student progress monitoring data in PLCs	Section 6 - materials and stipends
Progress Monitoring January 2025, March 2025, May 2025				

Structures to Ensure Post-Secondary Readiness				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Post-Secondary Readiness	Review, Analyze, and Apply Data	Utilize data to inform structures, practices, and actionable feedback.	Data analysis, survey data	NA
Post-Secondary Readiness	Review, Analyze, and Apply Data	CTE teachers will map course progression and timing of certification tests for their pathway(s). They will progress monitor students in their pathway for course attainment and postsecondary readiness through stacked certification, CTE EOP exams, dual credit, and work-based learning/ internships.	Measures of success: pathway mapping documents, student pathway tracking data Progress monitoring: CTE teachers will share documents and review progress with the CTE liaison	NA

			assistant principal and PSR committee	
Post-Secondary Readiness	Review, Analyze, and Apply Data	PSR committee will coordinate with counselors to ensure that students who have not attained PSR through academic or career readiness by the end of their 11th grade year are scheduled in a dual credit, work study/internship, or other class that allows them to reach postsecondary readiness.	Measures of success: Student schedules, PSR attainment data Progress monitoring: The PSR committee chair and head guidance counselor will report progress to the principal	NA
Progress Monitoring January 2025, March 2025, May 2025				

Culture/Climate: Provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Quality of School Climate and Safety	Establishing Learning Culture and Environment	Make student engagement a priority by consistently enforcing the school policies regarding cell phone usage, tardies, and skipping. In addition, minimize interruptions to class by ensuring that field trips and pull-outs are aligned with school goals and reducing PA announcements.	Measures of success: Walkthrough data, behavior data, field trip and pull-out procedures, PA announcement approval process Progress monitoring: PBIS committee will review data at monthly meetings	NA
Quality of School Climate and Safety	Establishing Learning Culture and Environment	Expand academic and behavioral incentives for students through PBIS and final exam exemptions.	Measures of success: incentive schedules Progress monitoring: PBIS committee will	Fundraising, section 6

			report to administration	
Quality of School Climate and Safety	Establishing Learning Culture and Environment	Prioritize smaller class sizes and optimal scheduling of general core classes.	Measures of success: master schedule Progress monitoring: head guidance counselor will coordinate with the principal	NA
Quality of School Climate and Safety	Establishing Learning Culture and Environment	Collaborate with Green Dot/SEL to increase instruction on the dangers of social media and how to deal with bullying	Measures of success: schedule of events and instructional plans Progress monitoring: Green Dot & SEL leads will coordinate with homeroom manager and administration team	Section 6 & district
Quality of School Climate and Safety	Design, Align and Deliver Support	Deploy schoolwide Talking Points to facilitate 2-way communication with families in their home languages.	Measures of success: Training documents, communication plan,Talking Points data Progress monitoring: The Title 1 coordinator will review Talking Points data with the ILT and administration team	Title 1
Quality of School Climate and Safety	Establishing Learning Culture and Environment	Coordinate with Title 1 to plan family engagement activities.	Measures of success: calendar of events, attendance records, stakeholder feedback	Title 1

			Progress monitoring: Title 1 coordinator will report to the administration team	
Progress Monitoring January 2025, March 2025, May 2025				

Henry Clay High School Comprehensive School Improvement Plan (CSIP) 2022-2025

HCHS Year 1 Focus Areas (2022-2023)
HCHS Year 2 Focus Areas (2023-2024)
HCHS Year 3 Focus Areas (2024-2025)

Goal 1 (Reading and Math):

- By 2025, Henry Clay High School will increase **Reading** proficient and distinguished level to 58% as measured by KSA. Current level is 56%.
- By 2025, *Henry Clay High School* will increase **Math** proficient and distinguished level to 58% as measured by KSA. Current level is 42%.

Goal 2 (Science, Social Studies, Combined Writing):

- By 2025, *Henry Clay High School* will increase **Science** proficient and distinguished level to 32% as measured by KSA. Current level is 10%.
- By 2025, *Henry Clay High School* will increase **Social Studies** proficient and distinguished level to 51% as measured by KSA. Current level is 44%.
- By 2025, *Henry Clay High School* will increase **Combined Writing** proficient and distinguished level to 51% as measured by KSA. Current level is 47%.

Goal 3 (Achievement Gap):

- By 2025, Henry Clay will increase **Reading** proficiency for students in the following subgroups by 5 points: African American Students to 41%; English Learners to 22%; Students with Disabilities to 20%; Hispanic Students to 31%
- By 2025, Henry Clay will increase **Math** proficiency for students in the following subgroups by 5 points: African American Students to 31%; English Learners to 19%; Students with Disabilities to 12%; Hispanic Students to 26%
- By 2025, Henry Clay will increase **Science** proficiency for students in the following subgroups by 5 points: African American Students to 16%; English Learners to 13%; Students with Disabilities to 10%; Hispanic Students to 17%
- By 2025, Henry Clay will increase **Social Studies** proficiency for students in the following subgroups by 5 points: African American Students to 32%; English Learners to 16%; Students with Disabilities to 10%; Hispanic Students to 35%
- By 2025, Henry Clay will increase **Combined Writing** proficiency for students in the following subgroups by 5 points: African American Students to 28%; English Learners to 16%; Students with Disabilities to 16%; Hispanic Students to 36%

Goal 4 (English Learner Progress):

- By 2025, Henry Clay High School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

Goal 5 (Quality of School Climate and Safety):

- By 2025, Henry Clay High School will increase the Quality of School Climate and Safety status to 74.7. The current level is 61.7.

Goal 6 (Postsecondary Readiness):

- By 2025, Henry Clay High School will increase Postsecondary Readiness Status to 90.6. The current level is 74.9.

Goal 7 (Graduation Rate):

- By 2025, Henry Clay High School will increase the graduation rate status to 98 as measured by the combined 4-year and 5-year rate. Current rate is 94.5

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.

- Significant discrepancies exist in the achievement results for Reading, Writing, Math, Science, and Social Studies between White students and the following subgroups: African American students, English Learners, Hispanic students, and Students with disabilities
- Survey results show that only 62.8% of students rate the school's climate favorably. African American students and Students of Two or More Races rate the school's climate lower than all other subgroups.
- Measures of postsecondary readiness show that only 8.8% of English Learners and 22.8% of Students with disabilities meet criteria.

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.

- Ensure congruence is present between standards, learning targets, and assessment measures.
- Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.
- Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.
- Create and monitor a "Watch (Cusp) List" for students performing below proficiency
- Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	70.9	+3.7
State Assessment Results in science, social studies and writing	49.0	-3.5
English Learner Progress	32.8	+5.4
Quality of School Climate and Safety	61.7	+1.0
Postsecondary Readiness (high schools and districts only)	75.3	-0.4
Graduation Rate (high schools and districts only)	94.5	+/- 0.0

1: State Assessment Results in Reading and Mathematics

Reading and Math Objectives		
Year 1	Year 2	Year 3
• By 2023, *Henry Clay High School* will increase P/D in Reading to 48%. (current level is 43%) • By 2023, Henry Clay High School will increase P/D in Math to 48%. (current level is 43%)	• By 2024, Henry Clay High School will increase Reading P/D to 54% (current level is 49%) • By 2024, Henry Clay High School will increase Math P/D to 48% (current level is 42%)	• By 2025, Henry Clay High School will increase Reading proficient and distinguished level to 58% as measured by KSA. Current level is 56%. • By 2025, Henry Clay High School will increase Math proficient and distinguished level to 58% as measured by KSA. Current level is 42%.

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

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
• By 2023, Henry Clay High School will increase P/D in Science to 22%. (current level is 17%) • By 2023, Henry Clay High School will increase P/D in Social Studies to 41%. (current level is 36%) • By 2023, *Henry Clay High School* will increase P/D in Combined Writing to 41%. (current level is 36%)	• By 2024, Henry Clay High School will increase Science P/D to 24% (current level is 19%). • By 2024, Henry Clay High School will increase Social Studies P/D to 53% (current level is 48%) • By 2024, Henry Clay High School will increase Combined Writing P/D to 49% (current level is 44%)	• By 2025, Henry Clay High School will increase Science proficient and distinguished level to 32% as measured by KSA. Current level is 10%. • By 2025, Henry Clay High School will increase Social Studies proficient and distinguished level to 51% as measured by KSA. Current level is 44%. • By 2025, Henry Clay High School will increase Combined Writing proficient and distinguished level to 51% as measured by KSA. Current level is 47%.

3: Achievement Gap

Achievement Gap Objectives		
Year 1	Year 2	Year 3
• By 2023, *Henry Clay High School* will decrease novice in Reading to 33%. • By 2023, *Henry Clay High School* will decrease novice in Math to 27%	• By 2024, Henry Clay will increase **Reading** proficiency for students in the following subgroups by 5 points o African American Students to 36% o English Learners to 17% o Students with Disabilities to 15% o Hispanic Students to 26% • By 2024, Henry Clay will increase **Math** proficiency for students in the following subgroups by 5 points o African American Students to 26% o English Learners to 14% o Students with Disabilities to 7% o Hispanic Students to 21% • By 2024, Henry Clay will increase **Science** proficiency for students in the following subgroups by 5 points o African American Students to 11% o English Learners to 8% o Students with Disabilities to 5% o Hispanic Students to 12%	• By 2025, Henry Clay will increase **Reading** proficiency for students in the following subgroups by 5 points o African American Students to 41% o English Learners to 22% o Students with Disabilities to 20% o Hispanic Students to 31% • By 2025, Henry Clay will increase **Math** proficiency for students in the following subgroups by 5 points o African American Students to 31% o English Learners to 19% o Students with Disabilities to 12% o Hispanic Students to 26% • By 2025, Henry Clay will increase **Science** proficiency for students in the following subgroups by 5 points o African American Students to 16% o English Learners to 13% o Students with Disabilities to 10% o Hispanic Students to 17%

	• By 2024, Henry Clay will increase **Social Studies** proficiency for students in the following subgroups by 5 points
	  o African American Students to 27%
	  o English Learners to 11%
	  o Students with Disabilities to 5%
	  o Hispanic Students to 30%
	
	• By 2024, Henry Clay will increase **Combined Writing** proficiency for students in the following subgroups by 5 points
	  o African American Students to 23%
	  o English Learners to 11%
	  o Students with Disabilities to 11%
	  o Hispanic Students to 31%
		• By 2025, Henry Clay will increase **Social Studies** proficiency for students in the following subgroups by 5 points
		  o African American Students to 32%
		  o English Learners to 16%
		  o Students with Disabilities to 10%
		  o Hispanic Students to 35%
		
		• By 2025, Henry Clay will increase **Combined Writing** proficiency for students in the following subgroups by 5 points
		  o African American Students to 28%
		  o English Learners to 16%
		  o Students with Disabilities to 16%
		  o Hispanic Students to 36%

4: English Learner Progress

English Learner Progress Objectives		
Year 1	Year 2	Year 3
• By 2023, 100% of EL students will grow by at least .5 in their composite score.	• By 2024, 100% of EL students will grow by at least .5 in their composite score.	• By 2025, 100% of EL students will grow by at least .5 in their composite score.

5: Quality of School Climate and Safety

Quality of School Climate and Safety		
Year 1	Year 2	Year 3
• By 2023, Henry Clay High School will increase the quality of school climate and safety index to 65 as measured by KSA. (current level is 60.1)	• By 2024, Henry Clay High School will increase the quality of school climate and safety index to 65 as measured by KSA. (current level is 59.7)	• By 2025, Henry Clay High School will increase the quality of school climate and safety index to 75 as measured by KSA. Current level is 61.7.

6: Postsecondary Readiness (High School Only)

Post-Secondary Readiness Objectives (High School only)		
Year 1	Year 2	Year 3
• By 2023, Henry Clay High School will increase the percentage of students who are post secondary ready to 78.5%. (current level is 73.5%)	• By 2024, Henry Clay High School will increase Postsecondary Readiness Status from to 80.6. (current level is 75.6%)	• By 2025, Henry Clay High School will increase the percentage of students who are post secondary ready to 83%. (current level is 75.3%)

7: Graduation Rate (High School Only)

Graduation Rate Objectives		
Year 1	Year 2	Year 3
• By 2023, Henry Clay High School will increase the graduation rate to 94.1% as measured by the combined 4-year and 5-year rate. (current rate is 93.1%)	• By 2024, Fayette County Public Schools will increase the graduation rate to 95.5% as measured by the combined 4-year and 5-year rate. (current rate is 94.5%)	• By 2025, Henry Clay High School will increase the graduation rate status to 96.5% as measured by the combined 4-year and 5-year rate. (current rate is 94.5%)

Year 1 Focus Areas

Visible Learning/Teacher Clarity: to ensure the instructional program is intentional and aligned to Kentucky Academic Standards and current research.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 2	**Ensure that students understand the success criteria within each learning target. ("Our learning target for today is _____, and we will know we are successful when we _____."):** Provide teachers with professional learning on Visible Learning/Teacher Clarity	Measures of Success: ● PLC Minutes and/or PLC Products ● Walkthrough/Observation Data ● MAP and KSA Results	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 2	**Develop assignments and activities that reflect the learning targets students have had the opportunity to learn:**	Measures of Success: ● PLC Minutes and/or PLC Products ● Walkthrough/Observation Data ● MAP and KSA Results	
<u>Progress Monitoring</u>				

Balanced Assessment System: Using a variety of assessments to identify students who need intervention/support				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 5	**Create and monitor a "Watch/Cusp List" for students performing below proficiency:** Teachers of English 1 and 2 will work together to provide targeted interventions using evidence-based practices for students on track to score at Novice or Apprentice in 2023 or 2024 KSA in Reading. Teachers of Algebra 1 and Geometry will work together to provide targeted interventions using evidence-based practices for students on track to score at Novice or Apprentice in 2023 or 2024 KSA in Math.	Measures of Success: ● PLC Minutes and/or PLC Products ● Walkthrough/Observation Data ● MAP and KSA Reading Results	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 5	**Utilize daily formative data collection tools, benchmark data, summative data to ensure high levels of student achievement:** 9th and 10th Grade English teachers will review all student performances on district common assessments to identify students who are at risk of underperforming on upcoming state accountability assessments. Students who show risk will be provided with multiple in-class opportunities to demonstrate mastery of all anchor standards. Math teachers of 9th and 10th grade students will review all student performances on common assessments to identify students who are at risk of underperforming on upcoming state accountability assessments. Students who show risk will be provided with	Measures of Success: ● PLC Minutes and/or PLC Products ● Walkthrough/Observation Data ● MAP and KSA Reading Results	

		multiple in-class opportunities to demonstrate mastery of all anchor standards. Special Education Case Managers will use the Advisory period for pulling students for mentoring and interventions using evidence-based practices in mastery of reading standards.		
Progress Monitoring				

Instruction: Evidence Based Practices				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 2	**Core/Tier 1: Plan strategically in the selection of high yield instructional strategy usage within lessons:** For Reading, teachers or interventionists in English, Social Studies and Science will utilize Recommendations 2 (Provide purposeful fluency-building activities to help students read effortlessly) and 3 (Routinely use a set of comprehension-building practices to help students make sense of the text) from Providing Reading Interventions for Students in Grades 4-9. For Mathematics, teachers or interventionists in Mathematics will utilize Recommendations 1 (Use solved problems to engage students in analyzing algebraic reasoning and strategies), 2 (Teach students to utilize the structure of algebraic representations) and 3 (Teach students to intentionally choose from alternative algebraic strategies when solving problems) from Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students. For Writing, teachers or interventionists in English, Social Studies and Science will implement Recommendations 1 (Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle), 2 (Integrate writing and reading to emphasize key writing features) and 3 (Use assessments of student writing to inform instruction and feedback) from Teaching Secondary Students to Write Effectively.	Measures of Success: ● PLC Minutes and/or PLC Products ● Walkthrough/Observation Data ● MAP and KSA Reading Results	

Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 2	**Develop assignments and activities that reflect the learning targets students have had the opportunity to learn.**	Measures of Success: ● PLC Minutes and/or PLC Products ● Walkthrough/Observation Data ● MAP and KSA Reading Results	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 5	**Tier 2/Tier 3: Identify curricular modification needs using pre- assessment strategies and data results to provide intervention:** Students whose reading skills are below the 50th percentile on a universal screener (i.e. MAP) receive intensive support using evidence-based practices to accelerate their mastery of standards. Provide specific academic support in reading and math through our interventionist positions. Pull students from advisory periods to allow additional monitoring and instruction using evidence-based practices. Increase participation in after school tutoring sessions for EL students. Utilize bilingual educators to provide this instruction. Provide transportation for participating students. Provide snacks and a Zoom option for students who are unable to remain in the building after school hours. Students who show risk will be provided with multiple in-class opportunities to demonstrate mastery of all anchor standards.	Measures of Success: ● PLC Minutes and/or PLC Products ● Walkthrough/Observation Data ● MAP and KSA Reading Results	
<u>Progress Monitoring</u>				

Culture/Climate: Provide support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap, Graduation Rate	KCWP 6	**Prior to beginning instruction Fall Semester 2023, create a process/practice to increase student engagement and develop a sense of belonging and inclusion.** Increase participation in after school tutoring sessions for EL students. Utilize bilingual educators to provide this instruction. Provide transportation for participating students. Provide snacks and a Zoom option for students who are unable to remain in the building after school hours.	Measures of Success: ●	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6	**Ensure academic and behavioral expectations are actively modeled and are an existing part of the school culture.**	Measures of Success: ● Academic and Behavior data ● Increase in graduation rate or progress toward graduation	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate	KCWP 6	**Create and promote additional pathways and Dual Credit courses that are available to students:** Student schedules must reflect participation in either a career or college readiness pathway. Career readiness will be reflected by enrollment in a course that is within an identified career-readiness pathway. College readiness will be reflected by enrollment in either a world language sequence or AP/Dual Credit course.	Measures of Success: ● Increase in the number of students eligible to take End of Program assessments in pathways offered ● CCR Coach and Counselor data	

Post-Secondary Readiness, Graduation Rate	KCWP 6	**Monitor student progress through pathways:** Schedule changes that do not support participation in either of these college or career readiness pathways will not be permitted.	Measures of Success: ● Increase in the number of students eligible to take End of Program assessments in pathways offered ● CCR Coach and Counselor data	
Progress Monitoring				

Year 2 Focus Areas

PLC: PLCs will use a PDSA model effectively to improve student learning. (Focus on Results - Study- Act)				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6	School leadership and PLC leads will collaborate with district instructional coaches to develop and monitor the effectiveness of PLC practices.	Measures of success: ● Fall and Spring Self-Assessment (as stated in PLC Framework) ● PLC Efficacy Rubric	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	Refine and Implement with fidelity PLC protocol (ORID protocol) with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	Measures of success: ● Learning Walk ● Common Unit Assessments Progress Monitoring: ● PLC Documentation	
Achievement Gap, English Learner Progress	KCWP 5	Add a section to the existing PLC protocol that outlines how PLCs will plan to support EL and SPED students during each unit including strategies for differentiation, accommodations, and modifications to ensure that all students have access to the curriculum and are supported in their learning.	Measures of success: ● PLC protocol (ORID) document revised and implemented Progress Monitoring: ● PLC Documentation	

Assessment: Develop a balanced assessment system.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 5	**Create and monitor a "Watch/Cusp List" for students performing below proficiency:** Using MAP data from 8th and 9th grade years, identify students on track to score at Novice or Apprentice on KSA Reading & Math for targeted interventions using evidence-based practices. Using MAP data from 8th and 9th grade years, identify students on the cusp of reaching the next proficiency level on KSA Reading & Math for targeted interventions using evidence-based practices.	Measures of Success: ● PLC Minutes and/or PLC Products ● Walkthrough/Observation Data ● MAP and KSA Reading Results	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 5	**Utilize daily formative data collection tools, benchmark data, summative data to ensure high levels of student achievement:** PLCs will review all student performances on district common assessments to identify students who are at risk of underperforming on upcoming state accountability assessments. Students who show risk will be provided with multiple in-class opportunities to demonstrate mastery of all anchor standards.	Measures of Success: ● PLC Minutes and/or PLC Products ● Walkthrough/Observation Data ● MAP and KSA Reading Results	

Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	**Utilize daily formative data collection tools, benchmark data, summative data to ensure high levels of student achievement:** PLCs will develop common formative assessments to be administered at regular intervals that monitor student learning of essential standards for each unit and determine next steps and “just in time” supports.	Measures of success: ● Mastery of essential standards for each unit framework Progress Monitoring: ● PLC Documentation	
<u>Progress Monitoring</u>				

Instruction/Acceleration: Develop and implement standard-based instruction to accelerate learning.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 2	Utilize the district developed frameworks, based on the state standards leveraging the PLC implementation processes to plan for responsive Tier 1 instruction.	Measures of success: ● Walkthrough observation data documenting Standards-based Instruction in classrooms ● PLC Minutes and/or PLC Products	
Reading, Math, Achievement Gap, English Learner Progress	KCWP 5	Engage in professional learning with instructional personnel on the components of the FCPS Acceleration Process including: pre-assessment, pre-teaching, responsive Tier 1 instruction, data monitoring, and re-teaching.	Measures of success: ● Walkthrough observation data documenting implementation of components of Acceleration Process ● PLC Minutes and/or PLC Products Progress Monitoring: ● Feedback survey following Professional Learning ● Professional learning attendance documents	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Measures of success: ● Walkthrough observation data documenting high-yield instructional strategies in classrooms to look for use of tools and strategies Progress Monitoring: ●	

English Learner Progress		Provide professional learning to support teachers in using strategies for sheltered instruction strategies, accommodations, and modifications for English Learners	Measures of success: Progress Monitoring:	
Post-Secondary Readiness, Graduation Rate	KCWP 6	Continue to create and promote pathways, AP courses, and dual credit courses that are available to students	Measures of Success: ● AP and Dual Credit enrollment completion data ● Pathway enrollment/completion data Progress Monitoring:	
Reading, Math, Achievement Gap		The Special Education department will receive professional learning to implement Thinking Maps' brain-based approach to teaching and learning designed to build foundational critical thinking, problem-solving, comprehension, and communication skills necessary for academic success.	Measures of Success: ● PLC/Teacher planning showing implementation of Thinking Maps ● Student products using Thinking Maps Progress Monitoring:	District
Reading, Achievement Gap		The Special Education department will implement Achieve 3000 to support students in improving Reading (phonemic awareness, fluency, comprehension) and Writing skills.	Measures of Success: ● Improvement shown on Achieve 3000 platform and student progress monitoring data Progress Monitoring:	District
Math, Achievement Gap		The Special Education department will implement Moving with Algebra to support students in improving critical skills for success in Algebra through scaffolded instruction.	Measures of Success: ● Improvement shown in student progress monitoring data Progress Monitoring:	District
<u>Progress Monitoring</u>				

Culture/Climate: Provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Quality of School Climate and Safety, Graduation Rate	KCWP 5	**Develop school culture supports, both academic and behavioral, to promote and support learning for all:** Associate Principals will use Advisory period to collect data pertaining to conditions that impact feelings of belonging and inclusion, particularly for African American students.	Measures of Success: ● Survey results ● Activity responses Progress Monitoring: ●	
Quality of School Climate and Safety, Graduation Rate	KCWP 5	**Develop school culture supports, both academic and behavioral, to promote and support learning for all:** Establish a student advisory group to meet at regular intervals with school leadership to share perspectives, collaboratively address student concerns, and propose constructive solutions.	Measures of Success: ● Meeting documents, notes (minutes?) ● Student-led/developed solutions to schoolwide concerns Progress Monitoring: ●	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate	KCWP 6	**Create and promote additional pathways and Dual Credit courses that are available to students:** Student schedules must reflect participation in either a career or college readiness pathway. Career readiness will be reflected by enrollment in a course that is within an identified career-readiness pathway. College readiness will be reflected by enrollment in either a world language sequence or AP/Dual Credit course.	Measures of Success: ● Increase in the number of students eligible to take End of Program assessments in pathways offered ● CCR Coach and Counselor data	

Post-Secondary Readiness, Graduation Rate	KCWP 6	**Monitor student progress through pathways:** Schedule changes that do not support participation in either of these college or career readiness pathways will not be permitted.	Measures of Success: ● Increase in the number of students eligible to take End of Program assessments in pathways offered ● CCR Coach and Counselor data	

Year 3 Focus Areas

PLC: All school PLCs will use a PDSA model effectively to improve student learning. (PLC Networks - Opportunities to Grow)				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6	School leadership and PLC leads will continue to collaborate with district instructional coaches to develop and monitor the effectiveness of PLC practices.	Measures of success: ● Fall and Spring Self-Assessment (as stated in PLC Framework) ● PLC Efficacy Rubric Progress Monitoring: ● Regular/Scheduled reports to SBDM starting fall 2025 ● Bi-directional feedback systems	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	Continue to refine and implement with fidelity PLC protocol (ORID protocol) with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	Measures of success: ● Learning Walk ● Common Unit Assessments Progress Monitoring: ● Regular/Scheduled reports to SBDM starting fall 2025 Bi-directional feedback systems	
English Learner Progress	KCWP 5	Refine the process that outlines how PLCs will plan to support EL and SPED students during each unit including strategies for differentiation, accommodations, and modifications to ensure that all students have access to the curriculum and are supported in their learning.	Measures of success: ● PLC protocol (ORID) document revised and implemented Progress Monitoring: ● Regular/Scheduled reports to SBDM starting fall 2025 Bi-directional feedback systems	

Assessment: Develop a balanced assessment system.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 5	**Create and monitor a "Watch/Cusp List" for students performing below proficiency:** Using MAP data from 8th and 9th grade years, identify students on track to score at Novice or Apprentice, or students on the cusp of reaching the next proficiency level on KSA Reading & Math for targeted interventions using evidence-based practices.	Measures of Success: ● PLC Minutes and/or PLC Products ● Walkthrough/Observation Data ● MAP and KSA Reading Results Progress Monitoring: ● Regular/Scheduled reports to SBDM starting fall 2025 Bi-directional feedback systems	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 5	**Utilize daily formative data collection tools, benchmark data, summative data to ensure high levels of student achievement:** PLCs will review all student performances on district common assessments to identify students who are at risk of underperforming on upcoming state accountability assessments. Students who show risk will be provided with multiple in-class opportunities to demonstrate mastery of all anchor standards.	Measures of Success: ● PLC Minutes and/or PLC Products ● Walkthrough/Observation Data ● MAP and KSA Reading Results Progress Monitoring: ● Regular/Scheduled reports to SBDM starting fall 2025 Bi-directional feedback systems	

Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	**Utilize daily formative data collection tools, benchmark data, summative data to ensure high levels of student achievement:** PLCs will develop common formative assessments to be administered at regular intervals that monitor student learning of essential standards for each unit and determine next steps and “just in time” supports.	Measures of success: ● Masteryof essential standards for each unit framework Progress Monitoring: ● Regular/Scheduled reports to SBDM starting fall 2025 Bi-directional feedback systems	
<u>Progress Monitoring</u>				

Instruction/Acceleration: Develop and implement standard-based instruction to accelerate learning.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Achievement Gap, English Learner Progress	KCWP 5	Implement components of the FCPS Acceleration Process including: pre-assessment, pre-teaching, responsive Tier 1 instruction, data monitoring, and re-teaching.	Measures of success: ● Increase Proficient and Distinguished within MAP data ● Achievement Gap reduction within MAP data Progress Monitoring: ● Common Unit Assessments	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 2	Utilize the district developed frameworks, based on the state standards leveraging the PLC implementation processes to plan for responsive Tier 1 instruction.	Measures of success: ● Walkthrough observation data documenting Standards-based Instruction in classrooms ● PLC Minutes and/or PLC Products Progress Monitoring: ● Regular/Scheduled reports to SBDM starting fall 2025 Bi-directional feedback systems	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Implement best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Measures of success: ● Walkthrough observation data documenting high-yield instructional strategies in classrooms to look for use of tools and strategies; PLC products Progress Monitoring: ● Regular/Scheduled reports to SBDM starting fall 2025 Bi-directional feedback systems	

English Learner Progress		Implement strategies for sheltered instruction, accommodations, and modifications for English Learners	Measures of success: ● Walkthrough observation data documenting use of tools and strategies in classrooms Progress Monitoring: ● Walkthrough Data	
Post-Secondary Readiness, Graduation Rate	KCWP 6	Continue to create and promote pathways, AP courses, and dual credit courses that are available to students	Measures of Success: ● AP and Dual Credit enrollment completion data ● Pathway enrollment/completion data Progress Monitoring: ● Student schedules/Class counts	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 4	Provide training for staff to implement flexible grouping strategies to support core instruction (Tier 1) and targeted interventions in the classroom (Tier 2 & 3)	Measures of Success: ● Walkthrough data documenting use of flexible grouping strategies Progress Monitoring: ● Teacher or PLC documentation	
Reading, Achievement Gap	KCWP 2	The Special Education department will implement Achieve 3000 to support students in improving Reading (phonemic awareness, fluency, comprehension) and Writing skills.	Measures of Success: ● Student progress on IEP goals ● Student progress on Achieve 3000	District
Math, Achievement Gap	KCWP 2	The Special Education department will implement Moving with Algebra to support students in improving critical skills for success in Algebra through scaffolded instruction.	● Student progress on IEP goals ● Student progress on Moving with Algebra	District

Culture/Climate: All schools will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Quality of School Climate and Safety, Graduation Rate	KCWP 5	**Develop school culture supports, both academic and behavioral, to promote and support learning for all:** School leadership will address concerns based on data pertaining to conditions that impact feelings of belonging and inclusion, particularly for African American students.	Measures of Success: ● Survey results ● Activity responses Progress Monitoring: ●	
Quality of School Climate and Safety, Graduation Rate	KCWP 5	**Develop school culture supports, both academic and behavioral, to promote and support learning for all:** A student advisory council will continue to meet at regular intervals with school leadership to share perspectives, collaboratively address student concerns, and propose constructive solutions.	Measures of Success: ● Meeting documents, notes ● Student-led/developed solutions to schoolwide concerns Progress Monitoring: ●	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate	KCWP 6	**Create and promote additional pathways and Dual Credit courses that are available to students:** Student schedules must reflect participation in either a career or college readiness pathway. Career readiness will be reflected by enrollment in a course that is within an identified career-readiness pathway. College readiness will be reflected by enrollment in either a world language sequence or AP/Dual Credit course.	Measures of Success: ● Increase in the number of students eligible to take End of Program assessments in pathways offered ● CCR Coach and Counselor data	

Post-Secondary Readiness, Graduation Rate	KCWP 6	**Monitor student progress through pathways:** Schedule changes that do not support participation in either a college or career readiness pathways will not be permitted.	Measures of Success: ● Increase in the number of students eligible to take End of Program assessments in pathways offered ● CCR Coach and Counselor data	
Graduation Rate	KCWP 4	Increase the use of supportive/restorative discipline consequences Decrease the percentage of students missing school due to out of school suspensions	Measures of Success: ● 10% increase in use of supportive/restorative discipline consequences ● Decrease by at least 2% in percentage of students missing school due to out of school suspension Progress Monitoring: ● Regular review of supportive/restorative discipline consequences, out of school suspension days, and % of students suspended one or more times.	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate, Postsecondary Readiness	KCWP 5 & 6	Engage families in supporting their students' academic progress.	Measures of Success: ● Increased family contacts using various tools (email, phone call, direct message app/communication platform) Progress Monitoring: ● PLP, SPED Contact Log	

Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate, Postsecondary Readiness	*KCWP 5 & 6*	*Identify and increase opportunities for students to engage with business/industry partners.*	*Measures of Success:* ● *Increase in number of partnerships established with local businesses/ industries* ● *Increased student participation in job shadowing, internships, mentorships, etc.* ● *Increased enrollment in CTE programs aligned with business/industry needs* *Progress Monitoring:* ● *Participation data* ● *Feedback survey results*	
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap	KCWP 4	Special Education department will implement a "Name and Claim" system for students, using individual data to identify and address specific needs for tiered support within ELA and Math standards.	Measures of Success: ● Increased proficiency rates for students with disabilities on state and district benchmark assessments ● Positive trends in individual student growth data on ELA and Math standards Progress Monitoring: ● Regular data reviews ● Tracking interventions implemented and the outcomes of those interventions ● Pre- and Post-assessments to measure growth	

Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 6	Students with disabilities will be scheduled into an advisory class with their case manager in order to facilitate “Name and Claim” and/or check and connect protocols	Measures of Success: ● Improved attendance and engagement in core instructional classes ● Increased proficiency rates for students with disabilities on state and district benchmark assessments ● Positive trends in individual student growth data on ELA and Math standards Progress Monitoring: ● Weekly check-ins with students to review individual data ● Student self-reflections ● Documentation of SDI delivered	

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:** School leadership will monitor progress for these underperforming subgroups, followed by Tier 1, 2 and 3 strategies and interventions that utilize evidence-based practices. Leadership will meet with PLCs in Social Studies, Science, Mathematics and English to review baseline assessment results, plans for interventions, and analysis of data.
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:** The school leadership team will need to ensure that current resources are allocated in the most efficient and effective way and these resources (people, time, money) are directed to areas of highest need. For students with disabilities the leadership team should ensure efficient and effective use of SPED faculty and staff resources, ensure scheduling practices are in place to provide an appropriate/effective environment for co-teaching classes and ensure co-teaching teams are adequately trained in best practices and high yield instructional strategies.

For English Learners the leadership team should ensure resources are in place to provide students with academic support they can access (language, time, etc), ensure that teachers/PLCs have adequate resources to determine student mastery of content standards, ensure Tier 1 and Tier 2 interventions are taking place as needed during instructional time, and ensure the MTSS team has adequate time and resources to provide targeted interventions to identified students.

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:

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:
The school will implement targeted strategies to support English Learners and Students with Disabilities. The school will work with district instructional specialists for both English Learners and Students with Disabilities to support teachers in acquiring and developing strategies to support these students.

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.	☒
Implement a "Name and Claim" system for students, using individual data to identify and address specific needs for tiered support within ELA and/or Math standards.	Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. The Carnegie Foundation for the Advancement of Teaching (2019). Personalizing Learning: How Schools Are Using Data to Improve Student Outcomes.	☐
Train Special Education staff to implement Achieve 3000 with fidelity	How Achieve3000® Literacy Uses Research to Prepare Students for College and Career Success https://www.achieve3000.com/wp-content/uploads/2022/12/Achieve3000_ResearchtoPractice-Whitepaper_V9_8-31-21_1.pdf Borman, G. D., Park, S. J., & Min, S. (2015). The district-wide effectiveness of the Achieve3000 program: A quasi experimental study. Madison: Measured Decisions, Inc. and the University of Wisconsin-Madison. Retrieved from https://eric.ed.gov/?id=ED558845 Hill, D. V., & Lenard, M. A. (2016). The impact of Achieve3000 on elementary literacy outcomes: Randomized control trial evidence, 2013-14 to 2014-15. (DRA Report No. 16.02). Cary, NC: Wake County Public School System, Data and Accountability Department.	

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement strategies to engage English Learners	Levine, L. N., Lukens, L., & Smallwood, B. A. (2013). The GO TO strategies: Scaffolding options for teachers of English language learners, K-12. For Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.	☐
Train Staff to implement Co-Teaching/High-Yield Instructional Strategies	Jim Shipley and Associates--there are trainers available within the district https://www.jimshipley.net/materials/high-yield-instructional-strategies-2nd-edition/	☐

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.

- Indicator Score in EL progress decreased from 21.5 to 17.6
- Only 6% of student with an IEP are P/D in Reading
- Only 3% of students with and IEP are P/D in Math

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.

- Getting Better Faster framework for coaching and Feedback
- ELEOTE walkthroughs
- KSA-ILN Coaching Strategies for Co-teaching

Indicator Scores

List the overall scores of status and change for each indicator

Indicator	Status 23-24	Change 22-23
State Assessment Results in reading and mathematics	65.3	54.5
State Assessment Results in science, social studies and writing	36.7	50.4
English Learner Progress	17.6	21.5
Quality of School Climate and Safety	67.6	61.8
Postsecondary Readiness (high schools and districts only)	99.1	87.1
Graduation Rate (high schools and districts only)	97.9	97.3

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Goal 1 (State your reading and math goal.):By 2025,Frederick Douglass High School will increase Reading proficient and distinguished level to 66% as measured by KSA. Current level is 54%. By 2025, Frederick Douglass High School will increase Math proficient and distinguished level to 54% as measured by KSA. Current level is 37%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Frederick Douglass will increase the Reading proficiency rating from 54% to 66% by the end of the 2024-2025 school year.	KCWP 1: Design and Deploy Standards. Ensure validity and alignment of curriculum with state/essential standards that support instruction and assessment that is paced accurately	ACT Prep will be used in all core content classes. Prior assessment data will be used to identify areas of need and differentiate materials. Extensive ACT Prep Sessions will be offered to students who are 1-2 points away from meeting the benchmark. Mastery Prep and IXL are also utilized.	Students will be considered successful upon meeting benchmarks in their area of need.	Monitoring will take place in the ACT prep (Core Content Classes) with ACT passages/questions, ACT MOCK Exam, and the ACT. Instructional coach will monitor implementation.	School level staff will develop curriculum. School funds cover any necessary materials.
		New Navigator curriculum for ELA	Student success will be measured by standard acquisition and course completion.	Teachers monitor progress in their classes. PLC's will monitor student progress and implement changes when needed.	District Provided funding for all materials for English Classes.
	KCWP 5: Design, Align and Deliver Support. Provide literacy professional development to a cross-curricular team of teachers in order to build literacy instruction into all classes.	KYCL literacy grant funds are used to provide literacy PD to teachers using the ALM literacy framework to increase writing across all curriculum	Success will be measured by the inclusion of literacy strategies in classrooms of all teachers in the grant cohort.	Administrators will monitor literacy inclusion in teachers' classrooms through the walk-through process.	KYCL grant
	KCWP 4: Review, Analyze and Apply Data Teachers use different types of assessments to ensure a balanced approach. Systems are in place to ensure that student data is collected, analyzed, and being used.	Teachers will monitor student data in PLC/SLC. PLC teachers discuss common curriculum, student assignments, and common assessments. SLC's will discuss academic and non-academic indicators as made available to them with the academy data dashboard data tool provided	Students will be successful when they reach proficiency in Reading. Students moving out of the Novice range will also be considered a successful step.	Data analysis will take place in PLC/SLC focusing student test scores, ACT scores, MAP Scores, CCR, progress towards transition readiness, and course completion. Academy meeting minutes will serve as evidence collection at least monthly.	None Required

Goal 1 (State your reading and math goal.): Goal 1 (State your reading and math goal.):By 2025,Frederick Douglass High School will increase Reading proficient and distinguished level to 66% as measured by KSA. Current level is 54%. By 2025, Frederick Douglass High School will increase Math proficient and distinguished level to 54% as measured by KSA. Current level is 37%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 2: Frederick Douglass will increase the Math proficiency rating from 3% to 54% by the end of the 2024-2025 school year.	KCWP 1: Design and Deploy Standards Assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)	Curriculum is set and provided by the district. All students have access to Pearson Realize, IXL, and the Pearson math curriculum. This curriculum is designed to provide ongoing support and remediation for students at all levels of math proficiency.	Success is directly related to standard attainment as evidenced through common assignments and common assessments.	District Math walkthroughs, Admin Walkthroughs, Formal Observations	None Required
	KCWP 5 Math intervention plan Students who are struggling in math will receive targeted intervention to increase math proficiency and decrease the achievement gap.	9th and 10th grade students were identified for intervention by their MAP scores. Students at the 25% tile or below will receive weekly check in and respective interventions through pull out methods with the math interventionist and during advisory and through an intervention specific advisory class.	Success will be measured by freshmen math scores at the end of the school year.	Progress will be monitored by math interventionists, math department chair, and administration.	None Required
		12th graders who have not met benchmark on the ACT will receive intervention through their math course and/or through the math interventionist and take the KYOTE assessment for college readiness.	Success will be measured by 12th grade student KYOTE scores.	Progress will be monitored by math interventionists, math department chair, and administration.	None Required
		KSA-ILN Coaching for Co-teaching Classes	Success will be measured by special education students KSA and district assessment growth	Progress will be monitored by math interventionists, math department chair, and administration.	None Required

Goal 1 (State your reading and math goal.): Goal 1 (State your reading and math goal.):By 2025,Frederick Douglass High School will increase Reading proficient and distinguished level to 66% as measured by KSA. Current level is 54%. By 2025, Frederick Douglass High School will increase Math proficient and distinguished level to 54% as measured by KSA. Current level is 37%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	KCWP 4: Review, Analyze and Apply Data Teachers use different types of assessments to ensure a balanced approach. Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	Teachers will monitor student data in PLC/SLC. PLC teachers will discuss common assignments and common assessments. SLC's will discuss academic and non-academic indicators as made available to them with their Academy data dashboard.	Success will be evident through increased common assessment scores, increased student grades, increased assessment scores and through PLP contact records.	Common assessment data will be discussed during PLC Meetings and recorded in their minutes.	None Required

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

Goal 2 By 2025, Frederick Douglass High School will increase Science proficient and distinguished level to 35% as measured by KSA. Current level is 5%. By 2025, Frederick Douglass High School will increase Social Studies proficient and distinguished level to 56% as measured by KSA. Current level is 34%. By 2025, Frederick Douglass High School will increase Combined Writing proficient and distinguished level to 68% as measured by KSA. Current level is 41%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Frederick Douglass will increase the Science proficiency rating from 5% to 35% by the end of the 2024-2025 school year.	CWP 1: All students will follow the revised course of study for Science.	All students will be provided appropriate instruction in Biology, Chemistry, and Physics and will be offering an intervention science elective course based on student MAP scores.	Success will be measured through science course completion and proficiency of KCAS standards as evidenced on state assessments.	Course completion progress will be monitored by the counseling department through scheduling meetings and transcript audits. Student progress will be monitored by science department PLC meetings.	Covered by staffing allocation
Objective 2: Frederick Douglass will increase the Social Studies proficiency rating from 34% to 56% by the end of the 2024-2025 school year.	KCWP 1: All students will follow the revised course of study for Social Studies.	All students will be provided appropriate instruction in social studies and will be offered additional courses based on student interest and staff certifications.	Success will be measured through social studies course completion and proficiency of KCAS standards as evidenced on state assessments.	Course completion progress will be monitored by the counseling department through scheduling meetings and transcript audits. Student progress will be monitored by social studies department PLC meetings.	Covered by staffing allocation
	KCWP 2: Implementation of Comprehensive Literacy Policy	Continued professional development through the KYCL literacy grant to improve tier 1 instruction across all content areas.	Success will be measured using walkthrough data that demonstrates literacy strategies used in instruction by KYCL cohort teachers.	Progress will be monitored by administration through the walkthrough process.	Covered by the KYCL grant
Objective 3: Frederick Douglass will increase the Combined Writing proficiency rating from 41% to 68% by the end of the 2024-2025 school year.	KCWP 2: Implementation of Comprehensive Literacy Policy	Continued professional development through the KYCL literacy grant to improve tier 1 instruction across all content areas.	Success will be measured using walkthrough data that demonstrates literacy strategies used in instruction by KYCL cohort teachers.	Progress will be monitored by administration through the walkthrough process.	Covered by the KYCL grant

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).

Goal 3 - Achievement Gap Goal - By 2025 Frederick Douglass high school will decrease the percentage of African American Students scoring novice to 15% or less in Math and 14% or less in Reading as measured by KSA Results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Frederick Douglass High School will decrease the percentage of African American students scoring novice in Math to 25% or less by the end of the 2024-2025 school year.	KCWP 5: Math intervention plan Students who are struggling in math will receive targeted intervention to increase math proficiency and decrease the achievement gap.	9th grade students were identified for intervention by their MAP scores. Students at the 25%tile or below will receive weekly check in and respective interventions through pull out methods with the math interventionist and during advisory.	Success will be measured by freshmen math scores at the end of the school year.	Progress will be monitored by assessment coordinator, math interventionists, math department chair, and administration.	None required.
		12th graders who have not met benchmark on the ACT will receive intervention through their math course and/or through the math interventionist and take the KYOTE assessment for college readiness.	Success will be measured by 12th grade student KYOTE scores.	Progress will be monitored by assessment coordinator, math interventionists, math department chair, and administration.	None required.
	KCWP 4: Review, Analyze and Apply Data Teachers use different types of assessments to ensure a balanced approach. Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	Teachers will monitor student data in PLC/SLC. PLC teachers discuss common curriculum, student assignments, and common assessments. SLC's will discuss academic and non-academic indicators as made available to them with their Academy Data Dashboard tool.	Students will be successful when they reach proficiency in Reading. Students moving out of the Novice range will also be considered a successful step.	Data analysis will take place in PLC/SLC focusing on student test scores, ACT scores, MAP Scores, CCR, progress towards transition readiness, and course completion. Academy meeting minutes will serve as evidence collection at least monthly.	None required.

Goal 3 - Achievement Gap Goal - By 2025 Frederick Douglass high school will decrease the percentage of African American Students scoring novice to 15% or less in Math and 14% or less in Reading as measured by KSA Results.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 2: Frederick Douglass High School will decrease the percentage of African American students scoring novice in Reading to 25% or less by the end of the 2024-2025 school year.	KCWP 4: Review, Analyze and Apply Data Teachers use different types of assessments to ensure a balanced approach. Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	Teachers will monitor student data in PLC/SLC. PLC teachers discuss common curriculum, student assignments, and common assessments. SLC's will discuss academic and non-academic indicators as made available to them through the Infinite Campus ROIS suite.	Students will be successful when they reach proficiency in Reading. Students moving out of the Novice range will also be considered a a successful step.	Data analysis will take place in PLC/SLC focusing student test scores, ACT scores, MAP Scores, CCR, progress towards transition readiness, and course completion. Academy meeting minutes will serve as evidence collection at least monthly.	None required.
		Students who struggle with standards in the classroom as identified by formative and interim assessments will have access to IXL online instruction for content remediation and acceleration.	Success will be measured by increased demonstration of mastery on standards on summative assessments	Progress monitoring will be done through the teacher and administrative dashboard of IXL.	District Provided IXL license
	KCWP 5 Reading intervention plan Students who are struggling in math will receive targeted intervention to increase reading proficiency.	9th grade students were identified for intervention by their MAP scores. Students at the 25%tile or below will receive weekly check in and interventions through pull out methods with the reading interventionist and other teachers during advisory.	Success will be measured by freshmen reading scores at the end of the school year	Progress will be monitored by assessment coordinator, reading interventionists, English department chair, and administration.	None required.

4: English Learner Progress

Goal 4 By 2025, Frederick Douglass High School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Frederick Douglass will increase ACCESS composite scores by a minimum of 0.5	KCWP 2: Design and Deliver Instruction EL students receive research-based instruction reflective of their Individual Learning Plan in EL targeted resource classes.	Students are scheduled in EL classes based on access scores to receive appropriate support. Teachers use IXL and the National Geographic curriculum for language development.	Students will be successful when they improve their ACCESS scores. Students who make any upward movement will be considered making a successful step.	ACCESS testing scores will be used to measure growth. EL teachers will use IXL to track progress within their classes.	None Required
	KCWP 2: Design and Deliver Assessment Literacy	Preparing students for assessment through use of formative and summative assessments that mimic the ACCESS test.	Success will be determined by performance increases on common assessments and on ACCESS	ACCESS testing scores will be used to measure growth.	None Required
		Professional Learning on ACCESS testing format for teachers.	Success will be evidenced through professional development logs. All teachers will receive instruction in this format.	Walkthroughs, formal observations, and PLC minutes will evidence use of assessments that mimic ACCESS.	None Required
	KCWP 4: Design, Analyze and Apply Data	Teachers will use interim assessment data to adjust and target specific Learning deficits.	Success will be evident through an increase in formative and summative assessment scores as well as increased course completion and decreased failing grades.	Review of student level school data will take place in PLC, SLC, department, leadership, and MTSS Meetings.	None Required

Goal 4 By 2025, Frederick Douglass High School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	KCWP 5: Design Align, and deliver support processes	Targeted ELL specific ESS and Saturday school	Success will be evidenced through ESS data, and an increase in ELL student grades and pass rate.	Review of student level school data will take place in PLC, SLC, department, leadership, and MTSS Meetings	District Staffing Allocation and ESS Funds

5: Quality of School Climate and Safety

Goal 5 By 2025, Frederick Douglass high school will increase positive responses on “Managing student behavior” (38), “School climate” (35), and “School leadership” (36) to a minimum of 60% positive as measured by the Kentucky Impact Survey/TELL					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Frederick Douglass High School will improve “Managing student behavior” to 50% favorable by the 2024-2025 school year. Will be updated once new data is available.	KCWP 5: Consistency of Expectations and Consequences.	Clear expectations and rules will be developed and shared with staff and students.	Success will be measured through ODR’s and Survey results.	PBIS, MTSS, SLC’s, ELT, and administrative teams will monitor behavior and anecdotal data monthly.	None Required
	KCWP 6: Develop a culture of accountability.	Students, teachers, and administrators will develop clear expectations and hold each other accountable for consistent implementation and enforcement of those expectations	Success will be measured through walkthrough data and survey results.	Walkthroughs and formal observations.	None Required
Objective 2: Frederick Douglass High School will improve “School Climate” to 45% favorable by the 2024-2025 school year. Will be updated once new data is available.	KCWP 6: Improve stakeholder involvement in developing a positive culture for learning.	Work with FACE Team tasked with stakeholder outreach and involvement.	Family Engagement Nights Participation	Volunteers, parent attendance at school engagement events.	None Required

6: Postsecondary Readiness (High School Only)

Goal 6 : By 2025, Frederick Douglass High School will increase the percentage of students who are post-secondary ready to 93.7%. Current level is 91%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Frederick Douglass High School will increase the percentage of students who are transition ready from 91% to 93.7% by the end of the 2024-2025 school year.	KCWP 5: Design, Align, Deliver Support Processes. School leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school?	Academies will use the SLC process to establish eligibility of seniors. Upon Eligibility, students will practice for and take industry certifications in their chosen pathway.	Increase in industry certifications which counts as transition readiness.	SLC's, CTE teachers will track data for students.	None Required
	KCWP 1: Design and Deploy Standards. Ensure validity and alignment of curriculum with state/essential standards that support instruction and assessment that is paced	Seniors who have reached benchmarks in some areas but not all will be targeted for other assessments to demonstrate proficiency. KYOTE exams and other means to determine transition readiness will be used.	Success will be evident by more students reaching transition readiness.	Monitoring will be ongoing through the weekly data analysis as discussed by Academy Coach, SLC's, Department chairs, Academy leads, principals, and counselors.	None Required
	KCWP 6: Establishing Learning Culture and Environment School leadership will develop standard operating procedures for academic career pathway sequence, completion, and certification.	Using state career pathway guiding documents and meeting with CTE teachers, course selection and sequencing will be determined for each career pathway. Counselors will be given a flow chart to be used when scheduling students.	Success will be evidenced by the implementation of the scheduling protocol and accurate student schedules which allow them to become pathway completers and attain industry certifications.	Monitoring will be done by the administrative team and the academy coach.	None Required

7: Graduation Rate (High School Only)

Goal 7: By 2025, Frederick Douglass High School will increase the graduation rate to 95.9% as measured by the combined 4-year and 5-year rate. Current rate is 96.4%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Frederick Douglass High School will increase the graduation rate from 96.4% to 98% by the end of the 2024-2025 school year.	KCWP 6: Establish Learning Culture and Environment Processes are in place to communicate with students to address barriers to learning?	Students who are significantly behind in credit completion will be scheduled into the credit recovery/WAR class which allows students to make up credits at an accelerated rate.	Measures of success for this program will be a decrease in 18-year-old dropouts and an increase in graduates for students with multiple at risk factors	Teacher monitors individual student progress weekly and adjusts course and module assignments accordingly.	Staffing Allocation
		Counselors meet with students to develop schedules and plans to ensure all students are on track to graduate in 4 years.	Student success is evident through course completion and credit acquisition.	Progress is monitored by counselors when looking at failure reports and through student meetings.	None Required
	KCWP 5: Design, Align, and Deliver Support Processes. Counselors determine best practice strategies to meet the identified needs of the students?	Academy principals, academy leads, and counselors will analyze data using the FDHS Data Dashboard system at each progress reporting period. Senior failures, grades, and standard acquisition will be analyzed, and credit recovery options will be explored with the student.	Success will be determined by an increase in graduation rate. Specifically, students who are at a higher risk of dropping out.	Through the SLC Process, the Academy Principal and Team lead will have notes included in their team minutes as to which students have been discussed and interventions that have been planned.	None Required
		Academy level student goal setting meetings with students who are failing courses.	Student success will be evidenced by fewer course failures and increased completion.	SLC's monitor student success using multiple data points. ROIS, Failure reports, student centered teacher discussions by academy, and scheduled student goal setting meetings are all documented.	None Required

8: Other (Optional)

Goal 8 (TSI Subgroup Goal - Special Learners.): By 2025, Frederick Douglass High School will increase the percentage of students scoring proficient or distinguished in Reading from 3% to 18%. Additionally, we will increase the percentage of students scoring proficient or distinguished in Math from 6% to 21%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Frederick Douglass High School will increase reading proficiency of Disability (w/IEP) students from 6% to 10% by the end of the 2024-2025 school year.	KCWP 5: Multimedia vocabulary instruction	Resource classes will use IXL to support student individual literacy needs.	Measures of success will be evident through increased understanding of course materials and a decrease in novice assessment results.	IXL data dashboard, IEP goal tracking, and Case managers will track data as needed.	None required
	KCWP 5: Professional learning and coaching for Co-Teachers	Co teachers will work with interventionists to schedule co-teaching observation and coaching time with their co-teacher	Classroom walkthroughs and formal observations will evidence more high yield instructional strategies, ELEOTE, Getting Better Faster Framework.	Instructional team lead will monitor usage of interventionists for coverage to ensure equitable usage. Walkthrough data will be reviewed by the admin team at least monthly at meetings.	None required
Objective 2: Frederick Douglass High School will increase math proficiency of Disability (w/IEP) students from 3% to 12% by the end of the 2024-2025 school year.	KCWP 5: Multimedia vocabulary instruction	Resource classes will use IXL to support student individual literacy needs.	Measures of success will be evident through increased understanding of course materials and a decrease in novice assessment results.	IXL data dashboard, IEP goal tracking, and Case managers will track data as needed.	None required
	KCWP 5: Professional learning and coaching for Co-Teachers	Co teachers will work with interventionists to schedule co-teaching observation and coaching time with their co-teacher	Use of high yield instructional strategies, ELEOTE walkthroughs, Getting Better Faster Framework.	Instructional team lead will monitor usage of interventionists for coverage to ensure equitable usage. Walkthrough data will be reviewed by the admin team at least monthly at meetings.	None required

9: Other (Optional)

Goal: By 2025 Frederick Douglass High School will increase family engagement and involvement in student learning by 51% as measured by parent/guardian completion of the Title I compacts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025 Frederick Douglass High School will increase family engagement and involvement in student learning by 51% as measured by parent/guardian completion of the Title I compacts.	KCWP 6: Establish Learning Culture and Environment Processes are in place to communicate with stakeholders to address barriers to learning?	Develop a school wide 2-way communication policy	5:1 positive to negative contacts for students	PLP contacts for every student, TalkingPoints monitoring by admin and Title Coordinator	None Required
		Establish Staff participations guidelines: Attend at least two-family engagement opportunities (i.e. orientation, open house, family engagement night)	Log tracking of staff participation	Log tracking of staff participation by administration and Title 1 coordinator	None Required
	KCWP 6: Improve stakeholder involvement in developing a positive culture for learning.	Increase staff knowledge of family engagement by including FACE updates at Faculty/SLC meetings. Invite District Family and Community Engagement Liaison to provide faculty learning opportunities each semester.	Increased staff contacts and attendance at engagement events Title 1 Family Survey Results	Monitored by admin and Title I Coordinator	None Required

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:

1. The FDHS leadership team is participating in The Academy Schools of Lexington. This program facilitates data analysis, identifying gaps and developing strategies to support individual student needs. The team meets weekly and meets monthly with a cohort of other schools to focus on improvements.
2. The principal and leadership team will attend co-teaching training provided by district specialists to ensure a full understanding of targeted modes of co-teaching (parallel and station) to be implemented in co-taught classrooms. Use of co-teaching will promote students with disabilities to receive grade level content from the general ed. teacher while receiving support/accommodations from the SPED teacher.
3. Leadership team and instructional coaches have formed a TSI committee to analyze culture/safety KSA data. Best practices have been researched and will be implemented to support improving school learning environments. (check and connect with the students with disabilities group)
4. Leaders are supported and have been trained in the 5 Core Practices which are based on the work of Dr. John Hattie's Visible Learning. The district's focus on systems work is having an impact on daily classroom practices via ongoing Calibration walkthroughs (Administration/Instructional coach), Peer Led Observations, and developing & delivering PLCs on individual practices.
5. Leaders have been trained on the Getting Better Faster coaching framework to improve instructional practices, feedback and coaching within the building for classroom teachers. Feedback and coaching was a priority identified in staff survey.

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:

Allocation of Resources:

- Currently, the district reviews caseloads in each school to determine needed personnel, ensuring compliance. If additional assistance is needed based on a student's individual needs or a special class setting, additional personnel are assigned accordingly.

Resource Inequities:

- In the 2024-2025, to address prior inequities, case managers and counselors will evaluate current scheduling conditions and increase the number of students to be scheduled for core instruction in reading and math with co-teaching services in grade level content classes; however, there are still many SPED students in resource settings for core classes that ARC's will continue to look at co-teaching as an option for going forward, based on students' needs.
- The concern of having too much resource time in a student's schedule is that materials used in those classrooms are not always on grade level and are frequently computer based at the student's instructional level, vs. the student receiving exposure to grade level content.

Ways to Address:

- In the 2024-2025 school year, ARCs are determining that more students should receive core instruction through the co-teaching model. Therefore, the materials used will be that of the general education classroom, and on grade level with accommodations.
- In resource rooms, walk-thrus will occur to ensure grade level content is being implemented with needed accommodations.
- KSA-ILN coaching through intervention specialist and coteaching strategies and alignment with the Assistant Principal Leadership project to provide instructional coaching through the Getting Better Faster Framework to all co-teachers in Math and English.

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:

- FDHS created a committee of faculty members including admin, teachers, instructional coaches, and district specialists to review and determine potential causes of underperformance for students with disabilities. Results indicated that students are not exposed to KSA-like assessments. Student motivation is a concern. Poor attendance rates amongst students with disabilities is a problem.

Additional causes (other than culture) that could lead to Underperformance:

- Materials used in resource classrooms are not always on grade level and are frequently computer based at the student's instructional level vs. the student receiving exposure to grade level content.

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:

According to 2024-25 KSA data, students with disabilities are performing at the following levels:

- Students in the disability group scored 3% PD in Math
- Students in the disability group scored 6% in Reading.
- Students in the disability group Postsecondary Readiness is 50%
- Students in the disability group Graduation Indicator is 78.8

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
School wide training and implementation of Harvard Instructional Rounds	Wilson, M. R., & Young, M. W. (2009). *Instructional rounds in education: A network approach to improving teaching and learning* (6th ed.). Harvard Education Press. Harvard Instructional Rounds can be a powerful tool to increase rigor for special education populations by fostering a collaborative culture of continuous improvement. By focusing on specific instructional practices that promote high-quality learning, educators can identify areas where accommodations and modifications can be enhanced to challenge students appropriately. Through structured observations and focused discussions, teams can analyze how instructional strategies are impacting student engagement and achievement, leading to evidence-based adjustments that cater to the diverse needs of special education learners. Additionally, Instructional Rounds can help build capacity among general and special education teachers to co-plan and co-teach, ensuring that rigorous instruction is integrated seamlessly across all learning environments.	☒
Admin Trained in Coaching and Feedback	Bambrick-Santoyo, P. (2016). *Get Better Faster: A 90-Day Plan for Coaching New Teachers*. Wiley. Frederick Douglass High School can leverage Bambrick-Santoyo's "Get Better Faster" to significantly improve instruction, particularly for special education students. By implementing a structured, data-driven coaching model, educators can focus on specific instructional practices that directly impact student learning. This approach allows for targeted feedback and professional development, empowering teachers to refine their skills and adopt evidence-based strategies. By prioritizing clear learning objectives, high-quality questioning techniques, and effective feedback mechanisms, educators can create more rigorous and engaging learning experiences for all students, including those with special needs. Additionally, the 90-day plan provides a clear timeline for improvement, ensuring accountability and momentum. Through consistent coaching and support, Frederick Douglass High School can foster a culture of continuous improvement, ultimately leading to better outcomes for all students.	☐

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Effects of Multimedia Vocabulary Instruction on Adolescents with Learning Disabilities	Review of Effects of multimedia vocabulary instruction on adolescents with learning disabilities. (2021). What Works Clearinghouse. Retrieved December 2022, from https://ies.ed.gov/ncee/wwc/Study/89733. The instructional team at Frederick Douglass High School continues to use the IXL platform to support content skills development through multimedia. In 2022, Fayette County Public Schools purchased a district-wide license for IXL, which will now be implemented as an instructional tool. In a review of Kennedy et. al.'s 2015 study on multimedia vocabulary instruction, the What Works Clearinghouse determined that this approach showed promising evidence of effectiveness in terms of content acquisition. The findings support the instructional team's request for the IXL platform. This will be implemented by utilizing IXL in weekly English and Math classes at the resource, general, and co-teaching levels in order to supplement core content curriculum with scaffolded skills in reading and mathematics.	☐
Talking Points	Park, R., Fosnacht, K., & Chan, E. (2022). How TalkingPoints improved outcomes in a large urban school district. TalkingPoints. TalkingPoints can be a powerful tool to improve the performance of special education students at Frederick Douglass High School by enhancing communication between educators and families. By breaking down language barriers and facilitating two-way communication, TalkingPoints can ensure that families are informed about their child's progress, goals, and specific needs. This increased engagement can lead to better support at home, improved attendance, and increased motivation for students. Additionally, TalkingPoints can be used to share resources, tips, and strategies for supporting students' learning at home, empowering families to become active partners in their child's education. By fostering strong home-school partnerships, TalkingPoints can contribute to improved academic and social-emotional outcomes for special education students at Frederick Douglass High School.	