Continuous Improvement Planning Cycle

Combined Workbook for:

Phase 3 - *Plotting the Course*

Establishing Goals, Objectives, Strategies and Activities

AND

Phase 4 – *Making District/School Improvement Continuous*

Progress Monitoring and Evaluation

Comprehensive Improvement Plan

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, Baldridge, 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.

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.

1: Proficiency Goal

Goal: Increase proficiency in reading from 40.3 to 53.9 and in math from 26.2 to 43 by 2023-2024 as measured by state required assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase proficiency in reading from 40.3 to 43.0 and in math from 26.2 to 29.6 by 2020-2021 as measured by state required assessments.	KCWP 5: Design, Align, Deliver support process. Develop and implement a system for RTI in order to ensure appropriate academic interventions are taking place to meet the needs of all students.	School RTI team will meet at least monthly in order to monitor development and implementation of RTI systems and analyze data related to RTI. Following these meetings, the instructional coach meets weekly with math and reading interventionists to plan next steps.	Improved success in common assessments, formative assessments and benchmarks.	Monthly analysis of classroom achievement data Minimum of twice per year for initial screeners.	
	Intentional focus on Tier 1 instruction in all content areas.	Department PLC meetings will be held a minimum of twice per month and will focus on questioning and engagement activities along with assessments both formative and summative.	Improved observations in regard to questioning and discussion techniques as well as engaging activities in classrooms.	Minimum of twice per month	
		PLC Meeting agenda and minutes	Documentation and artifacts to include unit plans, higher	Minimum of twice per month	

			level questioning activities and engaging activities used in class.		
		Walkthroughs/Observations will focus on providing feedback related to PGP goals selected by teachers	Documentation to include: evidence collected in walkthroughs, pre and post observation notes.	Monthly analysis of documentation	
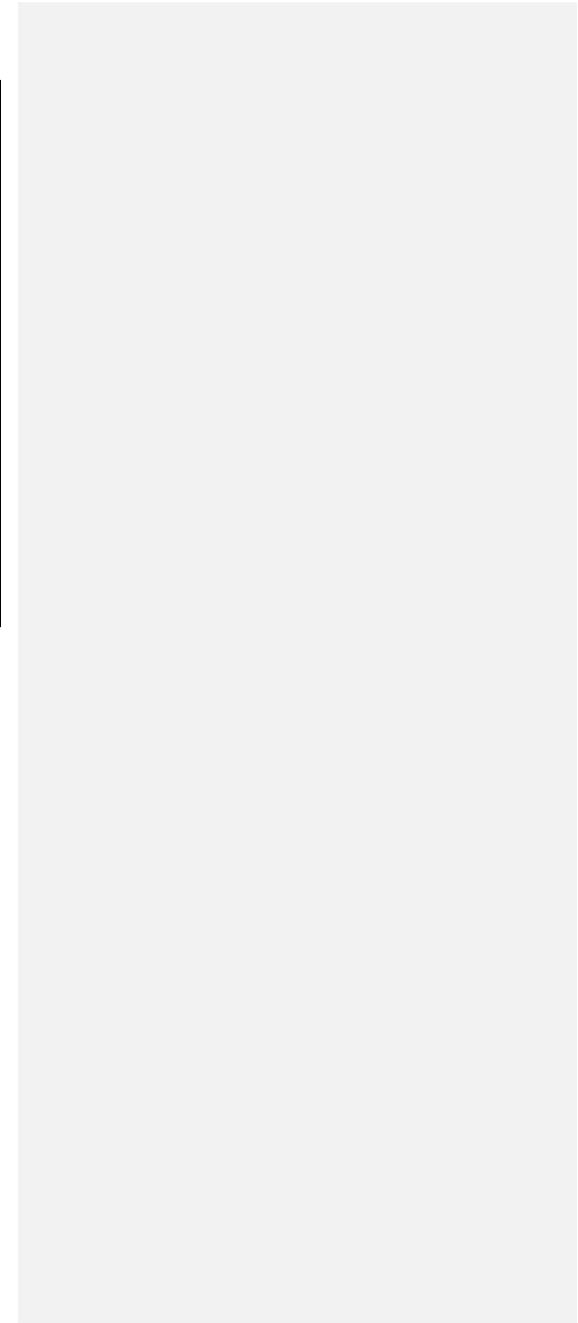
2: Separate Academic Indicator Goal

Goal: Increase proficiency in science from 29.2 to 45.3 and in writing from 35.8 to 50.4 by 2023-2024 as measured by state required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase proficiency in science from 29.2 to 32.4 and in writing from 35.8 to 38.7 by 2020-2021 as measured by state required academic assessments.	KCWP 1: Design and Deploy Standards. Develop and implement a systematic approach for curriculum design and standard deployment in order to ensure that all students are being taught the standards at appropriate level of rigor with fidelity.	Principal or designee will meet weekly to review and monitor implementation of the curriculum. Feedback and support will be provided digitally and/or face to face.	Curriculum documents will be up to date for each class. Unit plans will include writing documentation and activities.	Principal or designee will monitor curriculum documents and provide feedback for each unit in each class.	
		Assessment review: Formative and Summative	Assessments will be aligned to standards and will be of higher level questioning.	Principal or designee will monitor curriculum documents and provide feedback for each unit in each class.	

3: Achievement Gap

Goal: Increase proficiency in students with disabilities in reading from 0% to 22.7% and in math from 0% to 22.7% by 2023-2024 as measured by state required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase proficiency among students with disabilities in reading from 0% to 4.5% and in math from 0% to 4.5% by 2020-2021 as measured by state required academic assessments.	KCWP 6: Establish learning culture and environment. Establish systems for creating and supporting a learning community in which all students have optimal opportunity for academic success.	Provide support to focus group of students through ESS reading and math support.	Students in the group will be monitored for progress in regular classes and achievement on CERT	Progress will be monitored a minimum of twice per month in regard to grades. CERT will be monitored no less than twice per year.	
		Provide support to students with behavior problems by utilizing behavior support staff check and connect.	Students in the group will be monitored for progress in regular classes, reduction in behavior referrals, and reduction in absences/tardies	Progress will be monitored a minimum of twice per month in regard to grades, attendance/tardies, and behavior referrals. CERT will be monitored no less than twice per year.	
		Implement evidenced based co-teaching strategies (e.g. station teaching) for classes with students with IEP's.	Students in the group will be monitored for progress in regular classes	Progress will be monitored a minimum of twice per month in regard to grades. CERT will be monitored no less than twice per	

			and achievement on CERT	year.	
		Develop a model to maximize effectiveness of Learning Strategies classes	Students in the group will be monitored for progress in regular classes and achievement on CERT	Progress will be monitored a minimum of twice per month in regards to grades. CERT will be monitored no less than twice per year.	
		Develop a focused support for academic achievement for using CERT and IXL	Students in the group will be provided academic support from the academic success coach and other staff.	Students will complete a minimum of .7 skills mastery per week and will be provided support for ACT support a minimum of once per week. IXL and CERT will be used to monitor progress and CERT will be taken a minimum of twice per year.	

5: Transition Readiness

Goal: Increase overall transition readiness from 62.4% to 100% by 2023-2024 as measured by state required academic assessments.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Increase overall transition readiness from 62.4% to 69.9% by 2020-2021 as measured by state required academic assessments.	KCWP 4: Review, Analyze, Apply Data Results. Implementing systems for examining and interpreting transition readiness data in order to ensure individual preparedness for life after high school.	DHS will monitor and analyze student assessment data in regard to standardized test and CERT data.	Students meet benchmarks on state recognized assessments such as ACT, KYOTE or other measures.	School administrators and staff will review student achievement data a minimum of twice per semester to assist in monitoring of student success.	
		DHS will monitor and analyze student assessment data in regard to standardized tests associated with CTE pathway completion.	Students meeting benchmarks on recognized industrial certifications or other CTE assessments will increase.	School administrators and staff will review student achievement data a minimum of twice per semester to assist in monitoring of student success.	
		DHS will add a Transition Readiness Coaches for SpEd students Post-graduation.	Students having a plan and focused goals will increase. They will use the Self-Determination Model of Instruction	The Transition Readiness Coach will not only provide information about post secondary educational opportunities but also Voc Rehab and job/military to SpEd students so they will be prepared for life post-graduation.	ATSI Grant

		The College/Career Coach provided by an AmeriCorps grant to monitor student progress and present different post secondary educational pathways.	Students having a plan and focused goals will increase.	The College/Career Coach will work with students in preparing for post secondary education.	Americorp Grant
		Xello:Career Cruising	Students will move toward graduation and into the work force or college.	Students will complete their ILP annually and will be reviewed and discussed a minimum of twice per year with teacher, advisory or designee.	Title II

6: Graduation Rate

Goal: Increase overall graduation rate from 88.9% to 100% by 2023-2024 as measured by state 4 and 5 year cohort.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase overall graduation rate from 88.9% to 91.6% by 2020-2021 as measured by state 4 and 5 year cohort.	KCWP 5: Design, Align, Deliver support process. Develop and implement a system for monitoring and support for student on time graduation.	Student support will be provided through advisory in planning and preparation for the future.	Student completion of ILP's, student participation and support for academic achievement.	Student progress will be monitored a minimum of twice per semester in regards to ILP completion, passing grades, attendance, tardies and behavior referrals and transcript audits a minimum of twice per semester.	
		A list of focus students will be developed for students at each grade level (9-12).	Reduction in the number of students on the list.	Students on the list will be reviewed and monitored a minimum of four times per semester with interventions provided.	
		Senior Transcript Audit	Increase in graduation rate	Students will meet with a counselor or designee a minimum of twice per year to ensure they are meeting the requirements for graduation.	
		DHS will add a Transition Readiness Coaches for SpEd students Post-graduation.	Students having a plan and focused goals will increase. They will use the Self-Determination Model of Instruction	The Transition Readiness Coach will not only provide information about post secondary educational opportunities but also Voc Rehab and job/military to SpEd students so they will be prepared for life post-graduation.	ATSI Grant
		The College/Career Coach provided by an AmeriCorps grant to monitor student progress and present different post secondary educational pathways.	Students having a plan and focused goals will increase.	The College/Career Coach will work with students in preparing for post secondary education.	Americorp Grant

Commented [1]: maybe include resource of college coach here?

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:

Components Of Turnaround Leadership Development And Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response:** **Wehmeyer, M. L., Shogren, K. A., Palmer, S. B., Williams-Diehm, K. L., Little, T. D., & Boulton, A. (2012). The Impact of the Self-Determined Learning Model of Instruction on Student Self-Determination.** *Exceptional Children, 78*(2), 135-153. Danville High School will place a large focus on orientation and implementation of effective co-teaching practices in literacy and math classrooms. The study cited above was reviewed by our district ATSI leadership team that is continually working on improving structures and processes for our special education population. The article focuses on using student self-determination to further improve educational experiences. The article states that multicomponent approaches have shown the greatest success(pg. 136) This study further investigated the approach with 312 high school students. The major focus was on problem solving. Finding the solutions provided opportunities for students to grow. This study involved two groups. One control group and a non-controlled group. The study stated the importance of measuring the same items. This was imperative to getting accurate results. As stated on page 149, " this finding, in combination with the with-in group differences, suggest a significant impact of the SDLMI on student self-determination outcomes." Furthermore, it states that the outcomes were greater with students who received focused interventions. Through interviews and rating scales, teachers in the study reported that they had a lack of knowledge of co-teaching models and best practices. Danville High School will be addressing this in multiple ways, including the following: intensive co-teach instruction provided by KDE continuous improvement coaches and making a site visit to a hub school with effective co-teach strategies implemented with fidelity. Danville High School will also be partnering with KDE to participate in a 2-day diagnostic review of their structures and processes. Leadership will also partner with KY ABRI in order to gain a deeper understanding of engagement levels and opportunities to respond in the classrooms. Danville High School will also use the KY ABRI Coding Team to give feedback to staff. Danville High School will use ATSI grant funds to have two Transition Success Coaches on site working with SPED students using the Self-Determination Model. This will assist them in graduation and then transition into the workforce or post-secondary education. Based on our review of the evidence and data for our school, we believe that this is a Level I evidence because it used an experimental study design and the population was a school setting that is comparable to any school setting.

Identification Of Critical Resources Inequities:

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

Response:

In reviewing support for our SPED population we found that we are staffed over state caseload numbers. We have 4 full time SPED teachers and an IA to provide support to our SPED students. As of August 2020 we have 57 students who received services. This is 14.25 or about 14 per SPED teacher. State cap is 20 to 1. This IA will be providing individual support to students in the ELA and Math subject areas. This review was conducted by DHS administrative staff, KDS support personal and central office personnel.

Schedule:

In reviewing the master schedule, SPED education students were placed in the schedule after all other students and classes had been assigned. This was completed by the SPED ARC chair and guidance counselor from DHS. Adjustments have been made to ensure that students are receiving services, some students have moved from a resource setting to a co teach setting, and staff have been moved from one section to another in order to support SPED students. We have moved the physical location of two classes in order to provide the students and staff more room for instruction. We will be adjusting the schedule of a SPED teacher as we add an IA for support in the SPED classrooms. Scheduling for the 2020-21 school year entailed being intentional about SPED schedules for students. Co Teaching was a major focus as we have two certified SPED teachers and a content teacher in each math and ELA class.

Funding:

In review of the school budget, SPED staff were allocated 400 dollars per classroom like regular education classrooms. An adjustment for next year will be made providing 500 dollars per SPED teacher. Students at DHS received free of charge CERT or ACT prep review, access to google classroom,IXL and Edgenuity. In reviewing specific needs for our SPED population discussion has been around funding for Read 180 or Achieve 3000 for students in the 9th and 10th grade. Discussions on this topic were held at PLC meetings, ATSI support meetings and SBDM meetings in October and November.

In September we were notified of an ATSI Grant totally about 60,000 per year. This will be used on Transition Success Coach(s) as noted in the Transition and Graduation goals above.

Stakeholders involved in the discussions have been school staff, school administration, district administration, the SBDM council of DHS, parents who served on the DR team.

Budget review

Special Ed support spending

Staffing allocations from district leadership

See attached document DHS ATSI Strategies: Document includes detailed description of activities, processes and systematic changes to support ATSI focus group.

Targeted Subgroups and Evidence-Based Interventions:

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

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Self Determined Model of Instruction	Wehmeyer, M. L., Shogren, K. A., Palmer, S. B., Williams-Diehm, K. L., Little, T. D., & Boulton, A. (2012). The Impact of the Self-Determined Learning Model of Instruction on Student Self-Determination. *Exceptional Children, 78*(2), 135-153.	X
Professional Learning Communities – whole staff and departmental	"Using Inquiry Cycles in PLCs to Improve Instruction (PDF)." https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/REL-West-4-2-3-4-Literacy-Improvement-Partnership-Inquiry-Cycles-Infographics-508.pdf.	☐
Co-Teaching Math and Reading	**Murawski, Wendy Weichel, and H. Lee Swanson. "A Meta-Analysis of Co-Teaching Research." *Remedial and Special Education*, vol. 22, no. 5, 2001, pp. 258–267.,**	☐

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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:

Co-Teaching

Danville High School will place a large focus on orientation and implementation of effective co-teaching practices in literacy and math classrooms. The study cited above was reviewed by our district ATSI leadership team that is continually working on improving structures and processes for our special education population. In this article on page 264 the study states, the overall mean effect size was 0.40, suggesting that co-teaching is a moderately effective procedure for influencing student outcomes. The document does state that only three articles contained specific information regarding students with special needs. Through the review of the article processes will be in place to support students and staff along with documentation and tracking of data to monitor how effective co-teaching is here at DHS.

 Through interviews and rating scales, teachers in the study reported that they had a lack of knowledge of co-teaching models and best practices. Danville High School will be addressing this in multiple ways, including the following: intensive co-teach instruction provided by KDE continuous improvement coaches and making a site visit to a hub school with effective co-teach strategies implemented with fidelity. Danville High School will also be partnering with KDE to participate in a 2-day diagnostic review of their structures and processes. Leadership will also partner with KY ABRI in order to gain a deeper understanding of engagement levels and opportunities to respond in the classrooms. Danville High School will also use the KY ABRI Coding Team to give feedback to staff.

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Self-Determination Model of Instruction SDLMI

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