



Sample SBDM High School Comprehensive School Improvement Plan (CSIP)

Disclaimer: The following diagnostics represent a fictitious school and should be used for educational purposes **only**. The sample CSIP is not an exemplar.

Phase One: Executive Summary for Schools

Description of the School

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

SBDM High School sits along the banks of the Kentucky River. Having opened in the fall of 1998, SBDM High School is the newest of the three high schools in the Cardinal County school system. SBDM High School began the 2023-2024 school year with 1,035 students with 89% of those identifying themselves as Caucasian, 2% African American, 4% Hispanic, 2% Asian-American and 3% belonging to two or more races. Just above 8% of the students receive free or reduced lunch.

School's Purpose

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

The vision statement of the school is, "All students proficient and prepared." The mission is to boost the academic achievement of all students through rigorous classroom experiences, fostering of communication and higher order thinking, and to provide real-world connections. The teachers and administrators of SBDM High School are committed to the growth of every student through the establishment of a learning environment that is both rigorous and safe. They understand the importance of providing learning opportunities that develop the students' abilities to become better problem solvers, critical thinkers, leaders and members of teams. SBDM's faculty has always been one that valued professional growth for they are constantly striving to improve their craft through several opportunities including Solution Tree's PLCs at Work and RTI at Work, PEBC's Thinking Strategies, Cognitive Coaching, Adaptive Schools, College Board's AP Training, World Language Conference and the Kentucky Science Teachers Association Annual Convention.

Notable Achievements and Areas of Improvement

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

For the seventh year in a row, SBDM High School's students' pass rate on Advanced Placement exams exceeded 80%. Over that same time frame almost twice as many exams were taken by our students, from under 500 to nearly 900 this past May. Over the past three years, new AP classes such as Music Theory, 3-D Art, Comparative Government and Environmental Science have been added. Notably during the 2022-2023 school year, SBDM High School was granted permission from the College Board to pilot the new AP Capstone program which is comprised of two new classes, AP Seminar and AP Research with the latter being taught for the first time last year. During the 2023-2024 school, SBDM High School Our areas for improvement include narrowing the achievement gap for students with disabilities in both reading and math as well as increasing the percentage of all students scoring proficient in on-demanding writing.

Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2023-2024 diagnostics is as follows:

Phase One: August 1 - October 1

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

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools
- Progress Monitoring

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

Please enter your name and date below to certify.

SBDM High School Principal

Phase Two: The Needs Assessment for Schools

Rationale: 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 (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 (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/district, 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. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

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

Several groups consisting of principals, coaches, and teachers will meet throughout the school year to monitor data and analyze the results. Those teams include our SBDM council, school administrative leadership team, and other collaborative groups, such as professional learning communities (PLCs). These planning teams generally meet monthly, and all conducted meetings must be cemented and documented through minutes that are uploaded to Google Drive and/or the school's website where applicable. Stakeholder groups will use the five data questions to examine what the data does and does not tell us, what the causes for celebration and concern are, and what conclusions can be drawn. Based on the analysis of data, interventions will be determined in the areas of needs. Documents from the previous year are reviewed as we begin the needs assessment process for the current school year.

Review of Previous Plan

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

Students made measurable progress in reading and social studies. We feel the common planning, common assessments, data analysis, and using high yield research based strategies really helped to keep students on course. We will continue to build upon these strategies. Math, Science and On-Demand Writing did not meet the proficiency goal, so these courses will be focused on more intently making sure to align standards with the curriculum, analyzing more data and the reteaching of content needed.

Trends

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

Even though many of our scores from the ACT dropped between the 2021 and 2022 administrations, the students who took it this past spring scored higher by virtually every measure than every other junior class except for the ones who took it in 2017. Over the past two years, our ACT scores have trended in the

positive direction. Comparing their results to any other class during the last ten years would've shown very different results. That context notwithstanding, we continue to push each class to reach beyond their potential. Closing the achievement gap for our students with disabilities continues to be an area of focus for we have never made significant inroads to create a trend in the positive direction.

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:

- 32% of gap students scored proficient on KSA Reading.
- We saw a 10% increase among gap students in Reading from 2021 to 2023.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2023 school year – a decrease from 92% in 2022.
- The number of behavior referrals has decreased to 198 in 2023 from 276 in 2022.

ACT Reading: 94.4% of juniors met the proficiency benchmark. Over the past two years the percentage of students scoring at or above benchmark fell from 68 to 66 on ACT Reading. Average ACT score fell from 24.4 to 24.3. ACT Reading: Students with disabilities % of proficient/distinguished (PD) fell from 62.5 to 27.3 and gap grew from 19.8 to 49.0. ACT Reading - (Poverty) % PD fell from 69.2 to 63.2 but our gap decreased from 13.2 to 11.9.

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: 68% of gap students scored below proficiency on KSA test in reading as opposed to just 12% of non-gap learners.

Students with Disabilities (SWD) - ACT Reading (SWD) % PD fell from 62.5 to 27.3 and our gap grew from 19.8 to 49.0. - ACT Math (SWD) % PD fell from 34.8 to 18.2 and our gap grew from 36.8 to 54.5. - On Demand Writing % PD fell from 23.8 to 20.0 even though the achievement gap was reduced from 51.3 to 45.3.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Graduation rate has increased from 67% the last five years to its current rate of 98%. We are constantly working to provide new, creative opportunities for our students who need different pathways to earn all credits required for graduation. We can take this same approach to address our areas concern with students with disabilities (SWD) achievement results.

Although we dipped slightly during the 2020 administration of the ACT, our trend data suggests that the last two junior classes were our top scoring testing groups in the history of the state administration. We need to determine what strategies and processes have led to this improvement to address areas for improve our ACT Reading results.

Evaluate the Teaching and Learning Environment

Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

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

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

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

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

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

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

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area directly below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Design and Deliver Instruction: We will Increase focus on writing school-wide by creating and implementing a new plan to ensure Tier I instruction meets the intent of the standards.

Design, Align, and Deliver Support: Continue to provide additional time in content areas for students to grow their skills required for success on the ACT. Try to build a master schedule that keeps as many co-teaching partners together as possible each year.

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

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

Phase Two: School Assurances

Introduction

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

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- Yes
- No
- NA

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

- Yes
- No
- NA

Title I Programs

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

- Yes
- No
- NA

Comments

SBDM High School is not a Title I school.

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

- Yes

- No
- NA

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

- Yes
- No
- NA

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

- Yes
- No
- NA

7. The school provides parents of participating children, or all children in a schoolwide program—
A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- Yes
- No
- NA

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

- Yes
- No
- NA

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

- Yes
- No
- NA

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

- Yes
- No
- NA

Comments

Even though we are not a Title I school, we do provide these supports.

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

- Yes
- No
- NA

Comments

Even though we are not a Title I school, we do provide these supports.

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

- Yes
- No
- NA

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

- Yes
- No
- NA

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

- Yes
- No
- NA

Title I Schoolwide Programs

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

- Yes
- No
- NA

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

- Yes
- No
- NA

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

- Yes
- No
- NA

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

- Yes
- No
- NA

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

- Yes
- No
- NA

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

- Yes
- No
- NA

21. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- Yes
- No
- NA

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program

and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- Yes
- No
- NA

Title I Targeted Assistance School Programs

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

- Yes
- No
- NA

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

- Yes
- No
- NA

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

- Yes
- No
- NA

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

- Yes
- No
- NA

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

- Yes
- No
- NA

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

- Yes
- No
- NA

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

- Yes
- No
- NA

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

- Yes
- No
- NA

Schools Identified for Targeted Support and Improvement

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

- Yes
- No
- NA

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

- Yes
- No
- NA

Phase Three: Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

Please see the goal building template for additional details on SBDM High School's improvement plan.

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

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.

The achievement gap for students with disabilities grew larger in both reading and math. On-demand writing achievement fell overall.

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.

Design and Deliver Instruction: We will increase focus on writing school-wide by creating and implementing a new plan to ensure Tier I instruction meets the intent of the standards.
Design, Align, and Deliver Support: Continue to provide additional time in content areas for students to grow their skills required for success on the ACT. Try to build a master schedule that keeps as many co-teaching partners together as possible each year.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	73.8	-.03
State Assessment Results in science, social studies and writing	61.4	3.2
English Learner Progress		
Quality of School Climate and Safety	62.9	2.7
Postsecondary Readiness (high schools and districts only)	92	-.10
Graduation Rate (high schools and districts only)	98	1.6

1: State Assessment Results in Reading and Mathematics

Goal: Increase proficiency indicators in reading and math as measured by the ACT taken during the junior year.						
	Content Areas	Spring 2022	Spring 2023	Spring 2024	Spring 2025	
	Reading	91.41	91.91	92.41	92.91	
	Math	89.45	89.95	90.45	90.95	
Objective	Strategy	Activities to deploy strategy		Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase proficiency indicators in reading and math as measured by the ACT taken during the junior year.	KCWP 4: Create and support school-wide systems to ensure student data is collected, analyzed and utilized to drive classroom instruction, make curricular adjustments and determine professional learning needs/focus.	Ensure that student achievement data is used during PLCs to determine next steps of intervention and enrichment for students.		PLC agenda and meeting notes Classroom observations and instructional walkthroughs	Monthly/ongoing	N/A
Objective 2: Increase the following content goals from 2022 to 2023: <ul style="list-style-type: none"> • Reading - 91.41 → 91.91 • Math - 89.45 → 89.95 	KCWP 4: Create and support school-wide systems to ensure student data is collected, analyzed and utilized to drive classroom instruction, make curricular adjustments and determine professional learning needs/focus.	Establish a process whereby needs assessments and data analysis results are reflected in the systematic approach to funding expenditures and resource allocation, specifically in the strategic planning in and around professional learning opportunities, instructional practices and curriculum.		Audits to determine if resources match areas of need	Monthly/ongoing	N/A
	KCWP 6: Create and support the work of the PLCs to ensure the development and effectively utilization of common formative assessments for improved student achievement.	Ensure that student achievement data is used by PLCs to determine next steps of intervention and enrichment for students.		PLC agenda and meeting notes Classroom observations and instructional walkthroughs	Monthly/ongoing	N/A

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

<p>Goal: Increase proficiency in writing as measured by the KSA On-Demand Writing assessment taken during each student’s junior year</p>					
		Spring 2022	Spring 2023	Spring 2024	Spring 2025
On-Demand Writing (% proficient)		63.8%	68.8%	72.8%	77.8%
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase proficiency in writing as measured by the KSA On-Demand Writing assessment during each student’s junior year from 63.8% in 2022 to 68.8% in 2023.	KCWP 4: Students will be guaranteed opportunities to become proficient writers through systematic data analysis and intervention by teachers through regular classroom instructional time, EDGE and ESS.	Teachers will ensure instruction around high-quality writing is embedded within core instruction on a regular basis. Teachers collaboratively create and administer CFAs that specifically assess students’ level of proficiency as it relates to on-demand writing.	PLC agenda and meeting notes, classroom observations and instructional walkthroughs	Monitored continually throughout the year by principals and instructional coaches through observations and conversations.	N/A
		Collaborative teacher teams analyze data from CFAs to identify and carryout next steps instructionally. Students not meeting standard will be placed in Tier II instruction during EDGE for timely interventions.	PLC agenda and meeting notes, classroom observations and instructional walkthroughs	Monitored continually throughout the year by principals and instructional coaches through observations and conversations.	N/A

3: Achievement Gap

Goal: Increase proficiency indicators in reading and math for students with disabilities as measured by the ACT taken during each student’s junior year.						
	Content Areas	Spring 2022	Spring 2023	Spring 2024	Spring 2025	
	Reading	52.27	57.50	63.25	69.57	
	Math	40.91	45.00	49.50	54.45	
Objective	Strategy	Activities to deploy strategy		Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase proficiency indicators of students with disabilities in reading and math as measured by the ACT taken during each student’s junior year. For reading in 2022, students with disabilities scored 52.27%. The 2023 goal is 57.50% in reading. The math percentage was 40.91% in 2022 with a goal of 45.00% in 2023.	Ensure Tier I curriculum is accessible to all students via the co-teaching model. Instruction and assessments meet the intent and rigor of the standards.	Continue to grow in our understanding and implementation of co-teaching models and processes and provide support to both the regular education and special education teachers through professional learning and monitoring in order to assist both teachers in ensuring curriculum is taught at high levels and evidenced by student performance on rigorous common formative assessments.		Instructional walkthroughs and feedback School co-teaching implementation plan	Monthly/ongoing	N/A
		Design a system to frequently measure the achievement/progress monitoring of students with disabilities (SWD) to ensure expected growth.		For each SWD who is not making accelerated growth, a longitudinal student profile will show individualized student plan of action to make		

4: English Learner Progress

Goal: We do not have any English learners in our school currently.					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
N/A	N/A	N/A	N/A	N/A	N/A
		N/A	N/A	N/A	N/A

5: Quality of School Climate and Safety

Goal: Improve the percentage of students who report belonging at the school as measured by the Comprehensive School Survey. Spring 2022 Spring 2023 Spring 2024 Spring 2025					
63.8% 68.8% 72.8% 77.8%					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Improve the school climate and safety to promote positive school culture. In 2022, the “Belonging” survey results indicated 63.8% and the goal for 2023 is 68.8%.	Strategy - KCWP 6: Establishing Learning Culture and Environment Students will engage in activities that will promote positive school culture	Activity- House System Students and staff will participate in a House System that will reward team points for a variety of competitions throughout the year. Stakeholders will provide each House member with a designated t-shirt to signify their team and will display all House logos throughout the school.	Attendance Academic Participation Student interest survey	Monitored continually throughout the year by principals and instructional coaches through observations and conversations.	N/A
		Activity- College and Career Readiness Preparation College and Career Navigators (CCN) (Gear-Up) will provide activities (College Visits, Career Fairs, Guest Speakers) that will encourage student and parent involvement.	CCN Log	Monitored continually throughout the year by principals and instructional coaches through observations and conversations.	N/A

6: Postsecondary Readiness

Goal: Increase the percentage of students whom are postsecondary ready (as measured by college and career readiness) from 82.3% in 2022 to 91.3% in 2025.						
		Spring 2022	Spring 2023	Spring 2024	Spring 2025	
Postsecondary Readiness		82.3%	85.3%	88.3%	91.3%	
Objective	Strategy	Activities to deploy strategy		Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of students who are “transition ready” as measured by college and career readiness from 82.3% in 2022 to 91.3% in 2023.	KCWP 6: Increase ACT averages in English, Math and Reading.	Teachers will embed ACT-like questions throughout the work they provide their students during the year.		Curriculum guides & PLC meeting agendas	Monthly/ongoing	N/A
		All freshmen, sophomores and juniors will be provided at least two opportunities each year to take the CERT. Teachers in the content areas of ELA, math and science will create opportunities within their classes the analysis of the CERT and practice of skills and strategies. Each of those PLCs will develop their own remediation plan to fit the needs of their students.		School calendar PLC meeting agendas	Monthly/ongoing	N/A
		Continue to explore new opportunities for students in Advanced Placement and especially dual credit through expanded offerings and increased enrollment in both.		Number of students enrolled in AP and/or dual credit courses	Monthly/ongoing	N/A

7: Graduation Rate

Goal: Increase the graduation rate indicator from 97.8% to 99.3% in 2025.					
		Spring 2022	Spring 2023	Spring 2024	Spring 2025
Graduation Rate Indicator (Average of 4 & 5 year cohorts)		97.8%	98.3%	98.8%	99.3%
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the graduation indicator from 97.8% in 2022 to 99.3% in 2023.	KCWP 4: Regularly review the progress of our at-risk students using a data-driven advisement model	Individual monitoring of students' grades, discipline and attendance by the Student Support Teams (associate principal + guidance counselor + mental health consultant)	Weekly Student Support Teams' agendas and meeting notes	Monthly	N/A
		Evaluation of current advisement model to ensure that students' current levels of performance, goals and interests are aligned with current schedule and post-secondary plan.	Completion of the district's advisement program self-assessment	Monthly	N/A
		Expand the use of Edgenuity to offer credit recovery and credit accelerations opportunities.	Monitor enrollment and completion of Edgenuity courses	Monthly	N/A
		Utilize the Early Warning Report, Check and Connect and Chronic Absentee Focus structures to support the success of students at risk of not graduating.	Complete a quarterly checklist on implementation of Early Warning Report, Check and Connect and Chronic Absentee Focus systems/structures	Quarterly	N/A

Phase Four: 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: A clear statement of the school or district mission, evidence of representation of all persons affected by the professional development plan, a needs assessment analysis, 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 a process for evaluating impact on student learning and improving professional learning, using evaluation results.

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

The mission is to boost the academic achievement of all students through rigorous classroom experiences, fostering of communication and higher order thinking, and to provide real-world connections.

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 focus areas requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Tier I instruction and content specific professional development

3. How do the identified top two focus areas requiring professional development relate to school goals?

The first priority will assist SBDM High School in focusing on student-centered classrooms, increasing rigor within the classroom, and high yield strategies. By strengthening our Tier I, we will ensure delivery of a curriculum that is based on the Kentucky Academic Standards, as well as, increase cognitive engagement of students.

4. (a) For the first focus area, 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.

Strengthen Tier I instruction, as well as our Tier I instructional supports school-wide.

(b) What are the intended results of the professional development as related to the specific objectives in (a)?

Students will have access to rigorous Tier I instruction based on the KAS. Students will also have the Tier I instructional support to help them reach mastery of the standards

early in the learning process. This in turn has the potential to increase our proficiency, decrease our novice, and decrease the number of students that need Tier II RTI. Beliefs: Educator's beliefs will shift to a "student by student: standard by standard" mentality as opposed to "the need to cover the standards." Educators will also increase their own self-efficacy in the realization that they can make a difference by strengthening their knowledge and skill around strong instructional practices that are reflective of strong Tier I instruction. Practices: Practices will include a continuous review and monitoring of our Tier I instruction. Teachers will take the lead in revising instructional practices that are rigorous, standards-based and focused on students.

(c) How will professional development be monitored for evidence of implementation?

Walkthrough data (gathered by admin team according to the developed schedule) will note the implementation of Tier I instructional strategies (i.e. Kagan strategies and high-yield strategies, total participation techniques and other strategies utilized to increase rigor and student engagement.) Unit plans will be reviewed monthly by PLC chairs as evidence of instructional strategies used. Benchmark assessments will show an increase in proficiency and a decrease in novice.

(d) 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. Please describe in detail.

An increased number of Kagan and high yield strategies would be planned in units, as well as observed in walkthroughs. Pacing guides would reflect any major changes in the timeline for teaching units. Units (summative assessment, lessons, and formative assessments) would be updated prior to being taught and completely updated by summer 2023. The number of students referred for Tier II and III services will decrease. The percentage of students reaching proficiency in each content area would increase while the percentage of novice would decrease. There would be a system in place and in writing to review and review units on a regular basis.

(e) Who is the specific targeted audience for the professional development? (i.e., elementary mathematics teachers)

Principals are impacted through an increased knowledge base of best practices in the components of the units, as well as, the components of a strong Tier I instruction. Teachers are impacted through the review, reflection and revision of their instructional practice. This will also impact the instruction that they deliver to students on a daily basis. Students will be impacted by the change in instruction. An improved Tier I instructional system will increase students' achievement.

(f) What specific resources are needed to support the professional development? (staff, funding, technology, specific instructional resources, professional development support from vendors, release time for professional learning, etc.)

SBDM High School has resources from our backward design units and we plan to utilize resources on the KyStandards.org site for lesson review. We will vet assessments with programs that we utilize for benchmark assessment.

(g) What specific ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

We will continue to coach teachers Tier I implementation and improvement. We will utilize professional learning communities to support professional learning around Tier I along with the unit review and revision process.

5. For the second focus area requiring professional development, complete the following:

(a) For the second focus area, 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.

We will lead staff in using data to drive actionable next steps. Our short term goals include ensuring unit plans include summative assessments and daily formative assessments that are aligned with the KAS standards Provide templates that will support teachers in interpreting results from benchmark assessment to identifying areas of strengths, as well as, areas for improvement. Support teachers in the use of this data to determine data based next steps. Teachers use class profile sheets to focus on standard by standard, student by student, and make daily data-based decisions Incorporate data notebooks where students enter their current data and set goals for future data points. Our long term goals include having systems in place that ensures that data-based decision making is a routine part of our instructional program. Teachers take the lead in analyzing data, determining next steps and gathering resources for, and implementing next steps. Students take ownership of their learning and make data-based decisions that will support their ability to be lifelong learners.

(b) What are the intended results of the professional development as related to the specific objectives in (a)?

Instructional gaps/concerns will be identified and addressed early in the learning process. Students' mastery of content will increase and students needing Tier II interventions will decrease. By identifying issues and developing next steps that show to be successful, teachers begin to increase their self-efficacy. The more they believe that they can make a difference, the more willing they are to try to find solutions. Data-based decision-making will become a routine part of our instructional program for administrators, teachers, and students.

(c) How will the professional development be monitored for evidence of implementation?

Templates are completed with the next steps identified. Teachers begin to lead data review, determine next steps, and look for resources to support next steps. Student data notebooks and self-assessment activities will be observed through walkthroughs and document review. Assessment pieces of the units will be monitored for completion through unit review. Templates used for analyzing assessments will be evidence of teacher-led data analysis. Walkthroughs will be evidence of implementation of identified next steps.

(d) 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. Please describe in detail.

Principals are impacted through the work that is going on in their schools to ensure continuous improvement. Teachers will improve their self-efficacy. They can identify instructional issues/concerns/gaps and follow-through in addressing those. Student achievement results will support that what they are doing is making a difference. Once implemented, instruction will meet students where they are and provide individualized support in order to get them where they need to be. Students will also improve their ability to self-assess, determine their needs and identify resources for support.

(e) Who is the specific targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

Teachers, support staff, and principals

(f) What specific resources are needed to support the professional development? (staff, funding, technology, specific instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

We plan to utilize resources on the KyStandards.org site and the SBDM High School MTSS plan.

(g) What specific ongoing supports will be provided for professional development implementation?

Professional learning communities will be utilized to follow up with data analysis. Biweekly PLCs will be focused on data analysis and next steps through our Multi-Tiered System of Supports.

6. Optional Extension: If your school has identified additional professional development

priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g 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.

Not applicable.