



## 2020-21 Phase Three: Executive Summary for Schools\_SY2021

2020-21 Phase Three: Executive Summary for Schools

**Heritage Park High School**  
**Michelle Ruckdeschel**  
3361 Buckland Square  
Owensboro, Kentucky, 42301  
United States of America

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## 2020-21 Phase Three: Executive Summary for Schools

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

Heritage Park High School (HPS) is the alternative high school in the Daviess County Public School system. We were established in the fall of 2015 and we are in our 6th year of operation. Our school is located in the former Daymar junior college building located at 3361 Buckland Square in Owensboro, KY. Our school receives referrals from the two main high schools in DCPS: Apollo High School and Daviess County High School. The students that enroll in our school are in grades 9-12 with some fifth and sixth year students who are still interested in obtaining a high school diploma. According to the 2019-2020 school report card, our enrollment was 280. The students were 77.3% economically disadvantaged. The demographics include 84% white, 5.8% African American, 5.8% two or more races, and 4.4% other. The students that attend our school are referred for many reasons including credit deficiency, anxiety issues, bullying, absenteeism, and trauma. Our students find success in our small setting and family-type culture. We are seeing increased community support of our school than when we first began in 2015. However, it has been difficult to partnership as we have in recent years due to the limitations caused by COVID-19 such as no field trips, job shadow placements, or having in-person guest speakers and community members in our building. We continue to work with our students to understand the importance of giving back to our community even though we currently cannot take the students out to various locations for our community outreach.

. Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

It is the mission of Heritage Park High School (HPS) to give rise to life ready students by developing LEADERS from within, providing inspiring learning CYCLES, teaching the IMPACT of serving the community, and expanding opportunities for sustainable CAREERS. We are preparing our students to have the tools necessary for life and the many hurdles that comes with it. Our four main pillars of Leaders, Cycles, Impact, and Careers have become part of our instructional focus. In the past (prior to the pandemic of 2020), our quarterly Exhibitions of Learning with PBL projects help us to support and cultivate leadership, community connections and career preparation. In previous years, our junior job shadow program helps us to

get students into the field to see first-hand what is needed for certain careers. (We have currently suspended our job-shadow program this year due to COVID-19 restrictions.) Our school-wide PBIS program and our bi-weekly guidance and TOP lessons support our trauma informed learning and help students understand the cycles that occur and the impact that they can have on others. We work very diligently to provide ample opportunities for students to get to know themselves so that they can bring the best version of them to their future career.

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

We are currently in a pandemic year due to COVID-19 and that has changed our focus a bit from previous years. We continue to experience the problems of attendance and lack of participation but now it is through the digital platform when both on NTI and hybrid learning. Our students are not participating very well in the digital platform and are struggling with developing a routine that is focused on academics. Last year prior to going to NTI, our school was very focused on attendance and behavior. We had several initiatives in place and saw some gains in our attendance over previous years. We also saw a decrease in behavior incidents prior to moving to NTI due to our PBIS initiatives and reward system. We are continuing with our advisor-advisee groups and performing weekly check-ins with students and their advisors. We have had several past notable achievements including: previously being named an Alternative Program of Distinction by KDE; Receptionist, Ms. Holly Ebelhar, was the 2017 DCPS Office Professional of the Year; previous Foundation for DCPS Focus Award winners (Katelyn West and Joshua Scherrer); several teachers chosen to experience the Future Leaders Academy (FLA) program (Joshua Scherrer, Katelyn West, Patrick Hittson, Faith Butler, and Travis McBrayer); and in fall of 2020, Joshua Scherrer was chosen as a GoTeachKY Ambassador. We held our second annual Phoenix Futures Fair in October 2020 for our seniors to visit college informational booths and also to gather information from local employers and employment agencies. Our school would like to be selected as an Alternative Program of Distinction again in the future. First, we must focus on continuing to improve our overall attendance, increasing our ACT composite, and reducing our behavior incidents specifically in the area of out of school suspensions when we return to a normal school year. Our Family Resource Youth Services Center coordinator is serving our students and their families at a whole new level and we look forward to new initiatives and programs that will support the needs of our school and its stakeholders.

. **CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

Not Applicable

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

Our school is continuing to look for opportunities to broaden the opportunities and experiences for our students. We are very mindful of the social-emotional needs of our students and continue to work to help them get the appropriate services to meet their needs. We are searching for additional community partners and resources that will benefit our school, our students, and our families.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-21 Phase One: Continuous Improvement Diagnostic for Schools\_SY2021

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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## 2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

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

- Continuous Improvement Diagnostic for Schools

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

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

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

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

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

- Progress Monitoring

***As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.***

Please enter your name and date below to certify.

Michelle Ruckdeschel 10/1/2020



## 2020-21 Phase Two: The Needs Assessment for Schools\_SY2021

2020-21 Phase Two: The Needs Assessment for Schools

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## 2020-21 Phase Two: The Needs Assessment for Schools

## Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

## Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Our district has five calendar days dedicated to professional development annually. During this time, we examine school data regarding student assessment scores and other important information. Interventions are discussed to strengthen areas that show little to no progress or change. The leadership team (principal, assistant principal, guidance counselor) typically meet during the summer to determine plans for the school year and meet monthly to discuss progress.

## Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

### **Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### **Example of Non-Academic Current State:**

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State: According to the 2019-20 School report card, there is no data available for HPHS students regarding CPE English benchmark. According to the 2019-20 School report card, there is no data available for HPHS students regarding CPE Reading benchmark. According to the 2019-20 School report card, there is no data available for HPHS students regarding CPE Mathematics benchmark. Non-Academic Current State: PBIS implementation is in full implementation. Data regarding behaviors and positive praise for good actions are both being watched and reviewed . According to the 2019-20 School report card, our demographics are 84.3% white, 5.7% two or more races, 5.7% African American, and 4.3% Other. According to the 2019-20 School report card, 33% of our student population experienced behavior events. According to the 2019-20 school report card, our economically disadvantage population is 78% of our student enrollment. According to the 2019-20 school report card, 54% of our students are chronically absent.

## Priorities/Concerns

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

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

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Data reflects that our ACT data continues to be substantially lower than the district and state averages in all areas. Data shows that 33% of our students have behavior incidents. Data shows that 54% of our students are chronically absent.

## Trends

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

The overall attendance percentages are improving. However, this is still one of the main focus areas of our efforts to improve attendance and break the cycle before entering the world of work. There continues to be an increasing number of students with mental health diagnoses and a minimal amount of trained leadership personnel to provide daily support for these concerns with strategies and interventions. Overall, academic benchmarks continue to be lower than district and state averages."

## Potential Source of Problem

. Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

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

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

KCWP1: Teachers have and will attend professional development opportunities that speak directly to their content area. KCWP2: The school will continue to pursue project-based learning and individual genius hour projects to incorporate standards that are focused from the pillars of the school mission and vision. Access to reliable technology directly impacts the ability to use technological resources to positively impact student learning. KCWP3: Several teachers have been using material from NMSI and from LTF which includes assessments that can measure student understanding. Juniors continue to take the ACT and KPREP every spring. Last year, sophomores also took the ACT in our district. Sophomores began the mandatory reading and mathematics graduation assessments last spring. KCWP4: The leadership team and teachers continue to review ACT data to understand how their work is impacting overall student learning and school data. KCWP5: Student behavior continues to be monitored based on focus room visits, PBIS ODRs, and IC data. English and mathematics teachers have met with district literacy and mathematics coaches to improve practices. Practice ACTs have been taken by grade 11 students in English & Reading and grade 10 students in Mathematics. Groups are being developed to address students needs in each area. Teachers have trained to deliver instruction to these groups. KCWP6: Staff have been trained in Love & Logic and has learned best practices in regards to Ruby Payne's work in understanding poverty. Staff will continue working to develop our understanding in PBIS. Staff are utilizing more trauma aware practices.

## Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

The ACT and CPE scores were not included in the 2019-2020 school report card. The data that is usually included in this section is not available officially from the regular source. Unofficial school totals are as follows for the 11th grade spring 2020 ACT: Composite 14.75 (0.5 increase), English 12.7 (0.1 increase), Math 15.7 (0.6 increase), and Reading 14.8 (.4 increase). Reliable technology has been issued to individual students who now take technology home with them daily. Hotspots have been provided for families with no internet.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-21 Phase Three: Closing the Achievement Gap Diagnostic\_SY2021

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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## 2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's 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 legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

## I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

- . Complete the [Achievement Gap Group spreadsheet](#) and attach it.

The HPHS 2020-2021 Achievement Gap Group spreadsheet is attached.

### **ATTACHMENTS**

#### **Attachment Name**

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## II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Heritage Park High School is made up of the following populations: 84% white/5.8% African American/5.8% 2+ races/4.4% other; 77.3% free/reduced lunch; and 64% male/36% female. Our school serves mostly white, low socio-economic students that are credit deficient and have attendance issues. Our special services population is 15% of our enrollment.

### **ATTACHMENTS**

#### **Attachment Name**

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B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

There are no ACT scores included on our current school report card. In the previous year, ACT scores had decreased in English, reading, and science with our overall composite remaining far below the district and state averages. There are no KPREP On-Demand Writing assessment scores from spring 2020 because of NTI and the state cancellation of assessments due to COVID-19. In the previous year, there was a decrease in Novice and an increase in Proficient scoring on the KPREP On-Demand Writing assessment.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

CPE English benchmark is unknown on our current school report card. CPE Reading benchmark is unknown on our current school report card. KPREP Writing is unavailable due to the cancellation of KPREP assessments in spring 2020 due to COVID-19.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

CPE Mathematics benchmark is unknown on our current school report card. CPE English benchmark is unknown on our current school report card. CPE Reading benchmark is unknown on our current school report card. KPREP Writing is unavailable due to the cancellation of KPREP assessments in spring 2020 due to COVID-19.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

COVID-19 has impacted the extended school services that we are offering at this time due to NTI and distance learning from home. Our professional development plan for the school is centered around developing better relationships through PBIS materials and strategies, Ruby Payne lessons, and Love & Logic principles. Our staff is dealing with a very high number of students from low socio-economic families and students who have experienced trauma. Our school understands that the students have needs beyond the core curriculum that we can offer. This includes working with students in a more non-traditional setting to meet their needs. We offered special ACT preparatory sessions last spring prior to ACT testing for sophomores and juniors focused on mathematics and English/Reading strategies. We plan on beginning those in the spring semester for the sophomore and junior students again. We have focused a large part of our professional development this year on technology and understanding different strategies and applications that can help our teachers reach and teach the students both in hybrid learning and on NTI due to COVID-19 restrictions.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Practices - Our school is limited in the courses that we offer due to the nature of a small school with a smaller number of teachers than other local high schools. All of our teachers are now using Google classroom due to NTI and the hybrid learning that is occurring in response to COVID-19. The change in teaching practices with NTI and hybrid learning has created challenges that prevent teachers from covering all of their standards they would normally cover in a school year. There are several limitations in the difference in teaching online that also do not align with the type of questions on formalized state assessments. Conditions - Many of our students do not live in ideal conditions. Our students have high social-emotional needs. Most of our students have very poor attendance and are listed as chronically absent in a normal school year let alone a pandemic year. The COVID-19 conditions have made it increasingly hard to engage our students and to develop a routine and

relationships with our students and their families with academics at the forefront of their priorities.

G. Describe in detail the school's professional development plan related to its achievement gaps.

*(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)*

Monthly staff meetings are held that include all staff in decision making and input for continual improvement of the school. The school leadership team meets monthly to review data and items related to planning and review. The strategic partners include Michelle Ruckdeschel, Mitchell Jones, Beth Fleming, Denise Pearson, Kristina Crewse, Amanda Cornelius, and Patrick Hittson.

### III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

In the HPHS 2019-20 KPREP on-demand writing data, no assessment was given due to COVID-19 cancellations. In the previous year, students scored 43.6% novice. The next time our students take the KPREP, we will reduce novice scoring on KPREP writing by 2%, lowering our novice percentage to 41.6%. In the 2020 HPHS ACT mathematics data on our school report card, there is no data included. In the previous year, students scored 15.1. We will improve scoring on ACT mathematics by 0.2, increasing our mathematics score to 15.3. In the 2020 HPHS ACT reading data on our school report card, there is no data included. In the previous year, students scored 14.4. We will improve scoring on ACT reading by 0.2, increasing our reading score to 14.6. In the 2020 HPHS ACT English data on our school report card, there is no data. In the previous year, students scored 12.6. We will improve scoring on ACT English by 0.4, increasing our English score to 13. In the 2020 HPHS ACT science data on our school report card, there is no data included. In the previous year, students scored 14.4. We will improve scoring on ACT science by 0.2, increasing our science score to 14.6.

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

The HPHS Closing the Achievement Gap Summary is attached.

#### **ATTACHMENTS**

##### **Attachment Name**

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020-2021 Closing the Achievement Gap Summary - HPHS	2020-2021 Heritage Park High School Closing the Achievement Gap Summary	• III
 2020-2021 HPHS Achievement Gap Summary	2020-2021 HPHS Achievement Gap Summary	• I • II.A



## 2020-21 Phase Three: Professional Development Plan for Schools\_SY2021

2020-21 Phase Three: Professional Development Plan for Schools

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## 2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

### 1. What is the school's mission?

It is the mission of Heritage Park High School (HPS) to give rise to life ready students by developing LEADERS from within, providing inspiring learning CYCLES, teaching the IMPACT of serving the community, and expanding opportunities for sustainable CAREERS.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

\*NOTE: There was no KPREP assessment given in spring of 2020 due to COVID-19 closures and our current school report card does not contain any of the HPHS spring 2020 testing data. All data since the beginning of the new school (HPHS) in the fall of 2015 and from the prior school (BCHS) have indicated a lower performance than the other schools in our district and the high schools across the state. We would like to see an increase in the previous scores of our students when assessments resume. In 2018-19, the ACT scores in Reading were 15.3, and in Math were 15.8. We would like to see both scores increase by 2%. Before the shift to NTI and hybrid learning, our school had attendance and truancy issues. We continue to see low participation and attendance in both the times of in-person learning and distance learning with our students. We would like to see an increase in participation and attendance with our students in the future. In 2018-19, our attendance rate was 78%. We would like to increase that by 3% to 81% with attendance and participation. We know this will be something that we cannot truly measure until we return to a normal school year as we are currently in a pandemic year and switching between NTI and hybrid in-person learning. However, we would like to try and educate our students on how to develop routines and the importance of attendance in school which will be a lifelong trait that can carry over into a future career or college.

3. How do the identified **top two priorities** of professional development relate to school goals?

The first priority of raising assessment scores relates to the mission components of learning cycles and careers. Our students have a better chance of entering college with assessment scores that are at or above the college ready benchmarks and they will have an increased chance of completion and success if they are more academically prepared for life after high school even if they are entering right into the workforce or military. The second priority of improved attendance relates to all four components of our mission: leaders, cycles, impact, and careers. If we can help break the cycle of poor attendance and truancy, then we can develop individuals that will be successful in their job and possibly use their leadership skills for advancement, have an improved cycle of employment or continued education, have a greater impact on their community, and develop the right qualities to sustain their chosen career path.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Increased Assessment Scores: Short term: Meet with district coaches to develop specialized reading and mathematics topic lessons that can help students practice key strategies and skills that are applicable to the ACT assessment that will be given in March. Long term: Work with district coaches and grade-level teams to develop a series of lessons that are specific to each of the three major benchmark areas (English, reading, and mathematics) that can be embedded in each of the 9th, 10th, and 11th grade Study Skills courses leading to the junior year assessment.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Our 11th-grade students will return a 2% higher overall score than our previous set of 11th-grade results. Teachers will have more buy-in and ownership for the ACT and the student performance on the assessment. Teachers will have increased awareness and understanding of the type of questions that are on the ACT and how they apply to the various content areas.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

We hope to see a 2% gain in both reading and mathematics over the previous student results. Teachers will promote good test-taking strategies and connections to the world past high school regardless of the chosen path. Teachers will show more enthusiasm and care for how the students performed and the effort shown on the assessment.

4d. Who is the targeted audience for the professional development?

The teachers of the 10th and 11th-grade students (8 teachers), the guidance counselor, and the principal. The teachers will be the facilitators of the lessons for their students in the preparation for the assessment (10th-grade mathematics and 11th-grade reading). The guidance counselor and the principal coordinate the testing and the principal also serves as the instructional coach for the school.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

This professional development will impact the teachers that teach the lessons, the guidance counselor and principal, and the students.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Release time is needed to prepare the lessons with the assistance of the district math and reading instructional coaches. All materials will need to be planned for a digital platform due to the restrictions of the pandemic year.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

The principal/instructional coach will meet bi-weekly with each team to hear feedback and make any necessary adjustments that the teachers are requesting or there is an observable need to change.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The principal/instructional coach will review evidence of learning and students' work through the pre and post-practice tests given on a shared Google form. The principal/instructional coach and guidance counselor will also observe the classes in which the lessons are being offered to give feedback and suggestions.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Attendance/Participation: Leadership and teachers will learn about the connection between at-risk students and attendance issues as well as strategies to improve the culture of attendance and participation. The staff will develop a plan for combatting the cycle of truancy and also for promoting celebrations and a reward system for those who attend either the hybrid in-person or NTI virtual classes on a regular basis.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

\* Note: our current school report card does not contain specific attendance data from the 2019-2020 school year. In 2018-19, our school attendance rate was 78%. We have had a very low rate of attendance and participation for the fall semester of 2020 both during hybrid in-person times and the NTI virtual learning. We would like to see our percentages improve and have more students who are both attending the classes and completing the coursework.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Indicators of success will be a 3% increase in attendance and participation, reduced number of failures, and maintained or improved graduation rate.

5d. Who is the targeted audience for the professional development?

The targeted audience is all staff and the leadership of our school. This will be a whole school initiative and the buy-in from every member from the principal to the custodian will be imperative.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students will be directly impacted by the professional development as we develop a schoolwide initiative to increase attendance and participation. They should also have fewer failing grades in their courses. The staff and leadership will be impacted as the instructional assistants will not have to make as many phone calls to parents about attendance and the teachers should have more students attending and participating. The school will be impacted as the attendance rates rise and the graduation rates maintain or improve at the same time.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

We will need to pull from our previous training such as Ruby Payne, Love & Logic, the 7 Habits, and others to pull the information that is pertinent to our students and their social-emotional learning. We will need some time dedicated to develop a schoolwide plan that can be implemented during a pandemic year while either on hybrid in-person or NTI distance learning.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

We will meet monthly as a staff to review our results together and gather feedback. Grade level teams will be asked to meet and review their data with a leadership team member on a bi-weekly basis.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

We will work with the school secretary to pull attendance and participation data. We will also monitor a shared attendance sheet per grade level to look for any data trends or changes. As leadership perform walk-through visits to classrooms, they will also monitor progress and any changes that they observe.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-21 Phase Two: School Assurances\_SY2021

2020-21 Phase Two: School Assurances

**Heritage Park High School**  
**Michelle Ruckdeschel**  
3361 Buckland Square  
Owensboro, Kentucky, 42301  
United States of America

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## 2020-21 Phase Two: School Assurances

## **Introduction**

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

## Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of “ineffective” as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the [Kentucky Equitable Access to Effective Educators Survey](#). Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

**I certify this school has accurately completed the [Kentucky Equitable Access to Effective Educators Survey](#) by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.**

- Yes
- No
- N/A

### **COMMENTS**



## Title I Schoolwide Programs

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

Yes

No

**N/A**

### **COMMENTS**

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

Yes

No

**N/A**

### **COMMENTS**

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

Yes

No

**N/A**

### **COMMENTS**

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

Yes

No

● N/A

**COMMENTS**

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

Yes

No

● N/A

**COMMENTS**

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

Yes

No

● N/A

**COMMENTS**

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to

improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

## Title I Targeted Assistance School Programs

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

Yes

No

N/A

### **COMMENTS**

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

Yes

No

N/A

### **COMMENTS**

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

Yes

No

N/A

### **COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

17. If the school is implementing a targeted assistance school program, the school serves

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

Yes

No

N/A

**COMMENTS**

## Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

Yes

No

N/A

### **COMMENTS**

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

Yes

No

N/A

### **COMMENTS**

## All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

Yes

No

N/A

### COMMENTS

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

Yes

No

N/A

### COMMENTS

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

Yes

No

N/A

### COMMENTS

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

engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

**N/A**

**COMMENTS**

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

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

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

Yes

No

**N/A**

**COMMENTS**

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

Yes

No

**N/A**

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 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.

### Operational Definitions

**Goal:** Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

**Objective:** Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy:** An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

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

**Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

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

### Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

### Explanations/Directions

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The <b>measures</b> may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>
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## 1: Proficiency Goal

Goal 1 (State your proficiency goal.): Increase our student proficiency in reading and mathematics on the ACT.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: (Note: No ACT data was included in our current school report card so the data used is from the prior year.) The average score for the ACT reading section for 11 <sup>th</sup> -grade students will increase by 0.2, with an average of 15.5.	KCWP 3: Design and Deliver Assessment Literacy: Ensure learning targets are congruent to the standards and are the focus of instruction. Teachers will prepare targeted lessons to introduce, cover, and enhance students understanding of components and types of questions used in the reading ACT assessment.	Continuous Improvement Activity - Teachers give pre and post practice ACT assessments in reading to students to measure deficiencies before lessons and improvement following targeted instruction.	Quantitative: Students score a 15.5 or above on practice ACT assessments.	Spring 2021 and Fall 2021 Teachers and Leadership - responsible. Regular review of the practice test data and results prior to the actual ACT assessment given in March.	\$0
		Continuous Improvement Activity - 11 <sup>th</sup> -grade KY students take the national ACT in March 2020 and receive their scores in May.	Quantitative: Students score a 15.5 or above on the spring ACT assessment.	Spring 2021 Teachers and leadership – responsible. Give assessment in March and review results in May. Adjust the lessons for fall 2021.	\$0

		<p>Continuous Improvement Activity - Teachers utilize assessments within their Odell Engage NY curriculum that help to reinforce key concepts seen in the ACT reading assessment.</p>	<p>Quantitative: Students score above a 70% on Odell Engage NY assessments during English courses.</p>	<p>Spring 2021 and Fall 2021 Teachers – responsible. Teachers monitor the student performance on class assessments and give opportunities for reteach and reassess on key topics.</p>	\$0
<p>Objective 2: (Note: No ACT data was included in our current school report card so the data used is from the prior year.) The average score for the ACT mathematics section for 11<sup>th</sup>-grade students will increase by 0.2, with an average of 16.</p>	<p>KCWP 3: Design and deliver assessment Literacy: Ensure learning targets are congruent to the standards and are the focus of instruction.</p>	<p>Continuous Improvement Activity - Teachers give pre and post practice ACT assessments in reading to students to measure deficiencies before lessons and improvement following targeted instruction.</p>	<p>Quantitative: Students score a 16 or above on practice ACT assessments.</p>	<p>Spring 2021 and Fall 2021 Teachers and Leadership - responsible. Regular review of the practice test data and results prior to the actual ACT assessment given in March.</p>	\$0
		<p>Continuous Improvement Activity - 11<sup>th</sup>-grade KY students take the national ACT in March 2020 and</p>	<p>Quantitative: Students score a 16 or above on the spring ACT assessment.</p>	<p>Spring 2021 Teachers and leadership – responsible. Give assessment in March and review</p>	\$0

		receive their scores in May.		results in May. Adjust the lessons for fall 2021.	
		Continuous Improvement Activity - Teachers utilize assessments within their Eureka math curriculum that help to reinforce key concepts seen in the ACT mathematics assessment.	Quantitative: Students score above a 70% on Eureka mathematics assessments during math courses.	Spring 2021 and Fall 2021 Teachers – responsible Teachers monitor the student performance on class assessments and give opportunities for reteach and reassess on key topics.	\$0

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase the percentage of successful completion of courses and credits issued towards graduation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Student success rate in credit bearing courses will increase by 3%.	KCWP 4: Review, Analyze and Apply Data: Develop a system for teachers to review data monthly and communicate needs to leadership for students at-risk of failure.	Classroom Activities: Team teachers will work together to review the pass/failure rates on a monthly basis to identify students that are struggling and need additional assistance or services. Leadership work with teachers to review data at midterms and semester end.	Quantitative: The successful completion of courses will increase by 3%. Data from spring and fall 2020 will be used to set a baseline of course percentages completed.	May 2021 and December 2021 Teachers and leadership – responsible. Team teachers review monthly. Leadership reviews at the midterm and at the end of the semester for overall change.	\$0

### 3: Achievement Gap

Goal 3 (State your achievement gap goal.): Reduce the novice percentage by 2%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding		
<p>Objective 1: (Note: Our current school report card does not include data for the 2020 spring KPREP assessment as it was cancelled due to COVID-19) In previous years, our students scored far below the district and state averages in both Proficient and Distinguished and had the highest number of novice scores in our district. We would</p>	<p>KCWP 4: Review, Analyze, and Apply Data:</p>	<p>Continuous Improvement Activity – Implement processes that teachers can use regularly in their classes to assess students and gather evidence to improve the learning and connections to standards.</p>	<p>Quantitative – Fewer novice scores on state assessments.</p>	<p>December 2021 Leadership Team and teachers – responsible.</p>	<p>\$0</p>		

like to reduce our novice scores.					
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#### 4: Growth

Goal 4 (State your growth goal.): Increase our attendance rate by 3%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The attendance rate of the school will be improved by 3% increasing from 78% to 81%.	KCWP 4: Review, Analyze, and Apply data. Analyze data to look for trends and identify possible strategies for improvement.	Continuous Improvement Activity – Ensure attendance issues are minimized through a school attendance program involving positive reinforcements and celebrations to recognize those who are successfully staying above 90% attendance and	Quantitative - Decrease in the absenteeism rate of individual students. Increase in the monthly attendance rates at each grade level	March 2021, May 2021, October 2021, and December 2021. Attendance secretary, leadership team, team leaders – responsible. Reports and data will be analyzed quarterly at the individual, grade, and school levels to look for trends and improvement.	\$500

		participation and those who are showing improvements in their attendance.	and for the whole school.		

## 5: Transition Readiness

Goal 5 (State your transition readiness goal.): Increase the number of graduates reporting being employed, enlisted, or enrolled in a program beyond high school by 5%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The number of students successfully employed, currently enlisted, or currently enrolled in a program past high school will be 5% higher than the previous year.	KCWP 5: Design, Align, and Deliver Support - Implement regular life and success sessions for senior students in their last year of high school to help prepare for life after high school.	Continuous Improvement Activity - Develop school culture with academic and behavioral supports to promote and support learning for all.	Quantitative - Increased number of students reporting they are employed, enlisted or enrolled in a program beyond high school when contacted six months after graduation.	December 2021 Guidance and FRYSC Coordinator – responsible.	\$0

		Continuous Improvement Activity - Assure consideration and addressing of non-academic barriers to learning.	Quantitative - Increased number of graduates reporting they are employed, enlisted, or enrolled in a program beyond high school when contacted six months after graduation.	December 2021 Guidance and FRYSC Coordinator – responsible.	\$0
Objective 2					

## 6: Graduation Rate

Goal 6 (State your graduation rate goal.): Graduation rates will be increased by 2%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The total number of graduates will be 2% higher than the previous year.	KCWP 4: Review, Analyze, and Apply Data: Educate and ensure that students and families know where they stand in the progression towards graduation with credits and core requirements.	Continuous Improvement Activity – reduce barriers and improve schoolwide attendance to minimize impact on academic performance.	Quantitative - Decrease in the absenteeism rate of individual students. Increase in the monthly attendance rates at each grade level and for the whole school.	May 2021 and December 2021 Leadership team – responsible.	\$0

		<p>Continuous Improvement Activity – develop a system of student led data tracking with Individual Graduation Plans.</p>	<p>Quantitative – Progress recorded on student data trackers to be checked quarterly by the homeroom mentor teachers.</p>	<p>May 2021 and December 2021 Mentor teaching staff – responsible.</p>	<p>\$0</p>
		<p>Continuous Improvement Activity – develop a regular communication plan to families regarding student progress beyond the report card and midterm reports.</p>	<p>Quantitative – Increased records of communication through logs and evidence of two way communication with families at each grade level.</p>	<p>May 2021 and December 2021 Mentoring staff and Leadership team – responsible.</p>	<p>\$200</p>

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

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

<b>Components Of Turnaround Leadership Development And Support:</b>
<p><b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p><b>Response:</b> N/A</p>
<b>Identification Of Critical Resources Inequities:</b>

**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:**

N/A

**Targeted Subgroups and Evidence-Based Interventions:**

**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:**

### 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.

### Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the

Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) 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 and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the [“Documenting Evidence under ESSA”](#) resource available on KDE’s [Evidence-based Practices website](#).

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
N/A	N/A	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>