

Harlan County High School '23-'24 Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

Based on prior assessment results and based on predictions of assessment results to be received on October 31, 2023, our priorities and concerns will focus on achievement gaps in the areas of reading, math, science and social studies. Our greatest area of academic concern is our achievement gap of students scoring novice in science. A copy of last year's assessment data is copied/pasted below for reference purposes.

2022/2023 Data

The 2022-2023 school year's state testing scores have shown many areas that need to be addressed. Our school is currently developing a plan to address these areas of need and prioritizing what areas to address first. The following list are areas of concern that we are addressing first.

Twenty-eight percent (28%) of students in the achievement gap scored novice on the Kentucky Summative Assessment (KSA) in reading.
Thirty-seven percent (37%) of students in the achievement gap scored novice on the Kentucky Summative Assessment (KSA) in math.
Thirty-nine percent (39%) of students in the achievement gap scored novice on the Kentucky Summative Assessment (KSA) in social studies.
Fifty-one percent (51%) of students in the achievement gap scored novice on the Kentucky Summative Assessment (KSA) in science.

Our greatest concerns related to non-academic data relate to a low attendance rate. Based on the 2022-2023 data, our attendance rate was 86%.
Based on behavioral data from 2022-2023, we have noticed a need for interventions related to behavior.

Based on the 2022-2023 School Report Card, 51% of students felt that school rules are not fair. 48% of students responded that consequences are not carried out equitably among all students. 52% of students felt that bullying is a problem. 56% of students responded that other students in the school do not respect each other's differences. 60% of students felt that internet bullying is a problem.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 1: Design and Deploy Standards

- Process for gathering qualitative and quantitative data related to formative assessments.
- Begin the process toward standards based common assessments
- Implement walkthrough documents based on *Clarity for learning* (Almarode & Vandas, 2018) principles
- Implement co-teaching walkthroughs and monitoring district and school level
 - Monitor pacing guides and ensure that they are utilized and indicative of meeting the standards

- Development of a monitoring process / practice / analyze conditions.

KCWP 2: Design and Deliver Instruction

- Instruction driven by pace and student achievement based on Qualitative and Quantitative Data
 - Development of a model to monitor instruction using pace and student achievement data (qualitative and quantitative)
- Monitoring systems in place for ensure high yield instruction
 - Development of a monitoring process / practice / analyze conditions.
- Increasing professional learning for high yield instructional practices
 - Methods for embedding high-yield instructional practices into Professional Learning Communities (PLC)-- Job-embedded
 - Guest visits to PLCs by KDE Continuous Improvement Coaches about high-yield instructional strategies
- Implementation of the Plan-Do-Study-Act (PDSA) Model for Professional Learning Communities (PLC)
 - Implementation of model across all PLC sessions
 - Visit to KDE Hub Schools by PLC and SIGC leaders

KCWP 5: Design, Align and Deliver Support

- Deeper implementation of PBIS services
- Regular data review of quantitative/qualitative data for tier 1, tier 2, and tier 3 PBIS data

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

Indicator Scores

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

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1: By the Spring of 2026, Harlan County High School will increase the percentage of students scoring proficient or distinguished in reading from 47% to 56% and in math from 37% to 43%, as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By spring of 2024, Harlan County High School will increase the percentage of students scoring proficient or distinguished in reading from 47% to 50% and in math from 37% to 40%, as measured by state assessments.	Design and deploy a practice that aligns instruction and assessment to Kentucky Academic Standards to ensure that all students are provided access to common content and opportunities to learn at high levels. (KCWP 2)	<p>All teachers will actively participate in weekly Professional Learning Communities (PLC) and with embedded use of the <i>Clarity for learning</i> (Almarode & Vandas, 2018) principles for effective instructional practices.</p> <p>During PLC sessions, teachers and administrators will collaboratively use the Shipley (2000) School Systems Checks to self-evaluate current practices.</p> <p>Harlan County High School will continue to enlist the support of the KDE Continuous Improvement Coaches to assist with continued PLC implementation and leadership coaching.</p>	<p>an increase in the number of teachers and students using learning intentions and success criteria in meaningful ways</p> <p>increased congruence of learning intentions and success criteria to rigor and intent of standards</p> <p>an increase in students performing proficient/ distinguished on benchmark and classroom assessments</p> <p>an increased proficiency in student performance, as measured by the <i>MasteryPrep</i> periodic assessments</p>	<p>30-60-90 Day Plan</p> <p>Walkthroughs</p> <p>unit, lesson plans, and curriculum map/pacing guide</p> <p>benchmark and classroom assessments</p> <p>Continuous monitoring using the Plan-Do-Study-Act (PDSA) model</p>	<p>We anticipate limited needs for funding from the general fund, Title I funds, and district-level funds. Specific expenses will include costs for substitutes (\$150 per day +/- per teacher needing a substitute), travel to KDE Hub Schools to observe best practices in PLC protocols (\$1,000 +/-), MasteryPrep assessments (\$10,000 +/-), Shipley materials for faculty members (\$1,000 +/-).</p>

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

Goal 2: By spring of 2026, Harlan County High School will increase the percentage of students scoring proficient and distinguished in science from 4% to 34%, in social studies from 34% to 49% and in combined writing from 38% to 53%, as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By spring of 2024, Harlan County High School will increase the percentage of students scoring proficient or distinguished in science from 4% to 14%, in social studies from 34% to 39% and in combined writing from 38% to 43%, as measured by state assessments.</p>	<p>Design and deploy a system that aligns instruction to Kentucky Academic Standards to ensure that all students are exposed to and provided access to common content and opportunities to learn at high levels. (KCWP 1)</p>	<p>Through the PLC process, school leadership will continue to work with teachers to deconstruct standards into meaningful learning intentions and success criteria.</p> <p>Teachers will also continue to ensure the intent of grade-level and domain-specific standards are being taught at high levels with aligned learning intentions and success criteria.</p> <p>The school leadership team will use the Shipley (2000) School Systems Check to evaluate existing course and standards alignment.</p>	<p>increased congruence of learning intentions, success criteria, instructional activities and assessments to rigor and intent of standards</p>	<p>30-60-90 Day plan</p> <p>curriculum documents</p> <p>protocols and new curriculum/standards monitoring document for vertical standards alignment</p> <p>unit and lesson plans</p> <p>walkthroughs</p>	<p>If funding is required, we will use Title 1 and general funds to meet funding needs. Funding for substitutes (\$150.00 per day) may be needed for teachers.</p>

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By spring of 2024, Harlan County High School will increase the percentage of students with disabilities scoring proficient or distinguished in reading from 40% to 45% and in math sustain our existing percentage of 60%, as measured by state assessments.</p>	<p>Revise and monitor our systems for delivering co-teaching practices during Tier 1 instruction in order to ensure that all students with disabilities are making progress toward learning goals. (KCWP 2)</p>	<p>At least monthly, school leadership and teachers will meet in PLCs to examine student achievement data.</p> <p>Data will be disaggregated by subgroups in order to monitor progress of students with disabilities.</p> <p>Teachers and leadership will analyze data and in order to make appropriate decisions regarding needs/adjustments.</p> <p>School leadership may make changes to the schedule as deemed necessary throughout the year using a Multi-Tiered Systems of Support (MTSS) system.</p> <p>The Positive Behavioral Interventions and Supports (PBIS) team will evaluate tier 1, 2, and 3 data for students with disabilities to ensure that students' academic needs are being met.</p> <p>Designated faculty members and leadership will use an early warning tool to monitor and target intervention practices and identify students.</p>	<p>increase in student achievement in our students with disabilities on all assessments</p> <p>increase in student achievement with students who are economically- challenged on all assessments</p>	<p>30-60-90 Day Plan</p> <p>classroom formative and summative assessments</p> <p>benchmark assessments</p> <p>weekly progress monitoring notes</p> <p>Progress Monitoring in Professional Learning Communities (PLC)</p> <p>MTSS and PBIS Monthly Data Reports</p>	<p>If funding is required, we will use Title 1 and general funds to meet funding needs. Funding for substitutes (\$150.00 per day) may be needed for teachers.</p>

4: English Learner Progress

Goal 4: <i>There is currently not a significant percentage of ELL students at Harlan County High School</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<i>There is currently not a significant percentage of ELL students at Harlan County High School.</i>					

5: Quality of School Climate and Safety

Goal 5: By spring of 2026, Harlan County High School will increase the climate index score from 66.9 to 80 and the safety index score from 59.2 to 74, as measured by the School Climate and Safety Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By the Spring of 2024, Harlan County High School will increase the climate index score from 66.9 to 72 and the safety index score from 59.2 to 64 as measured by the School Climate and Safety Survey.	<p>Improve the learning environment and culture in order to foster an equitable environment that supports the development of school safety</p> <p>Improve the learning environment and culture in order to foster an equitable environment that supports the development of a healthy school climate (KCWP 6)</p>	<p>The school MTSS team will implement and monitor tier 1, tier 2, and tier 3 data from the schoolwide PBIS systems for positive behaviors and culture.</p> <p>Students will be recognized and celebrated weekly, monthly and/or quarterly for positive behaviors based on school wide expectations.</p> <p>The School Counselors (Guidance) at HCHS will conduct empathy interviews related to school climate and safety.</p> <p>The HCHS Student Council will meet with school leadership to evaluate the school climate and learning environment.</p> <p>The PBIS team will develop strategies and plans for addressing bullying and cyber-bullying.</p>	<p>increased attendance</p> <p>decreased behavior issues</p> <p>decreased referrals for outside agencies</p> <p>an increase in students performing proficient/distinguished on benchmark and classroom assessments</p> <p>a decrease in behavioral events as measured by monthly PBIS tier 1, tier 2, and tier 3 data, along with school-based data from Infinite Campus</p>	<p>30-60-90 Day Plan</p> <p>MTSS documentation</p> <p>Monthly PBIS Team Tier 1, Tier 2, and Tier 3 data</p> <p>student assessment data</p> <p>PLC data where school safety and climate is discussed with use of the new vision / mission / and core beliefs statements</p>	<p>FRYSC</p> <p>SBDM Allocated Funding</p> <p>Funding from the PRI program at HCHS</p>

6: Postsecondary Readiness (High School Only)

Goal 6: By spring of 2026, Harlan County High School will increase the postsecondary readiness rate from 81.9% to 92%, as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By spring of 2024, Harlan County High School will increase the postsecondary readiness rate from 81.2% to 84%, as measured by state assessments.</p>	<p>Implement a system of support that ensures that all seniors are given multiple opportunities to achieve postsecondary readiness. (KCWP 5)</p>	<p>School leadership and appropriate support staff will collaborate throughout the school year to monitor postsecondary readiness.</p> <p>Support programs will be implemented and monitored as needed (i.e., ACT Supports (Torch Prep) use of MasteryPrep, Transition Fairs, Communication with career and technical providers, pathway teacher mentoring and support).</p> <p>Add questions that support career goals within empathy interviews conducted by School Counselors (Guidance).</p>	<p>increased number of students hitting benchmark scores on the ACT or KYOTE exams</p> <p>increased number of students passing an industry certification exam</p>	<p>30-60-90 day plan</p> <p>transition readiness spreadsheet</p> <p>data from ACT, KYOTE, CERT</p> <p>data from industry certification exams</p> <p>transcript audits</p> <p>Interview data (compiled in an active and updated spreadsheet) related to student interviews about career pathways, etc.</p>	<ul style="list-style-type: none"> ● GearUP ● PRI ● District Allocated Funding

7: Graduation Rate (High School Only)

Goal 7: By spring of 2026, Harlan County High School will increase their 4 year graduation rate from 90.7% to 97%, as measured by state reporting requirements.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By spring of 2024, Harlan County High School will increase their 4 year graduation rate from 90.7% to 92.7%, as measured by state reporting requirements.	Implement a system of support that ensures that all seniors are on track to graduate in 4 years. (KCWP 5)	School leadership and appropriate support staff will collaborate throughout the school year to ensure that all students are on track to graduate. Support programs will be implemented and monitored as needed (i.e., Student graduation spreadsheet tool and Early Warning Tool).	increased number of students on track to graduate on time	30-60-90 day plan student transcript audits monitored as needed student scheduling meetings as needed Data from empathy interviews with students (from the HCHS School Counseling department)	GEAR-UP PRI General Fund (School) District Funds Title I funds