

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

Alignment to Needs:

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

Priorities/Concerns from Needs Assessment for Schools

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

- 1) Increase proficiency in the following areas:
 - Reading - 34% proficient and 10% distinguished
 - Math - 24% proficient and 4% distinguished
 - Science - 6% proficient and 0% distinguished
- 2) Focusing on students with disabilities and reducing the number of those students scoring novice.
 - Reading
 - Novice - 73% Apprentice - 22% Proficient - 5% Distinguished 0%
 - Math
 - Novice - 80% Apprentice - 15% Proficient - 5% Distinguished - 0%
 - Science
 - Novice - 90% Apprentice - 10% Proficient - 0% Distinguished - 0%
 - Social Studies
 - Novice - 76% Apprentice - 19% Proficient - 5% Distinguished - 0%
 - Combined Writing
 - Novice - 70% Apprentice - 25% Proficient - 5% Distinguished - 0%

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

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

- 1) KCWP 1: Design and Deploy Standards
 - a) Each content area PLC will meet weekly to discuss standards they have covered and how students performed, what standards they will be covering, upcoming assessments, and/or assessment data. They will record their discussions on the PLC document form. PLCs will also be attended by administrators and curriculum coaches.
- 2) KCWP 2: Design and Deliver Instruction
 - a) Throughout the PLC process, we will be discussing standards and instructional practices. We will focus this year on the Moco Instructional method (gradual release of instruction). During monthly faculty meetings we will have an instructional focus pertaining to the Moco Method led by our curriculum coach. Admin, curriculum coaches, and

district staff will complete walkthroughs periodically throughout the year to look at the Moco Method, standards being taught in the classroom, and assignments students are completing during the lesson.

Indicator Scores

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

| Indicator | Status | Change |
|---|--------|------------|
| State Assessment Results in reading and mathematics | Low | Declined |
| State Assessment Results in science, social studies and writing | Low | Increased |
| English Learner Progress | N/A | N/A |
| Quality of School Climate and Safety | Low | Declined |
| Postsecondary Readiness (high schools and districts only) | Medium | Increased |
| Graduation Rate (high schools and districts only) | Medium | Maintained |

Goal 1: Montgomery County High School will increase proficiency in reading from 44% to 68.2% and increase proficiency in math from 28% to 51.3% by the year 2028.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|--|---|---|---|------------|
| <p>Objective 1: Demonstrate proficiency from 44% in 2023 to 50% in 2024 as measured by Reading on the 10th grade KSA.</p> | <p>Strategy 1: Curriculum Standards Alignment Work –MCHS Leadership will work with teachers to utilize common planning time and professional development days to align curriculum with Kentucky Academic Standards for ELA</p> <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p> | <p>Activity - Unit Design: English teachers will utilize common planning to design year-long plans and unit plans aligned to grade level state standards.</p> | <p>Year-long plans and unit plans in the curriculum hub</p> | <p>Monitored throughout the year in weekly PLC meetings, admin meetings, data day discussions</p> | <p>\$0</p> |
| | | <p>Activity - Learning Targets: English teachers will work in course level PLCs to develop daily learning targets that are aligned to the appropriate grade level standards.</p> | <p>Regular and consistent monitoring Walkthrough tool</p> | <p>Walkthrough discussions, district walkthrough and data on learning targets</p> | <p>\$0</p> |
| | | <p>Activity - Assessment Design English teachers will work in course level PLCs to design common assessments for each unit of study utilizing Mastery Connect that is aligned to grade level standards.</p> | <p>Common assessments and monitoring</p> | <p>Weekly PLCs, data days</p> | <p>\$0</p> |
| | | <p>Activity – PLC Meetings English teachers will work with administrators and curriculum coaches in PLC meetings weekly. Content PLCs will utilize MCHS common PLC document to discuss standards, lessons, student data, and unit plans.</p> | <p>MCHS PLC Form Summative/formative assessment data</p> | <p>Admin meetings, weekly PLC meetings</p> | <p>\$0</p> |

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| | | <p>Activity - Instructional Coaching Instructional coaches will work with English teachers and administrators through PLCs and classroom visits on the Montgomery County Instructional Blueprint that focuses on the gradual release model.</p> | Instructional coaching demonstrate improvement in performance standards | Meetings with instructional coaches monthly | \$0 |
| | <p>Strategy 2: Reading Interventions - MCHS teachers will use assessment and classroom data to identify students needing interventions and remediation in Reading.</p> <p>KCWP 4: Review, Analyze and Apply Data</p> | <p>Activity - Mastery Connect MVPA (Mastery View Predictive Assessment) Students in grade 10 will participate in Mastery Connect MVPA multiple times per year. Teachers will work during data days and PLCs to determine gaps in learning and make plans on how to address those through regular instruction and intervention time.</p> | Data Day work, PLC | | \$0 |
| <p>Objective 2: Demonstrate proficiency from 28% in 2023 to 35% in 2024 as measured by Math on the 10th grade KSA.</p> | <p>Strategy 1: Curriculum Standards Alignment Work –MCHS Leadership will work with teachers to utilize common planning time and professional development days to align curriculum with Kentucky Academic Standards for math</p> <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p> | <p>Activity - Unit Design: Math teachers will utilize common planning to design year-long plans and unit plans aligned to grade level state standards.</p> | Year-long plans and unit plans in the curriculum hub | Monitored throughout the year in weekly PLC meetings, admin meetings, data day discussions | \$0 |
| | | <p>Activity - Learning Targets: Math teachers will work in course level PLCs to develop daily learning targets that are aligned to the appropriate grade level standards.</p> | Regular and consistent monitoring Walkthrough tool | Walkthrough discussions, district walkthrough and data on learning targets | \$0 |
| | | <p>Activity - Assessment Design Math teachers will work in course level PLCs to design common assessments for each unit of study utilizing Mastery Connect that is aligned to grade level standards.</p> | Common assessments and monitoring | Weekly PLCs, data days | \$0 |

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| | | <p>Activity – PLC Meetings Math teachers will work with administrators and curriculum coaches in PLC meetings weekly. Content PLCs will utilize MCHS common PLC document to discuss standards, lessons, student data, and unit plans.</p> | <p>MCHS PLC Form Summative/formative assessment data</p> | <p>Admin meetings, weekly PLC meetings</p> | <p>\$0</p> |
| | | <p>Activity - Instructional Coaching Instructional coaches will work with Math teachers and administrators through PLCs and classroom visits on the Montgomery County Instructional Blueprint that focuses on the gradual release model.</p> | <p>Instructional coaching demonstrate improvement in performance standards</p> | <p>Meetings with instructional coaches monthly</p> | <p>\$0</p> |
| | <p>Strategy 2: Math Interventions - MCHS teachers will use assessment and classroom data to identify students needing interventions and remediation in Reading. KCWP 4: Review, Analyze and Apply Data</p> | <p>Activity - Mastery Connect MVPA (Mastery View Predictive Assessment) Students in grade 10 will participate in Mastery Connect MVPA multiple times per year. Teachers will work during data days and PLCs to determine gaps in learning and make plans on how to address those through regular instruction and intervention time.</p> | <p>Data Day work, PLC</p> | | <p>\$0</p> |

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

Goal 2: Montgomery County High School will increase proficiency in science from 6% to 55.9%, increase proficiency in social studies from 34% to 60%, increase proficiency in writing from 29% to 64.4% by the year 2028.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|------------|
| <p>Objective 1: Demonstrate proficiency in science from 6% in 2023 to 16% in 2024 as measured by science on 11th grade KSA.</p> | <p>Strategy 1: Curriculum Standards Alignment Work –MCHS Leadership will work with teachers to utilize common planning time and professional development days to align curriculum with Kentucky Academic Standards for math</p> <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p> | <p>Activity - Unit Design: Science teachers will utilize common planning to design year-long plans and unit plans aligned to grade level state standards.</p> | <p>Year-long plans and unit plans in the curriculum hub</p> | <p>Monitored throughout the year in weekly PLC meetings, admin meetings, data day discussions</p> | <p>\$0</p> |
| | | <p>Activity - Learning Targets: Science teachers will work in course level PLCs to develop daily learning targets that are aligned to the appropriate grade level standards.</p> | <p>Regular and consistent monitoring Walkthrough tool</p> | <p>Walkthrough discussions, district walkthrough and data on learning targets</p> | <p>\$0</p> |
| | | <p>Activity - Assessment Design Science teachers will work in course level PLCs to design common assessments for each unit of study utilizing Mastery Connect that is aligned to grade level standards.</p> | <p>Common assessments and monitoring</p> | <p>Weekly PLCs, data days</p> | <p>\$0</p> |
| | | <p>Activity – PLC Meetings Science teachers will work with administrators and curriculum coaches in PLC meetings weekly. Content PLCs will utilize MCHS common PLC document to discuss standards, lessons, student data, and unit plans.</p> | <p>MCHS PLC Form Summative/formative assessment data</p> | <p>Admin meetings, weekly PLC meetings</p> | <p>\$0</p> |

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| | | <p>Activity - Instructional Coaching Instructional coaches will work with Science teachers and administrators through PLCs and classroom visits on the Montgomery County Instructional Blueprint that focuses on the gradual release model.</p> | <p>Instructional coaching demonstrate improvement in performance standards</p> | <p>Meetings with instructional coaches monthly</p> | <p>\$0</p> |
| | <p>Strategy 2: Science Interventions - MCHS teachers will use assessment and classroom data to identify students needing interventions and remediation in Reading. KCWP 4: Review, Analyze and Apply Data</p> | <p>Activity - Mastery Connect MVPA (Mastery View Predictive Assessment) Students in grade 11 will participate in Mastery Connect MVPA multiple times per year. Teachers will work during data days and PLCs to determine gaps in learning and make plans on how to address those through regular instruction and intervention time.</p> | <p>Data Day work, PLC</p> | | <p>\$0</p> |
| <p>Objective 2: Demonstrate proficiency in social studies from 34% in 2023 to 40% in 2023 as measured by social studies on 11th grade KSA.</p> | <p>Strategy 1: Curriculum Standards Alignment Work –MCHS Leadership will work with teachers to utilize common planning time and professional development days to align curriculum with Kentucky Academic Standards for math KCWP 1: Design and Deploy</p> | <p>Activity - Unit Design: Social Studies teachers will utilize common planning to design year-long plans and unit plans aligned to grade level state standards.</p> | <p>Year-long plans and unit plans in the curriculum hub</p> | <p>Monitored throughout the year in weekly PLC meetings, admin meetings, data day discussions</p> | <p>\$0</p> |

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| <p>Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p> | <p>Activity - Learning Targets: Social Studies teachers will work in course level PLCs to develop daily learning targets that are aligned to the appropriate grade level standards.</p> | <p>Regular and consistent monitoring Walkthrough tool</p> | <p>Walkthrough discussions, district walkthrough and data on learning targets</p> | <p>\$0</p> |
| | <p>Activity - Assessment Design Social Studies teachers will work in course level PLCs to design common assessments for each unit of study utilizing Mastery Connect that is aligned to grade level standards.</p> | <p>Common assessments and monitoring</p> | <p>Weekly PLCs, data days</p> | <p>\$0</p> |
| | <p>Activity – PLC Meetings Social Studies teachers will work with administrators and curriculum coaches in PLC meetings weekly. Content PLCs will utilize MCHS common PLC document to discuss standards, lessons, student data, and unit plans.</p> | <p>MCHS PLC Form Summative/formative assessment data</p> | <p>Admin meetings, weekly PLC meetings</p> | <p>\$0</p> |
| | <p>Activity - Instructional Coaching Instructional coaches will work with Social Studies teachers and administrators through PLCs and classroom visits on the Montgomery County Instructional Blueprint that focuses on the gradual release model.</p> | <p>Instructional coaching demonstrate improvement in performance standards</p> | <p>Meetings with instructional coaches monthly</p> | <p>\$0</p> |

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| | <p>Strategy 2: Social Studies Interventions - MCHS teachers will use assessment and classroom data to identify students needing interventions and remediation in Reading.</p> <p>KCWP 4: Review, Analyze and Apply Data</p> | <p>Activity - Mastery Connect MVPA (Mastery View Predictive Assessment) Students in grade 11 will participate in Mastery Connect MVPA multiple times per year. Teachers will work during data days and PLCs to determine gaps in learning and make plans on how to address those through regular instruction and intervention time.</p> | <p>Data Day work, PLC</p> | | <p>\$0</p> |
| <p>Objective 3: Demonstrate proficiency in combined writing from 29% in 2023 to 35% in 2024 as measured by the on-demand writing and editing and mechanics tests on 11th grade KSA.</p> | <p>Strategy 1: Integrating writing strategies into English curriculum</p> <p>KCWP 2: Design and Deliver Instruction</p> | <p>Activity - Unit Alignment English teachers will work together in department and grade level PLCs to modify unit plans each year to provide additional opportunities for student writing based on data from the previous year.</p> | <p>Unit and Lesson Plans</p> | | <p>\$0</p> |
| | | <p>Activity - On-Demand Prompts English teachers will provide opportunities for students to practice and score on-demand like prompts at least once prior to the KSA in May.</p> | <p>Unit and Lesson Plans</p> | | <p>\$0</p> |

3: Achievement Gap

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

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|--|---|--|-----------------------------------|---------------------|---------|
| Objective 1: Reduce the percentage of students with disabilities scoring novice in reading from 76.3% in 2023 to 55% in 2024 as measured by the reading assessment on KSA. | Strategy 1: School Wide Interventions - Staff at Montgomery County High School will utilize various methods of the RTI structure to identify and provide strategies to address students that are identified in the gap group and are scoring in the novice and apprentice levels. KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data | Activity - Data Analysis Teachers will utilize common planning time, PLCs and district data days to analyze summative and formative data, MVPA data and state testing data to identify students that need additional support and remediation in reading. | Common units of instruction | | \$0 |
| | | Activity – Special Education PLC Special education teachers will meet in monthly PLCs with the Director of Special Education and Assistant Director of Special Education to share out student data, student success and instructional strategies. | Regular and consistent monitoring | | |
| | | Activity – Common Planning & PLCs Special education teachers will be provided common planning with their regular education teachers to allow time to plan instructional strategies, discuss interventions and have data discussions. | Regular and consistent monitoring | | |

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| | <p>Strategy 2: Intentional Scheduling - Case managers and the scheduling team will work together to build the schedule and schedule students with IEPs.</p> <p>KCWP 5: Design, Align and Deliver Support</p> | <p>Activity – Priority Scheduling Students with an IEP will be provided priority scheduling to ensure students are placed in appropriate courses (co-teaching, resource, electives) in accordance with their IEP. Students will be hand scheduled by administrators and guidance to ensure student and teacher success.</p> | <p>Student schedules and compliance with IEPs</p> | | <p>\$0</p> |
| | <p>Strategy 3: Co-teaching Model - General education and special education teachers will participate in a co-teaching cohort to begin implementing a co-teaching model.</p> <p>KCWP 2: Design and Deliver Instruction</p> | <p>Activity - Station Teaching A selected group of general education teachers and special education teachers will participate in a cohort to begin implementing station teaching in their co-teaching classrooms.</p> | <p>Walkthroughs during station teaching times</p> | <p>Check-ins with district special education staff and CKEC staff</p> | <p>Cost to cover subs by the district for release days</p> |
| <p>Objective 2: Reduce the percentage of students with disabilities scoring novice in math from 76.3% in 2023 to 55% in 2023 as measured by the math assessment on KSA.</p> | <p>Strategy 1: School Wide Interventions - Staff at Montgomery County High School will utilize various methods of the RTI structure to identify and provide strategies to address students that are identified in the gap group and are scoring in the novice and apprentice levels.</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p> | <p>Activity - Data Analysis Teachers will utilize common planning time, PLCs and district data days to analyze summative and formative data, MVPA data and state testing data to identify students that need additional support and remediation in math.</p> | <p>Common units of instruction</p> | | <p>\$0</p> |
| | | <p>Activity – Special Education PLC Special education teachers will meet in monthly PLCs with the Director of Special Education and Assistant Director of Special Education to share out student data, student success and instructional strategies.</p> | <p>Regular and consistent monitoring</p> | | |

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|---|---|---|--|---|--|
| | | <p>Activity – Common Planning & PLCs Special education teachers will be provided common planning with their regular education teachers to allow time to plan instructional strategies, discuss interventions and have data discussions.</p> | Regular and consistent monitoring | | |
| <p>Strategy 2: Intentional Scheduling - Case managers and the scheduling team will work together to build the schedule and schedule students with IEPs.</p> <p>KCWP 5: Design, Align and Deliver Support</p> | <p>Activity – Priority Scheduling Students with an IEP will be provided priority scheduling to ensure students are placed in appropriate courses (co-teaching, resource, electives) in accordance with their IEP. Students will be hand scheduled by administrators and guidance to ensure student and teacher success.</p> | Student schedules and compliance with IEPs | | \$0 | |
| <p>Strategy 3: Co-teaching Model - General education and special education teachers will participate in a co-teaching cohort to begin implementing a co-teaching model.</p> <p>KCWP 2: Design and Deliver Instruction</p> | <p>Activity - Station Teaching A selected group of general education teachers and special education teachers will participate in a cohort to begin implementing station teaching in their co-teaching classrooms.</p> | Walkthroughs during station teaching times | Check-ins with district special education staff and CKEC staff | Cost to cover subs by the district for release days | |

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| <p>Objective 3: Reduce the percentage of students with disabilities scoring novice in social studies from 81% in 2023 to 55% in 2024 as measured by the social studies assessment on KSA.</p> | <p>Strategy 1: School Wide Interventions - Staff at Montgomery County High School will utilize various methods of the RTI structure to identify and provide strategies to address students that are identified in the gap group and are scoring in the novice and apprentice levels.</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p> | <p>Activity - Data Analysis Teachers will utilize common planning time, PLCs and district data days to analyze summative and formative data, MVPA data and state testing data to identify students that need additional support and remediation in social studies.</p> | Common units of instruction | \$0 |
| | | <p>Activity – Special Education PLC Special education teachers will meet in monthly PLCs with the Director of Special Education and Assistant Director of Special Education to share out student data, student success and instructional strategies.</p> | Regular and consistent monitoring | |
| | | <p>Activity – Common Planning & PLCs Special education teachers will be provided common planning with their regular education teachers to allow time to plan instructional strategies, discuss interventions and have data discussions.</p> | Regular and consistent monitoring | |
| | <p>Strategy 2: Intentional Scheduling - Case managers and the scheduling team will work together to build the schedule and schedule students with IEPs.</p> <p>KCWP 5: Design, Align and Deliver Support</p> | <p>Activity – Priority Scheduling Students with an IEP will be provided priority scheduling to ensure students are placed in appropriate courses (co-teaching, resource, electives) in accordance with their IEP. Students will be hand scheduled by administrators and guidance to ensure student and teacher success.</p> | Student schedules and compliance with IEPs | \$0 |

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|--|---|--|--|-----|
| <p>Objective 4: Reduce the percentage of students with disabilities scoring novice in science from 90.5% in 2023 to 55% in 2024 as measured by the science assessment on KSA.</p> | <p>Strategy 1: School Wide Interventions - Staff at Montgomery County High School will utilize various methods of the RTI structure to identify and provide strategies to address students that are identified in the gap group and are scoring in the novice and apprentice levels.</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p> | <p>Activity - Data Analysis Teachers will utilize common planning time, PLCs and district data days to analyze summative and formative data, MVPA data and state testing data to identify students that are in need of additional support and remediation in science.</p> | Common units of instruction | \$0 |
| | | <p>Activity – Special Education PLC Special education teachers will meet in monthly PLCs with the Director of Special Education and Assistant Director of Special Education to share out student data, student success and instructional strategies.</p> | Regular and consistent monitoring | |
| | | <p>Activity – Common Planning & PLCs Special education teachers will be provided common planning with their regular education teachers to allow time to plan instructional strategies, discuss interventions and have data discussions.</p> | Regular and consistent monitoring | |
| | <p>Strategy 2: Intentional Scheduling - Case managers and the scheduling team will work together to build the schedule and schedule students with IEPs.</p> <p>KCWP 5: Design, Align and Deliver Support</p> | <p>Activity – Priority Scheduling Students with an IEP will be provided priority scheduling to ensure students are placed in appropriate courses (co-teaching, resource, electives) in accordance with their IEP. Students will be hand scheduled by administrators and guidance to ensure student and teacher success.</p> | Student schedules and compliance with IEPs | \$0 |

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|---|---|--|--|--|-----|
| <p>Objective 5: Reduce the percentage of students with disabilities scoring novice in combined writing from 70% in 2023 to 55% in 2024 as measured by the on-demand writing and editing and mechanics assessments on the 11th grade KSA.</p> | <p>Strategy 1: School Wide Interventions - Staff at Montgomery County High School will utilize various methods of the RTI structure to identify and provide strategies to address students that are identified in the gap group and are scoring in the novice and apprentice levels.</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p> | <p>Activity - Data Analysis Teachers will utilize common planning time, PLCs and district data days to analyze summative and formative data, MVPA data and state testing data to identify students that are in need of additional support and remediation in writing.</p> | Common units of instruction | | \$0 |
| | | <p>Activity – Special Education PLC Special education teachers will meet in monthly PLCs with the Director of Special Education and Assistant Director of Special Education to share out student data, student success and instructional strategies.</p> | Regular and consistent monitoring | | |
| | | <p>Activity – Common Planning & PLCs Special education teachers will be provided common planning with their regular education teachers to allow time to plan instructional strategies, discuss interventions and have data discussions.</p> | Regular and consistent monitoring | | |
| | <p>Strategy 2: Intentional Scheduling - Case managers and the scheduling team will work together to build the schedule and schedule students with IEPs.</p> <p>KCWP 5: Design, Align and Deliver Support</p> | <p>Activity – Priority Scheduling Students with an IEP will be provided priority scheduling to ensure students are placed in appropriate courses (co-teaching, resource, electives) in accordance with their IEP. Students will be hand scheduled by administrators and guidance to ensure student and teacher success.</p> | Student schedules and compliance with IEPs | | \$0 |

4: English Learner Progress

Goal 4: Montgomery County High School will increase the number of EL students demonstrating growth from 45% to 75% by the year 2028.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|--|--|---|---|---------------------|------------|
| <p>Objective 1: Increase the percentage of students that show growth 45% in 2023 to 60% in 2024 as measured by WIDA ACCESS for EL students.</p> | <p>Strategy 1: EL teacher will work to provide professional learning opportunities to teachers and relevant staff.</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 5: Design, Align and Deliver Support</p> | <p>Activity - Professional learning This will be provided through PLCs and beginning of year PD.</p> | <p>Completion of trainings, ongoing</p> | <p>Ongoing</p> | <p>\$0</p> |
| | <p>Strategy 2: EL teacher will teach a period of English to high need students</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 5: Design, Align and Deliver Support</p> | <p>Activity - Data Review Reviewing data and conferencing with teachers to create PSP (Program Services Plan).</p> | <p>Ongoing</p> | <p>Ongoing</p> | <p>\$0</p> |
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| | Strategy 3: EL teacher will provide students with ELD reinforcement strategies and skills. | Activity - Interventions EL teacher will pull students to provide resource opportunities and specialized instruction to further enhance ELD | Ongoing | Ongoing | \$0 |
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5: Quality of School Climate and Safety

Goal 5: Montgomery County High School will increase the Quality of School Climate and Safety Indicator from 52.9 to 70 by 2028.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|--|---|---|---------------------|------------|
| <p>Objective 1: Demonstrate an increase in the Quality of School Climate and Safety Indicator from 52.9 in 2023 to 56.3 in 2024.</p> | <p>Strategy 1: MCHS administrative team and staff will work to build connections with students and foster a community environment.</p> <p>KCWP 6: Establishing Learning Culture and Environment</p> | <p>Activity - Admin/Staff Visibility Admin and staff will be visible in hallways during morning arrival, in between classes, and afternoon dismissal to build relationships with students.</p> | <p>Ongoing</p> | <p>Ongoing</p> | <p>\$0</p> |
| | | <p>Activity - SRSS Screener Teachers will complete SRSS screener to identify students who need targeted support</p> | | | |
| | | <p>Activity - Student Feedback Admin and teachers will seek student feedback throughout the year through student surveys or meetings.</p> | | | |
| | | <p>Activity - Green Dot MCHS will partner with our local hospital to offer Green Dot to train students in bystander strategies to prevent bullying and violence.</p> | <p>Quality of School and Climate Survey</p> | <p>Ongoing</p> | <p>\$0</p> |

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| | | <p>Activity - Stronger Connections Grant BARR (Building Assets Reducing Risks) MCHS admin and guidance counselors will begin working on our plan to implement BARR with the 24-25 freshman class</p> | <p>Successful transition of teams and training for the 24-25 school year</p> | <p>Ongoing</p> | <p>Funded through district Stronger Connections Grant</p> |
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6: Postsecondary Readiness (High School Only)

| Goal 6: Montgomery County High School will increase postsecondary readiness from 80.9% in 2023 to 95% in 2028 | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| <p>Objective 1: Increase postsecondary readiness from 80.9% in 2023 to 83.7% in 2024.</p> | <p>Strategy 1: Post-Secondary Readiness Tracking – Administration and guidance counselors will work with teachers and students to track student data for career readiness.</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> | <p>Activity – Post-secondary readiness document Administrators and guidance counselors will use a google sheet to track student post-secondary readiness data. This includes students' End of Program scores, Industry Certificates earned, and dual-credit for Career and Technical Education, college placement scores, Advanced Placement exam scores and dual-credit course grades.</p> | <p>Academics and Career readiness data</p> | <p>Administrators and guidance counselors will continuously update google sheet and share information periodically with teachers</p> | <p>\$0</p> |

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| | | <p>Activity - Student Interventions Using the postsecondary readiness tracking, admin and teachers will target students for EOP prep, KYOTE prep that have not yet met PSR.</p> | | | \$0 |
| <p>Strategy 2: Student Scheduling - MCHS teachers, admin and staff will work as a team to successfully schedule students into appropriate courses to ensure completion of dual-credit, AP and career pathways.</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 6: Establishing Learning Culture and Environment</p> | | <p>Activity - Student Scheduling Students will work with teachers and counselors to intentionally schedule classes for the upcoming year. Students will be given scheduling sheets and work with their teachers to ensure they are continuing in the appropriate course work.</p> | 75% or better schedule completion when running schedule wizard | | \$0 |
| | | <p>Activity - Master Schedule Scheduling team will work to ensure students are able to complete pathways by placing courses with the least number of student restrictions when building the master schedule.</p> | 75% or better schedule completion when running schedule wizard | | \$0 |
| | | <p>Activity – Academic Planner Guidance counselors will be trained on using the academic planner in Infinite Campus to schedule all students in the school and plan for their 4 years in high school and completion of pathways and graduation requirements.</p> | Student scheduling | Using academic planner during scheduling | |

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| <p>Strategy 3: Curriculum and Instruction</p> <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> | <p>Activity - Standards Alignment Teachers will work to align curriculum and learning targets to appropriate state standards for their content area. CTE teachers will work to align to the CTE program of studies, senior level math and English will align to college readiness standards.</p> | Classroom Walkthroughs and curriculum documents | \$0 |
| | <p>Activity - Data Day CTE teachers and senior level math and english teachers will work with administrators and curriculum coaches on data day to analyze previous year's data on EOP exams, ACT, and CERT to work on a plan for the upcoming year.</p> | | \$0 |
| | <p>Activity - Professional Development CTE teachers will attend their annual summer conference. They will bring back strategies and information for the upcoming year to use in their classroom.</p> | PD Certificates | \$0 |
| | <p>Activity - ACT Conferences Administration will conference with students and set goals for the ACT in March</p> | | |

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| | | <p>Activity - CERT MCHS will utilize CERT for ACT benchmark assessments, interventions, review material</p> | | | <p>Cost of CERT</p> |
| | | <p>Activity - Mock ACT All juniors will participate in a full length Mock ACT that will simulate the actual ACT exam in March. Students will be placed with teachers they selected.</p> | | | |

7: Graduation Rate (High School Only)

| Goal 7: Montgomery County High School will increase the graduation rate from 92.6% in 2023 to 96% by the year 2028. | | | | | |
|---|---|--|---------------------------|----------------------------|----------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: Increase graduation rate from 92.6% in 2023 to 93.3% in 2024 as measured by the 4-year cohort graduation rate. | Strategy 1: Stakeholder collaboration - MCHS works with various stakeholders to collaborate together to ensure students are graduating on-time. KCWP 4: Review, Analyze, and Apply Data KCWP 5: Design, Align, and Deliver Support KCWP 6: Establishing Learning Culture and Environment | Activity - At-Risk Team MCHS YSC and attendance personnel will meet weekly with students that are at-risk due to high absences and assist them with grades, home issues, and other concerns. They will work with MCHS admin and the district DPP office. | Weekly meetings/notes | | |
| | | Activity - Career & Technical Education Pathways MCHS provides students throughout high school with career and technical education courses to prepare them for successful transition from high school to work force or college. | | | |
| | | Activity - Senior Meetings Guidance counselors meet with each senior to determine if they are on-track to graduate and provide any additional support needed. | | | |

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| | | <p>Activity - Stronger Connections Grant MTSS Student Support Advocate Through the district Stronger Connections grant, the MTSS Student Support Advocate will work with at-risk students on attendance, grades, and credits.</p> | | | |
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8: Other (Optional)

| Goal 8 (State your separate goal.): | | | | | |
|-------------------------------------|----------|------------|--------------------|---------------------|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 | | | | | |
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| Objective 2 | | | | | |
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Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

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| <p>Components of Turnaround Leadership Development and Support:</p> |
| <p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response: Montgomery County Schools will engage all school leadership in a focused and targeted professional learning sequence. First, both district and school administrators will read the book <i>Great Instruction Great Achievement for Students with Disabilities</i> by John L. O’Connor. This book will be the focus of professional learning for the remainder of the 23-24 school year and will be discussed in monthly Principal Learning Labs. In addition to the book study, school and district administrators will identify schools in Kentucky that have similar demographics but whose subpopulation is performing well according to recent KSA data. For the 23-24 school year, district and school level administration will engage in a book study with the book <i>Clarity for Learning</i> by John Almarode and Kara Vandas.</p> |
| <p>Identification of Critical Resources Inequities:</p> |
| <p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response: A thorough needs assessment was completed by both the district and school level teams to review for resource inequities. Due to the increase in funding from ESSER allocations, money was not determined to be a factor. In addition, each building’s special education staffing allocation is determined based on the number of special education students served. Special education teacher caseloads were determined to be at an adequate number based on the number of students with disabilities (most range from 10 – 15 students on their caseload). However, it was determined that if in the future an emphasis was placed on co-teaching that there could be a need to allocate additional staffing in order to provide appropriate planning time as well as support for students. The one area that the teams identified as a possible contributing factor to the underperformance of students with disabilities was the amount of time provided for planning and professional learning for both special education and general education teachers. Oftentimes, teachers are losing their planning due to having to cover classrooms due to a substitute teacher shortage, or participating in ARC meetings or other parent meetings, and other duties that pull them away from being able to co-plan and review data. One way that the school, through district support, will begin to address this inequity is by providing release days for professional learning as well as paid time after the workday to engage in planning and professional learning.</p> |
| <p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p> |
| <p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p>Response: The process used to review the learning culture related to the school’s students with disabilities was completed through multiple activities. First, school and district administrators reviewed the data around this subgroup through our district MTSS structure (data reviewed was academic, behavior, mental health, and attendance). In addition, school walkthroughs generated data around explicit instruction and areas of growth. Data was also reviewed by teacher teams on a district provided “data day” in the fall of 2022. Further, the SBDM Council reviewed data, approved achievement gap targets, and approved a school improvement plan for addressing targeted subgroups and increasing student achievement for all. The comprehensive data review revealed a need to be more intentional when creating master schedules and creating specially designed instruction.</p> |

Targeted Subgroups and Evidence-Based Interventions:

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

Response: Montgomery County Schools will focus on three specific evidence-based practices to support students with disabilities. First, the administration will focus on “clarifying and sharing clear learning goals” through a variety of methods including a book study and professional learning to support implementation and professional learning of all teachers (general and special education). Second, the school and district team will implement “explicit teaching and modeling.” Both evidence-based practices have been proven to increase student achievement with not only students with disabilities, but with all students. Third, school and district teams will focus on co-teaching models, specifically station teaching to support students with disabilities in the co-teaching setting. Admin and district staff will train a cohort of general education teachers and special education teachers in the station teaching model that is supported under the co-teaching model, discuss success and provide feedback during release days and during monthly principal meetings. Admin, curriculum, and special education district staff will do walkthroughs to provide feedback and assistance to those teachers throughout the year.

In order to monitor implementation and ensure it is implemented with fidelity, the district and school teams will create 30-60-90 day plans that will be reviewed and updated monthly during the district MTSS meetings as well as reviewed by district leadership during weekly cabinet meetings. In addition, both district and school teams will conduct specific, targeted classroom visits to monitor and provide feedback on co-teaching and resource classrooms. Further, additional classroom visits will be conducted to observe and provide feedback on Tier One instruction.

Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

| Evidence-based Activity | Evidence Citation | Uploaded in CIP |
|---|---|-------------------------------------|
| Clarifying and Sharing Clear Learning Goals | Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY. | <input checked="" type="checkbox"/> |
| Explicit Teaching and Modeling | Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY. | <input checked="" type="checkbox"/> |
| Co-teaching Model | Weiss, Troy, "Co-Teaching and Its Effect on Student Growth" (2017). All Capstone Projects. 320. http://opus.govst.edu/capstones/320 | <input checked="" type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

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| Turnaround Team: |
| Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process Response: |
| Identification of Critical Resources Inequities: |
| Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response: |

CSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

| Evidence-based Activity | Evidence Citation | Uploaded in CIP |
|---|--|-------------------------------------|
| Train staff to implement inductive teaching strategies. | Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY. | <input checked="" type="checkbox"/> |
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