# 2018-2019 CCHS - Phase One: Continuous Improvement Diagnostic

## Phase One: Continuous Improvement Diagnostic

**Christian County High School**
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United States of America

Last Modified: 10/25/2018
Status: Locked

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## Phase One: Continuous Improvement Diagnostic

## Continuous Improvement Diagnostic

**Rationale:** The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

### Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

The teachers, along with the CCHS Administrative Team, participated in the Summer Novice Reduction Institute to identify the processes, practice and conditions in the school that hinder learning. The focus was on the refinement of a specific novice reduction plan through the Key Core Work Processes. Work focused on designing, refining, and improving the current process which support novice reduction. Teachers and administrators worked together to focus on the following areas for school improvement: Curriculum and Standards, Core Instruction, Continuous Improvement and Assessment, and Environment and Support. The results of this process uncovered that teachers want additional support in the areas of KCWP #4 Reviewing, Analyzing, and Applying Data and KCWP #5 Designing, Aligning, and Delivering Support. The CCPS Leadership Team and the Curriculum Leadership Team meet twice a month to discuss how to improve these systems across content areas throughout the building. Teachers reported that KCWP #6: Establishing a Learning Culture and Environment is a strength under the current administration. They did, however, express that parent / guardian involvement needs to be increased in order to continue academic growth and transitional readiness throughout the building.

### ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

During the summer intersession, the 2018-2019 CCHS Instructional Calendar was created with the input of the CCHS Leadership Team. This calendar outlines professional development, PLCs, the Striving Readers Grant requirements, organizational meetings, etc.. that occur throughout the year. All faculty and staff have access to this calendar. This document drives instruction throughout the year ensuring that school and district-wide initiatives are completed with fidelity. The CCHS Leadership Team meets twice a month to discuss and communicate operational, instructional, and logistical happenings in the building. The leadership team consists of department heads, the administrative team, and the guidance department. The Curriculum Team, consisting of the administrative team, the ACT coach, and the writing specialist, meet once a week to actively

progress monitor instruction in the building. This information is disseminated to the faculty via an email (#trending@cchs) each Friday. Teachers that are not in compliance with school-wide non-negoliable, or who need additional support with their pedagogy, are given individual feedback. This process was developed to increase teacher capacity. This year, PLC meetings were extended to include not only core content teachers but also CTE, Ag, Spanish, and Arts and Humanities teachers. Each Monday, teachers meet to develop unit pacing calendars and guided planning documents, to create common formative and summative assessments, to analyze student work, and then to analyze assessment data. The 5-week PLC cycle was adapted to meet the needs of teachers via the Key Core Work Processes conversation during the summer.

## **ATTACHMENTS**
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|---|---|---|
| 📄 2018-2019 Instructional Calendar | 2018-2019 Instructional Calendar | 2 |
| 📄 CCHS KCWP Agenda | Outlines the work completed by the faculty towards school improvement. | 1 |

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# 2018-2019 CCHS Phase Two: The Needs Assessment for Schools

Phase Two: The Needs Assessment for Schools

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## Phase Two: The Needs Assessment for Schools

## Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

## Protocol

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

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. 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: CCHS Leadership 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: CCHS Leadership 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 causes: CCHS Leadership Team identifies root causes for each priority performance concern. 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, CCHS Leadership Team identifies research-based strategies and activities to systematically address process, practice, or condition to address the root cause in order to reach goals/objectives. Implement plan: The improvement plan is communicated to all stakeholders and implemented. Progress monitor: The improvement plan will monitor progress toward meeting performance targets. The Continuous Improvement Team using will utilize 5X monitoring, department meetings, PLCs, and RTI/MTSS meetings. The implementation plan will be responsive and changed based upon progress monitoring.

## ATTACHMENTS
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## Current State

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

**Example of Current Academic State:**

-32% of gap students scored proficient on KPREP Reading.

-We saw a 10% increase among gap students in Reading from 2017 to 2018.

-34% of our students scored proficient in math compared to the state average of 47%.

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

-Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.

-The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Current Academic State: - 21% of our students scored proficient/distinguished in math (decrease of 4.3% from '17-'18 SY) - 14% of our students scored proficient/distinguished in science (decrease of 8.7% from '17-'18 SY) - 38% of our students scored proficient/distinguished in reading (decrease of 11.7% from '17-'18 SY) - 60% of our students scored proficient/distinguished in writing (decrease of 13.75% from '17-'18 SY) - 34% of our students scored novice in math (increase of 3.2% from '17-'18 SY) - 35% of our students scored novice in science (increase of 3.1% from '17-'18 SY) - 28% of our students scored novice in reading (decrease of 7.6% from '17-'18 SY) - 11% of our students scored novice in writing (increase of .1% from '17-'18 SY) - DSA Data- English Accountable Gap Groups - SpEd 63% Novice; Math Accountable Gap Groups - SpEd 51% Novice - Cambridge ACT Fall Data: English (54% Below Basic), Math (73% Below Basic), Reading (76% Below Basic), and Science (76% Below Basic) - 18% of EL students in the '17-'18 SY passed the ACCESS test Current Non-Academic State: - Transitional Readiness (130 / 279 students) 46.6% - Graduation Rate - 93.9% -The number of total behavioral referrals for the first quarter of the 2018-19 school year is at 28% to the goal. -The number of total in-school suspensions for the first quarter of the 2018-19 school year is 3% lower than last year (2017-18 SY - 46% of referrals; 2018-19 SY - 43% of referrals). -The number of total of out-of-school suspensions for the first quarter of the 2018-19 school year is 8% higher than last year (2017-18 SY - 4% of referrals; 2018-19 SY - 12% of referrals). Christian County High School has been identified as a TSI school for SpEd and EL gaps. The CCHS Leadership Team is strategically planning to close these gaps.

### ATTACHMENTS

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## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

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

- CCHS has been designated as a TSI school because of achievement gaps in the special education population and the EL population. - According to the Fall Cambridge Practice ACT Data, students are under-performing in English (54% Below Basic), Math (73% Below Basic), Reading (76% Below Basic), and Science (76% Below Basic). - Focus on Teacher Coaching & Retention - CCHS welcomed 12 new teachers this school year (16% of teachers). Approximately 52% of certified staff have 3 years or less experience. -Two year trend data on the state-wide ACT indicates slight growth in English (+.3); a decline in Reading (-.4), Science (-.1), and the overall Composite (-.3); and the Math average remained the same. - Continue to Strengthen PBIS / Discipline Model - In last year's accountability, there was a downward trend in Transitional Readiness to 46.6%. This year, CCHS will be piloting the "Get Real - Get Ready" Initiative to increase the number of students that graduate and accomplish transitional readiness.

## ATTACHMENTS

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## Trends

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

- ACT data indicates a decline in reading, science, and the overall composite score; English had slight growth; and Math - EOC English II scores from the previous two academic years has a slight upward trend. - KPREP data for On-Demand the previous three years has a maintained a low novice rate - EOC data for Algebra II the previous three academic years has a significant downward trend. - EOC data for Biology the previous two academic years has an inconsistent trend - Both our pre and post Lexile on the Reading Inventory in Read 180 from the 2016-17 school year to 2017-18 school year show a downward trend, meaning that our ending Lexile scores were lower in 2017-18

### ATTACHMENTS

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## Potential Source of Problem

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

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

All CCHS teachers participated in summer professional learning about the Key Core Work Process to help reduce novice across all content areas. 2. Delivery of Instruction-During our PLCs, we are focusing on increasing literacy across all content areas. Strategies for getting students engaged in reading and writing will be presented during the third week of the PLC process. Strategies are inline with the Striving Reader's Grant via KLIP and LDC and include the following: formative assessment, student engagement, increasing rigor, and novice reduction. The teachers are then coached on their delivery of instruction during their PLC time. In addition, we are monitoring the students to see who is actively engaged and who is passively engaged. 3. Design and Deliver Assessment Literacy - Foster continuous improvement by utilizing Key Core Work Process to affect systems, by increasing analysis of students work, and by developing a system for students to monitor mastery (data tracking spreadsheets). The CCHS Leadership Team will analyze common formative and summative assessments and give teachers feedback on these documents. The overall outcome of this work will affect DSA results, Achievement Results, Transitional Readiness Data, and Graduation Data. 5. Design, Align, and Deliver Support Processes with Sub-group Focus-Novice Reduction strategy-According to our KPREP data, we need to reduce novice in all areas, especially within the SpEd and EL populations. During the summer, KDE worked with our teachers and administrators on Novice Reduction strategies via the Key Core Work Processes. In addition, we are monitoring our intervention data to make adjustments to instruction. We need to continue our work in our collaboration classrooms to ensure that our special education students are receiving the correct modifications and that SpEd teachers are delivering equitable and rigorous instruction. We are also monitoring our behavior data to make the necessary behavioral interventions.

## ATTACHMENTS
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## Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

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

- The CCHS PLC Process has been refined and is focused on increasing literacy, via the Striving Reader's Grant Work, across all content areas. - Only 11% (34 students) scored novice in On-Demand Writing - CCHS is piloting the "Get Real - Get Ready" Initiative to help students graduate with a diploma and a plan. This program will include 10th, 11th, and 12th graders. Students will be advised to self-select a post-secondary plan: 1. Military Track; 2. Business / Industry; 3. 2-Year Trade School; or 4. College or University. This work will affect Transitional Readiness accountability. -Two year trend data on the state-wide ACT indicates slight growth in English (+.3); a decline in Reading (-.4), Science (-.1), and the overall Composite (-.3); and the Math average remained the same. -Four year trend data indicates slight growth graduation rate (+.8) -Four year overall achievement data indicates a decline in Math (-4.3% P/D); Reading (-11.7% P/D); Science (-8.7% P/D) and Writing -13.7% P/D).

## ATTACHMENTS

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## ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|---|---|---|
| ⊞ CCHS - 2018-19 High 5X Monitoring Document | Progress Monitoring Document for Christian County High School | |

# 2018-2019 CCHS Phase Two: School Assurances

Phase Two: School Assurances

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Last Modified: 11/01/2018
Status: Locked

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## 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.

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## School Assurances

### Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ○ Yes
- ○ No
- ● N/A

### COMMENTS

### ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ● Yes
- ○ No
- ○ N/A

### COMMENTS

### ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ● Yes
- ○ No
- ○ N/A

### COMMENTS

### ATTACHMENTS
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4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ● Yes
- ○ No

    ○   N/A

## COMMENTS


## ATTACHMENTS
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## Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ● **Yes**
- ○ No
- ○ N/A

## COMMENTS


## ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ● **Yes**
- ○ No
- ○ N/A

## COMMENTS


## ATTACHMENTS
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7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ● **Yes**
- ○ No
- ○ N/A

## COMMENTS .


## ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ● **Yes**
- ○ No
- ○ N/A

## COMMENTS

## ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ● **Yes**
- ○ No
- ○ N/A

## COMMENTS

## ATTACHMENTS
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## Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ● **Yes**
- ○ No
- ○ N/A

## COMMENTS

## ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ● **Yes**
- ○ No

○   N/A

## COMMENTS

### ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ●   **Yes**
- ○   No
- ○   N/A

## COMMENTS

### ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|---|---|---|
| 2018-2019 CCHS Instructional Calendar | The 2018-2019 CCHS Instructional Calendar outlines all professional learning opportunities and meetings for the school year. | 2 |

# 2018-2019 CCHS Phase Two: School Safety Report

Phase Two: School Safety Report

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Status: Locked

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# 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 several weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

## Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the 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 below.*

*Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are <u>not</u> being asked to certify that here.*

Yes

### ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.*

Yes

### ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.*

Yes - Via Beginning of the Year Classroom Checklist

### ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.*

Yes - Via Beginning of the Year Classroom Checklist

### ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Was the school's emergency plan reviewed at the end of the <u>prior</u> school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?
*If the answer is "no," please explain below.*

*Please provide the most recent date of review/revision of the school's emergency plan in the district.*

Yes

### ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

*If the answer is "no," please explain below.*

*Please provide the date the school completed this discussion.*

Yes

## ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. During the first 30 instructional days of the <u>current</u> 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(4)?
*If the answer is "no," please explain below.*

*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are <u>not</u> being asked to certify that here.*

Yes

## ATTACHMENTS
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8. During the month of January during the <u>prior</u> 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(4)?
*If the answer is "no," please explain below.*

*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are <u>not</u> being asked to certify that here.*

Yes

## ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|---|---|---|
| | | |

# Phase Three: CCHS CSIP 2018-19 SY

## Phase Three: Comprehensive Improvement Plan for Schools

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## Phase Three: Comprehensive Improvement Plan for Schools

## Comprehensive Improvement Plan for Schools

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

**Operational definitions of each area within the plan:**
**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

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

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

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

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

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

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

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

N/A

### ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|---|---|---|
| CCHS CSIP Goal Builder - 2018-19 SY | Christian County High School Goal Builder | |

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# Phase Three: CCHS Executive Summary for Schools 2018-19 SY

Phase Three: Executive Summary for Schools

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# Phase Three: Executive Summary for Schools

## 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. We are also physically located next to Hopkinsville Community College, and as a result, several of our students take dual credit courses and commute between the two campuses. Christian County High School is comprised of approximately 1,272 students. 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. The CCHS student body comes from two nearby feeder middle schools, one of which closed at the end of the 2014-2015 school year. Due to redistricting, there are a small number of students who may have actually gone to one other district middle school or high school. Approximately 72% of the students at CCHS qualify for free or reduced services. CCHS was identified as a Priority School in 2011 and has been in school transformation for many years. 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. During the 2016-2017 school year, a new administrative team was established at CCHS. This administrative team is dedicated to improving the structures in the building so that all students have access to a quality, rigorous education. Because of this over the last three years, Accountability Scores have increased in academics, transitional readiness, and graduation rate. At the beginning of the 2108-2019 School Year, the Kentucky Department of Education released CCHS as a Priority School. Currently, CCHS is in TSI status due to academic achievement gaps in the SpEd and EL populations.

### ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### 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.

One of the first things that was changed in 2015-16 was the school's purpose statement. 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. CCR intervention class structure, curriculum and expectations were revised to increase transitional readiness. Other curricular and master schedule changes for the 2018-19 school year were considered to further ensure the purpose and beliefs and to effect achievement for all students.

## ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### 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 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. This 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.

## ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### 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.

## ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

e Prove diagnostics

## ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|---|---|---|

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# Phase Three: CCHS Closing the Achievement Gap Diagnostic 2018-19 SY

Phase Three: Closing the Achievement Gap Diagnostic

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

Last Modified: 11/19/2018
Status: Locked

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## Phase Three: Closing the Achievement Gap Diagnostic

## I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

1. Continuous Improvement Team: The CCHS Advisory Council / SBDM (principal, parents, teachers), Leadership team (all principals, guidance counselors, department heads), PLC teams, and Intervention teams review and analyze data results. The Advisory Council / SBDM and Intervention team meets on a monthly basis. Our Leadership team and PLC teams meet on a weekly basis. 2. Gather and Organize Data: All of our teachers are involved in gathering and organizing data. Each teacher gathers their grade level data such as common assessments, district standards assessments, ACT data, and any data that is pertinent to their grade level. Each teacher gathers and organizes his/her data in our Google Tracking document. This data is gathered and organized in the Google document and includes all student data such as: ACT, common assessment, benchmark data, final grade, and comments. This Google document allows us to filter students by gap category: ethnicity, free-reduced lunch, ELL, special education. This allows us to track our gap students prior to EOC testing and provides time for intervention. 3. Review Current Performance: Our Continuous Improvement Team identified 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. CCHS scored below the district and state average in the following areas: Mathematics, Science, Social Studies, Attendance Rate, Average ACT composite (English & Math), AP qualifying scores CCHS exceeded the district average, but failed to exceed the state average in the following areas: Reading and ACT Reading CCHS exceeded the state and district average in the following areas: KPREP On-Demand, Graduation Rate When comparing our EOC scores to the district and state averages in the non-duplicated gap group, we found the following: CCHS has been identified as a TSI School due to novice achievement rates with Special Needs and English Language Learner students. 4. Describe Performance Trends: CCHS compared our current performance to past performance in overall achievement. We looked at our four year trend data in On-Demand, ACT, CCR, Graduation Rate, and overall achievement in Reading, Math, Science, Social Studies, and Writing. -Four year On-Demand trend data indicates a dramatic increase of proficient/distinguished writers (+33.0). -Four year ACT trend data indicates growth in all components and overall composite score. -Four year graduation rate trend data indicates growth in both areas. -Four year overall achievement data indicates growth in reading and writing, but shows a slight decline in Social Studies but a huge decline in Science (-19.5) and Math (-36.7). 5. Prioritize Performance Concerns: Our Continuous Improvement Team identified priority performance concerns for several indicators. Those areas of priority are as follows: Algebra II, Biology, and U.S History. Non-duplicated gap in all areas of achievement, specifically African American, special education, English Language Learners, and free-reduced lunch. 6. Identify Root Causes: Our Continuous Improvement Team identified root causes for each priority performance concern. We analyzed multiple sources of trend data to identify root causes in our performance. While there have been significant changes in staffing over the last 4 years, the previous year revealed a much higher percentage of first year and KTIP teachers compared to the district and state. The teacher turnover rate for CCHS during the 2017-2018 school year was both higher than the district and state percentage. Our teacher-student ratios CCHS are also higher than the district and the state. Finally, our free-reduced lunch population as a district and school are far above the state average. We can control our teacher turnover by offering more support in the classroom, coaching, and mentoring for retention. In addition, our average years of teaching experience in our building is 8.1 compared to the district (10.8) and state (11.9). Our percentage of teachers with emergency or provisional certification is a huge concern as well. 10.9 percent of CCHS teachers have an

emergency or provisional certificate as compared to 3.6% in the district and .8% in the state. Our teacher's average years of experience in conjunction with the amount of emergency/provisional certification, directly correlates to our decline of overall academic performance in those areas of concern. We cannot control our student-teacher ratio nor the population of our free-reduced students. 8. Identify Solutions and Actions Steps: Based on the root cause analysis, the Continuous Improvement Team at CCHS identified research-based strategies and activities to systematically address processes, practices, and conditions to reach our goals and objectives. First, we are using Jim Shipley Systems as a model for Continuous Improvement. Teacher coaching, mentoring, and retention is begin addressed through the use of the Charlotte Danielson Model. Teachers are receiving embedded professional development throughout the school year i.e. rigor and relevance (KDE), formative assessment (Jim Knight), and student engagement. In addition, we are looking at our novice reduction in all areas. We will be studying John Hattie, Visible Learning for Teachers, CASL by Chappius, Striggins, Arter, and Classroom Strategies for Interactive Learning by Doug Buehl. Our free-reduced poverty concerns will be addressed through the study or Eric Jensen. This study will entail a look at strategies that best address students at the poverty level. trategies that best address students at the poverty level. 9. Implement Plan: The Improvement Plan at CCHS will be communicated to all stakeholders and implemented during the school year. We will discuss our plan at each leadership meeting. We will monitor the progress of our plan by using the 5x Monitoring document that was created at the district level. 10. Progress Monitor: The improvement plan will monitor progress toward meeting performance targets. The Continuous Improvement Team will utilize 5X monitoring, department meetings, PLCs, and RTI meetings to monitor data. The implementation plan will be responsive and changed based upon progress monitoring. All of our teachers are involved in gathering and organizing data. Each teacher gathers their grade level data such as common assessments, district standards assessments, ACT data, and any data that is pertinent to their grade level. Each teacher gathers and organizes his/her data in our Google Tracking document. This data is gathered and organized in the Google document and includes all student data such as: ACT, common assessment, benchmark data, final grade, and comments. This Google document allows us to filter students by gap category: African American/Hispanic, free-reduced lunch, ELL, special education. This allows us to track our gap students prior to EOC testing and provides time for intervention.

## ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its 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 free-reduced lunch to our general population. Our EOC teachers received Novice Reduction training from KDE over the summer. 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. 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. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

See the attached document, "CCHS 2017-18 Achievement Data".

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

The gap groups and content areas for combined reading and mathematics from 2017 to 2018 did not improve. Reading improved for African American, Free and Reduced lunch, and non-duplicated gap group but not in special education. There were no improvement in the gap groups in mathematics.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Based upon our recent analysis of our CASE data and Common Assessment data, our gap groups are still not making as much progress in Algebra II. According to our common assessment benchmark, our African American students are scoring 43% PD, special education is scoring 33% PD compared to our Caucasian students scoring 56%. The CASE data shows the same discrepancies in our gap groups.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.
*(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).*

Over the summer, KDE representatives trained our teachers on Novice Reduction strategies and the Key Core Work Processes. Our 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 our weekly PLC meetings. We are looking at strategies that will have an impact on our gap groups. Our administrators attend our district CLT meetings, and we focus on our gap student data. Finally, our teachers were 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.

## ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

CCHS has a lack of parental involvement, and this has prevented the school from closing the persistent achievement gaps. We have offered parent workshops and opportunities for our parents to come to the school. It is very hard to get them to come to the Open House nights as well. We typically only have about 10% of our parents attend activities at CCHS. In addition, our students are products of generational poverty. Some have parents that did not graduate from high school, so it makes it very hard for our students to see the importance of performing well in school and having the internal desire to graduate.

G. 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.

All of our teachers are involved in the continuous improvement and planning process. We depend on our department heads to relay information to their departments that way everyone is informed of what our school is doing to move forward. They have monthly department meetings and send weekly emails to inform their departments of areas of need and concern. Chris Bentzel - Principal Matthew Boehman - Assistant Principal Josh Hunt - Assistant Principal Megan Kem - Assistant Principal Leigh Ellen Malone - Assistant Principal Kerry Stovall - ACT Coach Becky Ginn - Writing Specialist Steve Scudder - Science Department Head Jacob Frantz - Social Studies Department Head Olivia Clark-CTE Department Head Christina Russell - Business Department Head Keisha Benson-Advisory Council Member-Teacher Teresa Blaine-Advisory Council Member-Parent John Edwards - Advisory Council Member - Parent Amy Day - SpEd Teacher April Harris - Math Department Head Karin Reed - English Department Head Tammy Hightower - Guidance Annie Belding - Guidance / Building Assessment Coordinator

## III. Planning the Work

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, "2018-19 SY CCHS Measurable Gap Goals".

### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the 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

### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

# ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|---|---|---|
| 📄 2017 - 18 SY Achievement Data - CCHS | 2017 - 18 SY Achievement Data - CCHS | II.E |
| 📊 2018-19 SY CCHS Achievement Gap Group Identification | Achievement Gap Total Number of Students and Percentage of Total School Population | I |
| 📊 2018-19 SY CCHS Measurable Gap Goal | 2018-19 SY CCHS Measurable Gap Goal | III |

# Phase Three: CCHS Title I Annual Review 2018-19 SY

Phase Three: Title I Annual Review

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

Last Modified: 12/04/2018
Status: Open

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## Phase Three: Title I Annual Review

## Title I Annual Review

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.

## Comprehensive Needs Assessment

**Rationale:** A school operating a schoolwide program must conduct a comprehensive needs assessment (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. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

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.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.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.

### ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## 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. *Please attach any supporting documentation which is named according to the section it supports.*

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 RI Growth DSA Proficiency Coaching observations Instructional Rounds data. 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 RI Growth DSA Proficiency Coaching observations Instructional Rounds data 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 Deep Dive - Differentiation Focus: Professional Development provided to all certified staff using the District developed Differentiated Instruction Model across all grade levels and all content areas. Teams include district leadership, principals, assistant principals, instructional coaches, curriculum specialist, and High Impact Teacher Team members through the Transformation Grant. The focused work for this group will include analyzing priorities for closing the achievement gap using a Core Processes KDE tool, implementation of High Impact Instruction, increasing awareness of effective strategies for teaching children of poverty through the work of Eric Jensen, and other key practices related to the fidelity of KCAS implementation, teacher leadership, and assessment literacy. Meetings will occur quarterly throughout the 2016-2017 school year. Data source: Instructional Rounds data, evaluation observations 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

## ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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## Parent and Family Engagement (ESSA Section 1116)

**Rationale:**

• Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

• Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)

• As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high 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).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

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 Advisory Council / 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: 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.

### ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

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: - Add opportunities for parents and families to come in the school to meet with parents and to get to know programs - Add parents / families to the Get Real - Get Ready Initiative

### ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## 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)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

Data sources reviewed include: 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. Parent and family event surveys, annual survey, and parent feedback are used to determine the effectiveness of offerings.

### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

After reviewing the data the, most effective school-wide program in increasing student achievement is READ 180 and checking and connecting with students via the Advisory Program. The least effective is the District Standard Assessment due to lack of feedback to students and teachers and the monitoring of Transitional Readiness (decrease in percent academic and career ready from the 2016-17 SY).

### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

1. Create a guiding coalition to look at DSA results. Make sure students and teachers understand the results and make an effort to measure growth throughout the three testing administrations. Work to make a connection between the DSA tests and the end of the year state accountability assessments. 2. Utilize the Get Read - Get Ready Initiative to create authentic academic and career pathways for all students. Monitoring should begin sophomore year and continue through graduation.

### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|---|---|---|
| CCHS 5X's Monitoring Tool 2017-18 SY | District monitoring tool for 2017-2018 | 4A |