

2019-20 Phase One: Continuous Improvement Diagnostic Christian County High School

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Christian County High School
Christopher Bentzel
220 Glass Ave
Hopkinsville, Kentucky, 42240-2471
United States of America

Last Modified: 10/02/2019
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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 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

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

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review Diagnostic

Phase Four: January 1 - December 31

- Progress Monitoring

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

Please enter your name and date below to certify.

Christopher Bentzel October 1, 2019

2019-20 Phase Two: CCHS School Safety Report

2019-20 Phase Two: School Safety Report

Christian County High School
Christopher Bentzel
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2019-20 Phase Two: School Safety Report

2019-20 Phase Two: School Safety Report

School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes - Via Beginning of the Year Classroom Checklist

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes - Via Beginning of the Year Classroom Checklist

5. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the school's emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.

Yes

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes

9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2019-2020 CCHS Emergency Plan		•

2019-20 Phase Two: CCHS School Safety Report

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Attachment Summary

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 2019-2020 CCHS Emergency Plan		•

2019-20 Phase Two: CCHS School Assurances

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2019-20 Phase Two: School Assurances

2019-20 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.

Teacher Performance

1. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of "Ineffective" as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the [Kentucky Teacher Performance survey](#). Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- Yes
- No
- N/A

Title I Schoolwide Programs

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

- Yes
- No
- N/A

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

- Yes
- No
- N/A

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

- Yes
- No
- N/A

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

- Yes
- No
- N/A

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

- Yes
- No
- N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

Title I Targeted Assistance School Programs

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

- Yes
- No
- N/A

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

- Yes
- No
- N/A

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

- Yes
- No
- N/A

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

- Yes
- No
- N/A

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

- Yes
- No
- N/A

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

Schools Identified for Targeted Support and Improvement

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

- Yes
- No
- N/A

All School Programs

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

- Yes
- No
- N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- Yes
- No
- N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- Yes
- No
- N/A

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

- Yes
- No
- N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- Yes
- No
- N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Three: CCHS Title I Annual Review Diagnostic

2019-20 Phase Three: Title I Annual Review Diagnostic

**Christian County High School
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2019-20 Phase Three: Title I Annual Review Diagnostic

2019-20 Phase Three: Title I Annual Review Diagnostic

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26. Documentation is not required and, therefore, is optional.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment in accordance with ESSA Section 1114(b). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. Describe the effectiveness of your needs assessment process.

The Continuous Improvement Team for Christian County High School follows a protocol to review data to determine effectiveness of strategies implemented. The Continuous Improvement Team consists of the principal, assistant principal, guidance counselors, teachers, parents, and students. School and District Administrators participate in monthly Administrator Academy and monthly Curriculum Leadership Team Meetings. Gather and organize data: District and school leaders gather and organize data. Data is reviewed at monthly Curriculum Leadership Team meetings. District and school leaders review: state accountability data, attendance data, Quantile, Lexile, District Standard Assessment Data, common and formative assessment data. The data is shared by the schools with the district through a shared Google spreadsheet that is used for monitoring purposes. Review current and past performance: Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, academic growth, transition readiness, and graduation rate. Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups.

ATTACHMENTS

Attachment Name

 [2018-2019 CCHS 5X District Monitoring Tool](#)

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. ESSA Section 1114(b)(7). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. ESSA Section 1114(b)(7)(A)(ii).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies.

Teachers Intentionally Learning Together (TILT): Literacy Academy - Robust classroom cultures, teacher teams who study to interpret standards and develop plans, students who engage in meaningful discussions. In order for our excellence to become systemic, we need to leverage the most effective instructional practices, putting teacher leaders at the center of engaging, relevant professional dialogues aimed at improving practice districtwide to benefit ALL students. TILT is the mechanism we will use to transfer knowledge and skills teachers need in order to help ALL students meet the cognitive demand of standards for 21st century success. Data source: F&P Levels; Reading Inventory; KPREP data; District Standards Assessments; Coaching observations Instructional Rounds/Deep Dive Data protocol work. Content Area/Disciplinary Reading: Grades 6 - 12 Literacy Intervention Project in partnership with KDE. In partnership with Literacy Specialists from KDE, pilot teams at CCMS and CCHS are engaging in embedded professional learning to develop a shared vision of disciplinary literacy and implement instructional strategies to support student acquisition of necessary skills. Job-embedded coaching and collaborative teacher planning will occur through school-based professional learning communities. Data source: F&P Levels RI Growth DSA Proficiency Coaching observations Instructional Rounds data Professional Learning and Coaching: Content area teachers will be provided with training and resources in order to deliver instruction that matches the cognitive demand of the standards. Included in this strategy is resource development, job-embedded training, and coaching. Job embedded coaching follow up for K-6 Literacy Cohort and Literacy Academy TILT sessions. Data source: F&P Levels; Reading Inventory; KPREP data; District Standards Assessments; Coaching observations Instructional Rounds/Deep Dive Data protocol work ; PLC minutes Curriculum Planning and Unit Planning: Participation in developing and refining district curriculum documents and benchmark assessments. Teacher representatives from our school participated in collaborative curriculum review and planning. Data source: F&P Levels; RI Growth; DSA Proficiency Professional Learning Communities (PLCs): will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Data source: F&P Levels, RI Growth DSA Proficiency Coaching observations Instructional Rounds data PBIS: Implementing Positive Behavioral Interventions and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time. Data source: Discipline data, PBIS fidelity audits

3. Describe the method used to evaluate the effectiveness of the strategies to improve academic achievement throughout the school, but particularly for the lowest achieving students.

Christian County High School implements the the Plan-Do-Study-Act Cycle (PDSA) as part of our Professional Learning Community (PLC) for continuous improvement. The school focuses on the following questions: 1) What problem are we trying to solve? 2) What changes might we introduce

and why? 3) How will we know what change is an actual improvement? We identify clear and specific measures we will use to determine success. Measures include such things as - such as F&P Levels; Reading/Math Inventory; KPREP data; District Standards Assessments; Coaching observations; Instructional Rounds/Deep Dive Data protocol work; PLC minutes to capture both the processes and the outcomes. The PDSA cycle consists of: Plan: This step clarifies the problem and identifies the overall aim; the tool, process, or change to implement; and more specific targets or objectives of the continuous improvement process. Do: This step involves the implementation of the tool, process, or change and the collection of both process and outcome data. Study: In this step, participants examine the collected data and consider the extent to which the specific targets or objectives met those identified in the Plan step, as well as the overall aim. Act: This last step integrates all the learning generated throughout the process. The stakeholders, as needed, make adjustments to the specific objectives or targets, formulate new theories or predictions, make changes to the overarching aim of the continuous improvement work, and/or modify any tools or processes being tested. Christian County High School also engages students in goal setting. Goals are short-term and achievable. Goals are reviewed with students and progress is monitored. Student success is celebrated and intervention is provided when students struggle to meet goals. Christian County High School provides Tier II and Tier III intervention for those students who are struggling to meet academic and behavior standards. Progress is monitored through the PLC process, PBIS committee, and specific RTI meetings to determine if the intervention is successful.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. ESSA Section 1114(b)(3); 34 C.F.R. § 200.26(c).

4. What revisions will be made to next year's schoolwide plan based on the results of the evaluation?

Christian County High School maintains a Priority Plan throughout the school year that helps provide focus. Accountability meetings are held monthly with the stakeholders involved to revise current systems and select next steps.

ATTACHMENTS

Attachment Name

 [2019-2020 SY CCHS School Priority Plan](#)

Parent and Family Engagement (ESSA Section 1116)

Rationale:

Each school receiving Title I, Part A funds is required to conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1)-(5). Title I, Part A requires schools to develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy. In addition, as a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served 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 academic standards. ESSA Section 1116(d).

Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116(e). To the extent practicable, districts must provide 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, as described in ESSA Section 1116(f).



5. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination.

Christian County High School works with parents and families to review and revise the Parent/School/Student Compact each year. The compact outlines how parents, school staff, and students will share the responsibility for improved student achievement. Board Policy 02.4241 establishes that each school: 1) Commitment to a parent involvement process that provides for establishing an open, parent-friendly environment; Increasing parental participation; Improving two-way communication between school and home, including what their child will be expected to learn; and developing parental outreach programs. Christian County High School's SBDM Parent Involvement policy is reviewed each year by the SBDM council. An Annual Title I meeting is held each fall. The following parent and family engagement activities were held last year: Open House / Parent - Teacher Conferences (fall and spring); FASFA Night; GSP Information Night; Get Real-Get Ready Initiative; ACT Night; Advanced Placement Parent Night...Event surveys, annual survey, and parent feedback are used to determine the effectiveness of offerings. Christian County High School also works very closely with the Family Resource and Youth Services Centers to support student achievement by supporting families.

6. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation.

Based on feedback, Christian County High School will make the following changes to our Parent and Family Engagement program for the SY 18 - 19 school year: 1. Advertise earlier on social media; 2. Select times to accommodate different types of schedules

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2018-2019 CCHS 5X District Monitoring Tool		• 1
 2019-2020 SY CCHS School Priority Plan		• 4

2019-20 CCHS Phase Three: Executive Summary for Schools

2019-20 Phase Three: Executive Summary for Schools

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2019-20 Phase Three: Executive Summary for Schools

2019-20 Phase Three: 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?

Christian County High School is located in Hopkinsville, Kentucky and has operated on its original site for over forty years. The school is closely located to a small business plaza as well as several housing complexes. Many of our students live within walking distance and others are bused from the northern half of the county. CCHS is also physically located next to Hopkinsville Community College, and as a result, several of the students take dual credit courses and commute between the two campuses. Christian County High School is comprised of approximately 1,300 students, almost 100 more students than the 2018-19 SY. The student body is made up of approximately 54% Caucasian students with close to 33% African American students. In addition, there is a very small percentage of Latino/Hispanic American and Asian students. Most in-coming freshmen come from Christian County Middle School located across the street. Approximately 72% of the students at CCHS qualify for free or reduced services. Our district enrollment PreK-12 is 8,830 students. The district population breakdown is as follows: thirty-three percent of our students are African American, six percent of our students are Hispanic, and fifty-seven percent of our students are Caucasian. Twelve percent of our students are students with disabilities and the mobility of students within our district is 5.37%. Within the school district, there are at least 18 different languages represented. The CCHS administrative team is dedicated to improving the structures in the building so that all students have access to a quality, rigorous education. In the last several years, there has been a trend of increasing transitional readiness and graduation rate; however, accountability scores in math and reading have seen a slight decline. At the beginning of the 2108-2019 School Year, the Kentucky Department of Education released CCHS as a Priority School. CCHS was deemed a high school in TSI status due to academic achievement gaps in the SpEd and EL populations. In early October 2019, CCHS was identified as a Two-Star School.

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.

In collaboration with stakeholders, the school's purpose statement was changed to "CCHS provides a safe learning environment where graduates are prepared academically and socially to be successful in college or a career and as a productive citizen." The school motto, "TOGETHER WE'RE BETTER" was retained. The teachers voted on the School Beliefs from a list that was generated by a variety of stakeholders. These beliefs are as follows: - All CCHS students have the potential to be successful and will be challenged to reach that potential.- All CCHS students will gain the confidence and tools needed to be successful as graduates.- All decisions will be based on data and the best interests of our students.- Our school will appreciate, respect and celebrate student diversity. - All CCHS students will have an adult advocate and know someone cares for them.- Instruction is driven by standards-based learning. When all stakeholders: students, teachers, parents and community are involved, "Together, We're Better!" The purpose statement and beliefs are posted in every classroom. They were explained to students during the first week of school. An Advisory period was created to promote the purpose and beliefs of the school. Revised behavior and academic expectations for students are based on the purpose/beliefs. Expectations for teachers are based on the purpose/beliefs as well. Other curricular and master schedule changes for the 2019-20 school year were considered to further ensure the purpose and beliefs and to

effect achievement for all students. This school year's school-wide book study is Jim Collin's Good to Great. Administrators and teachers are working together to figure out ways to use data to refine practice so that CCHS can become a "great school". In January 2019, the CCHS Priority Plan was created the focuses on high leverage actions to get desired outcomes (such as an increase in accountability numbers). Each month, stakeholders in each accountability area come together, using the Studer model, to look at the current reality and to determine next steps to getting better. During the 2018-19 SY, the Great Real-Get Ready Initiative was piloted. Each year, the graduation rate at CCHS increases, but what are those students doing after they leave the confines of the halls? This initiative is dedicated to ensuring that all CCHS graduates leave high school with a diploma and a future plan.

ATTACHMENTS

Attachment Name

 [2019-20 SY CCHS School Priority Plan](#)

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.

During the 2017-18 school year, the accountability scores determined that CCHS is no longer in Priority (now CSI) status. In October 2019, CCHS was named a Two-Star School. In the last three years, intentional structures have been executed to increase graduation and transitional readiness rates. While academic achievement and ACT scores have seen a slight decline in the last school year, overall, the school is making progress. Last year, CCHS is piloting the Get Real, Get Ready Initiative that works to ensure that students graduate with a diploma and a specific plan for after high school. Students will self-select one of four pathways to pursue after graduation. Based on this, students will be given experiences and opportunities to explore, decide and commit that pathway. CCHS plans to continue moving forward in efforts to increase our transitional readiness rate, graduation rate, academic achievement, reducing the number of GAP students, closing the gap between identified groups (especially the SpEd and EL populations), and reducing the number of our students scoring novice.

Additional Information

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


In January 2019, the administrative team met to look at the current reality of the Accountability Scores and how CCHS is servicing students with an equitable, rigorous education. Out of this discussion (and in conjunction with the Studer group guidance), the CCHS Priority Plan was drafted. This is a working document that is strategically referenced and revised each month to ensure that the school is making strides to get better.

Additional Information

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

CCHS will make continuous improvement in order to increase student achievement for all students. CCHS will be a school its students are proud to attend and a school in which its staff is proud to work.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2019-20 SY CCHS School Priority Plan		•

2019-20 Phase Three: CCHS Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Christian County High School
Christopher Bentzel
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Last Modified: 12/05/2019
Status: Locked

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

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

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

Continuous Improvement Team: The District Continuous Improvement Team is comprised of Superintendent, Chief Officers, District Administrators, School Administrators, and the Superintendent Advisory Council. School and District Administrators participate in monthly Administrator Academy and monthly Curriculum Leadership Team Meetings. Collaborative Planning is held twice yearly with each site-based administrator. **Gather and Organize Data:** District and school leaders gather and organize data. Data is reviewed at monthly Curriculum Leadership Team meetings. District and school leaders review: state accountability data, attendance data, Quantile, Lexile, District Standard Assessment Data, common and formative assessment data. The data is shared by the schools with the district through a shared Google spreadsheet that is used for monitoring purposes. **Review Current Performance:** Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, academic growth, transition readiness, and graduation rate. Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups. **Describe Performance Trends:** Current performance is compared to past performance. Directions of trends for every performance indicator are identified. **Prioritize Performance Concerns:** Continuous Improvement Team identifies priority performance concerns for every indicator (academic proficiency, academic gap, academic growth, transition readiness, and graduation rate) for which the school did not meet federal, state and/or local expectations. **Identify Root and Hypothesize Potential Causes:** Continuous Improvement Team identifies root causes or hypothesizes potential causes for each priority performance concern. Specific data protocols are used to analyze performance data. Multiple sources of data are used to analyze root causes and reflection explicitly considers broad, systemic root causes. Teams consider the level of root causes (incidental or procedural; programmatic; systemic; external). The root cause identification identifies what schools can control rather than factors that the school cannot control. **Set Measurable Performance Targets:** Long range goals based on the Kentucky Board of Education goals are set to address priority concerns. Objectives with short term targets to be attained by the end of the current school year are established. **Identify Solutions and Actions Steps:** Based on the root cause analysis, Continuous Improvement Teams identifies research-based strategies and activities to systematically address process, practice, or condition to address the root cause in order to reach goals/objectives.

ATTACHMENTS

Attachment Name

 [CCHS Achievement Gap Group Identification](#)

II. Achievement Gap Analysis

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

The climate and culture of CCHS is one based on growth and continuous improvement. Our teachers have identified our gap populations and are working on ways to meet the needs of our student population. We have significant disparities in achievement between the special education population, African American students, and economically disadvantaged to our general population. Our emphasis is on our gap students and moving them towards proficiency. Our intervention teachers are using their Reading Inventory and Math Inventory data to set goals with their students. In addition, all of our teachers are using a tracking document to track all data points (i.e. common assessments, DSA, Mastery Prep ACT, ACT, etc...). This enables our teachers to be able to know the data points for all students, including the gap population, to make adjustments in their instruction.

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

See the attached document, "CCHS 2018-19 CCHS Goal Calculator". Achievement gaps still exist in the areas of African Americans, economically disadvantaged, and students with disabilities.

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

The gap groups and content areas for combined reading and mathematics from 2018 to 2019 did not improve.

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

Based on proficiency data from the 2017-18 SY and 2018-19 SY, African American students scoring proficient or above in combined reading and math virtually stayed the same at 15% and 15.85% respectively. Based on proficiency data from the 2017-18 SY and 2018-2019 SY, students with disabilities scoring proficient or about in combined reading and math had a slight decline from 8% to 7.15% respectively.

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

One section of the 2019-20 SY CCHS Priority Plan specifically focuses on improving the achievement gap. Each month, a group of stakeholders meet to discuss the current reality, the current systems with action plans, adjustments / next steps, and goals for upcoming accountability. CCHS is focusing on interdisciplinary literacy via the Striving Reader's Grant. The teachers are embedding these strategies into their classroom. We provided our teachers with Rigor and Relevance professional development which has a direct impact on our achievement gaps. In addition, we are offering our teachers embedded professional development during weekly PLC meetings. We are looking at strategies that will have an impact on our gap groups. The administrators attend our district CLT meetings that are focused on the gap student data. Finally,

our teachers are offered district wide TILT sessions, and some of those sessions focused on gap groups. We are offering after-school tutoring and ACT assistance for all of our students. Our gap students are identified through our data identification process, and we work very hard to ensure that our students are attending after-school services that will enable them to be more successful.

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

Christian County High School has a Continuous School Improvement Team comprised of the following members: Christopher Bentzel, Principal; Megan Kem, Assistant Principal; Bianca Crockam, teacher; Shannon Carter, teacher; Karen Greene, staff member; Clayton Sumner, parent member; Macy Baker, student member; Shawna Johnson, FRYSC director; and Barbara Baker, community member. Christian County Public Schools administers the following surveys to gather stakeholder input: District Services Survey, Parent Survey, Student Survey, and Employee Engagement Survey. Christian County Public Schools focuses on the leader in seven key steps that lead from the collection and analysis of data based on the results of a survey to implement and communicate actions to everyone in the organization. The data rollout process is: Step 1 - Survey data collected Step 2 - Leaders plan how to roll out results to stakeholders Step 3 - Leaders communicate a rollout timeline for results Step 4 - Survey results are rolled out to stakeholders Step 5 - Action plan based survey results and feedback by stakeholders is developed Step 6 - Action plan is implemented Step 7 - Action plan is monitored and evaluated by leader and stakeholders every 90 days

District Services Survey - For school districts to be excellent places for students to learn, employees to work, teachers to teach and parents to send their children for an education, all schools and service departments of the district must be excellent. This survey helps to determine the level of service schools receive from the district departments. District departments are evaluated on accessibility, accuracy, attitude, operations, and timeliness.

Parent Satisfaction Survey - All parents of school children in the district are invited to complete a parent satisfaction survey. One of the primary goals for the district is the satisfaction of our parents and community with the educational services in our school district. Survey data is used to evaluate our performance during the year and at the end of the academic year. It helps the district to identify strengths and areas to address needs.

Employee Engagement Survey - Employees who perceive their immediate supervisor (leader) is engaged with them in the workplace will be more satisfied and therefore do a better job. Organizations with a high level of employee satisfaction demonstrate higher retention rates.

Student Survey - Students in upper elementary, middle, and high school are invited to respond to a survey about what is working well at their school and what could be improved. Students respond to questions regarding their leader, safety, transportation, engaging teachers, adult support, school rules, and goal setting and tracking.

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

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

Engaging in a cycle of continuous improvement, dedicated teachers identify areas of potential professional growth, identify related learning opportunities, try out new learning, and reflect. In CCPS, all teachers engage in 6 hours of personalized, peer-led learning over the course of the

school year designed to meet diverse faculty needs. The 6 hours combine 5 hours of face-to-face collegial conversations around high yield, progressive practices and 1 hour of personal application and reflection. By leveraging expertise within the district, TILT: Teachers Intentionally Learning Together aims to PowerUP professional learning and increase equitable access to high-quality teaching and learning district-wide. Christian County was awarded the Striving Readers Comprehensive Literacy Grant mid-2018, which is a Birth-12th grade grant that seeks to provide quality professional learning regarding balanced literacy instruction for Pre-12th grade teachers, as well as daycare providers. Christian County High School has been involved in this professional learning. The focus of the work has been on training a cohort of teachers as LDC coaches to build capacity within the schools, utilizing the PERKS assessment to align professional learning work, and developing school literacy plans. Christian County High School participates in the District's Curriculum Leadership Team (CLT) to work as a Professional Learning Community around instruction and curriculum. CCHS is paired with HHS School to work on self-identified focus areas (Deep Dive Teams). Our focus area is Engaged Learners. Throughout the year, we engage in a variety of data protocols that we take back to our schools and utilize with instructional staff. All core content teachers participate in weekly Professional Learning Community (PLC) meetings to design instruction, refine assessments, and monitor student progress.

III. Planning the Work

Closing the Achievement Gap Goals

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

Please see the attached document entitled, "2019-20 SY CCHS Measurable Gap Goals".

Closing the Achievement Gap




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

Step 2: Complete your findings and answers.

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

Attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2018-19 SY Released Accountability		•
 2019-20 SY CCHS Measurable Gap Goal		•
 CCHS Achievement Gap Group Identification		•

2019-20 CCHS Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Christian County High School
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Last Modified: 12/10/2019
Status: Locked

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

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 between 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 five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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

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

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

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

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

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

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

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

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

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

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

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

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

Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Using the Comprehensive School Improvement Plan Template

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2019-20 SY CCHS Comprehensive School Improvement Plan		•