



2021-22 Phase One: Continuous Improvement Diagnostic for Adair County High School

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Adair County High School
Chad Parnell
526 Indian Drive
Columbia, Kentucky, 42728
United States of America

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2021-22 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2021-22 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

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

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Chad A. Parnell September 8, 2021



2021-22 Phase Two: The Needs Assessment for Adair County High School

2021-22 Phase Two: The Needs Assessment for Schools

Adair County High School
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2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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).

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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Data results from a variety of sources are reviewed often and by various groups. A CERT diagnostic exam (ACT predictor) is given three times per year to grades nine and ten and twice to grade eleven. These results are reviewed by administrators and department chairs during weekly department chair meetings and further discussed with all staff at weekly meetings. KPREP data is reviewed first by school leadership, followed by department chairs, and then all staff. The data is examined for trends and areas of concern. Progress reports are issued to parents and students at three and six weeks followed by a report card at nine weeks. The number of students who are failing classes is examined at each of these times.

Students who are failing three or four (out of four) classes are given high priority by the ESS Daytime Waiver teacher. The SBDM Council is briefed monthly by the principal on Student Achievement (standing agenda item). Feedback is sought and documented in council minutes. The school focus team (leadership, counselors, and other key staff) meet weekly to share and review all data being collected in the school. Anecdotal notes are taken by team members in all of the aforementioned meetings.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

ACADEMIC TRENDS // Accountability data is not available for the 19-20 school year due to the COVID-19 pandemic. // When comparing the 18-19 school year data with the 20-21 school year data, the following trends are noted as areas of concern. // KPREP: Math: Novice scores increased by 6.1 percent while Proficient/Distinguished scores decreased by 6.5 percent. Reading: Novice scores increased by 4.8 percent while Proficient/Distinguished scores decreased by 6.7 percent. Science: Novice scores increased by 30.1 percent while Proficient/Distinguished scores decreased by 9.7 percent. // ACT: English: The average English score decreased by 3.0 points. Reading: The average Reading score decreased by 2.9 points. Math: The average Math score decreased by 2.0 points. Science: The average Science score decreased by 2.0 points. Composite: The average Composite score decreased by 2.5 points. // CULTURAL AND BEHAVIORAL TRENDS // Following a year of mostly virtual learning, students are struggling to return to a sense of normalcy. Students are having to re-learn responsibility and accountability. The SEL state of students is noticeably precarious. Students each week are identified as having thoughts of self-harm. Additionally, students are having difficulty with conflict resolution.

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

CURRENT ACADEMIC STATE // 20-21 KPREP: Reading: 34% Novice and 37.6% Proficient/Distinguished. Math: 31.6% Novice and 27.5% Proficient/Distinguished. Science: 48.7% Novice and 18.2% Proficient/Distinguished. Writing: 14.1% Novice and 50% Proficient/Distinguished. // March 2021 ACT Average Scores: English: 15.4, Reading: 16.2, Math: 16.2, Science: 17.0, Composite: 16.3. // March 2021 ACT Number Meeting Benchmarks: English: 23.6%, Reading: 25.5%, Math: 11.8% // Transition Readiness: Class of 2022: Number of students who are . . . Academic Ready: 33, Technical Ready: 21, Academic and Technical Ready: 3 // Non-Academic Data: Certified Staff Attendance Rate for 20-21: 97.2% // Quality of School Climate and Safety Survey Data from 20-21 KPREP: My school is a caring place: 83.9% agree or strongly agree. The school rules are fair: 61.3% agree or strongly agree. I feel safe in my classes: 88.4% agree or strongly agree. Bullying is a problem for this school: 60.5% disagree or strongly disagree. I feel good about what I learned during NTI: 60.4% agree or strongly agree. It was easy to use my device (such as computer, Chromebook or smartphone) to do assignments, quizzes and other schoolwork when the building was closed: 70.5% agree or strongly agree.

Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Priority 1: Novice Reduction: Too many students are scoring at the Novice level. Reading: 34%, Math 31.6%, Science 48.7%, Writing: 14.1% // Priority 2: Increase the number of students who are transition ready. Class of 2022: Number of students

who are Academic Ready: 33, Technical Ready: 21, Academic and Technical Ready: 3. These students represent 32.2% of the graduating class. // Priority 3: Increase the number of students who score proficient on the Math and Reading state assessments. Math 27.5% Proficient/Distinguished, Reading: 37.6% Proficient/Distinguished.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

The most recent Graduate Rate data shows a rate of 96.1% on the four-year rate compared to 90.2% for the state average. Our state goal is 95%. For the five-year rate, we have a rate of 99.5% compared to the state average of 92.3%. Our state goal is 96%. This high rate of graduation is attributed to our systems of supports that are in place to monitor and assist students. These include dropout prevention measures, online course offerings, dual credit opportunities, and flexible scheduling.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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](#)

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Our priority needs and concerns can be addressed through reinforcement of practices already in place. The COVID-19 pandemic has created significant learning loss. We believe we were on target for the 19-20 school year; however, students began remote instruction on March 13, 2020. For most of the 20-21 school year, students were either learning remotely as a whole district or by choice by the student. Continuously monitoring data, being proactive, and making adjustments to instruction will be our focus. Rtl time during the school day will be utilized to target struggling learners.

ATTACHMENTS

Attachment Name

 School Key Elements Template

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements Template		• 6



2021-22 Phase Two: School Assurances for Adair County High School

2021-22 Phase Two: School Assurances

Adair County High School
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2021-22 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

Yes

No

N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

Yes

No

N/A

COMMENTS

Title I Programs

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

Yes

No

N/A

COMMENTS

4. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

N/A

COMMENTS

5. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

Yes

No

N/A

COMMENTS

6. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

Yes

No

N/A

COMMENTS

7. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

Yes

No

N/A

COMMENTS

8. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

N/A

COMMENTS

9. The school jointly develops 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 standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

COMMENTS

10. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

Yes

No

N/A

COMMENTS

11. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

Yes

No

N/A

COMMENTS

12. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

N/A

COMMENTS

13. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

Yes

No

N/A

COMMENTS

14. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

No

N/A

COMMENTS

15. To the extent practicable, the school provides 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), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

Yes

No

N/A

COMMENTS

Title I Schoolwide Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

Yes

No

N/A

COMMENTS

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

local elementary school programs.

Yes

No

N/A

COMMENTS

23. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

Yes

No

N/A

COMMENTS

Title I Targeted Assistance School Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

32. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was

informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

33. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Two: School Safety Report for Adair County High School

2021-22 Phase Two: School Safety Report

Adair County High School
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2021-22 Phase Two: School Safety Report

School Safety Report

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes.

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

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

Yes.

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

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

Yes.

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

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

Yes.

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes.

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes.

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

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

Yes. First Responders: July 19, 2021 SBDM/Principal: September 16, 2021

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

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

Yes. August 18, 2021

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

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

Yes.

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

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

Yes.

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

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

Yes.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Three: Professional Development Plan for Adair County High School

2021-22 Phase Three: Professional Development Plan for Schools

Adair County High School
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2021-22 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

The mission of ACHS is to prepare all students to be college and career ready.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs

assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

Priority 1: Novice Reduction: Too many students are scoring at the Novice level. Reading: 34%, Math 31.6%, Science 48.7%, Writing: 14.1% // Priority 2: Increase the number of students who are transition ready. Class of 2022: Number of students who are Academic Ready: 33, Technical Ready: 21, Academic and Technical Ready: 3. These students represent 32.2% of the graduating class.

3. How do the identified **top two priorities** of professional development relate to school goals?

The overall goal/mission of the school is prepare students for success after graduating. By ensuring that students have sufficient knowledge (novice reduction) and skills (transition readiness), they will be successful.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Novice reduction will occur through increases in student engagement and reviews of the curriculum. Teachers will need to find ways to make learning more meaningful/engaging and teachers will need to ensure their curriculum is aligned to state standards.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Intended results are that students will retain knowledge as evidenced on state assessments and that educators will find new and meaningful ways to teach students.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Success will be measured by scores on state assessments, reductions in failing students, and observations of teachers utilizing new strategies in their instruction.

4d. Who is the targeted audience for the professional development?

Teachers will be the targeted audience.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students are ultimately impacted the most; however, teachers and administrators will be impacted as well through positive learning outcomes.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Funding to provide training, technology access to use strategies, and planning time are the most needed resources.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Supports will be provided by administrators, curriculum resource teacher, digital learning coach, and district administrators.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Successful implementation of the professional development will be evidenced by formal and informal observations, increased scores on state assessments, and a reduction in failing students. Data will be gathered and observed by administrators, the curriculum resource teacher, and district administrators.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

An increase in students meeting transition readiness benchmarks will be aided through professional development that focuses on student engagement, alignment of the curriculum to the ACT and KYOTE exams, and ensuring that career and technical education programs are utilizing up-to-date practices.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Intended results will be students meeting benchmarks on the ACT and/or KYOTE exams and passing industry certification and EOP assessments.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Success will be evidenced through an increase in students meeting transition readiness benchmarks.

5d. Who is the targeted audience for the professional development?

Teachers will be the targeted audience.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students are ultimately impacted the most; however, teachers and administrators will be impacted as well through positive learning outcomes.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Funding to provide trainings and to send teachers to professional development opportunities. Also, planning time is needed to allow teachers to successfully implement new strategies.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Supports will be provided by administrators, curriculum resource teacher, digital learning coach, and district administrators.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Successful implementation of the professional development will be evidenced by formal and informal observations and an increased number of students meeting transition readiness benchmarks. Data will be gathered and observed by administrators, the curriculum resource teacher, and district administrators.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Three: Comprehensive School Improvement Plan for Adair County High School

2021-2022 Phase Three: Comprehensive School Improvement Plan

Adair County High School
Chad Parnell
526 Indian Drive
Columbia, Kentucky, 42728
United States of America

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2021-22 Phase Three: Comprehensive School Improvement Plan Rationale

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

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).

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.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

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

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Our overall goals are to increase proficiency, increase transition readiness, and increase our graduation rates. Various strategies will be utilized to help meet our goals. Strategies include increasing student engagement, providing technology, professional development, and individualized scheduling opportunities. All our goals are reflective of previous years' goals and will likely continue to be goals for our school.

ATTACHMENTS

Attachment Name



Operational Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned

activities.

Requirements for Building an Improvement Plan

The required school goals include the following:

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP		.

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

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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

1: Proficiency

Goal 1 (State your proficiency goal.): Increase proficiency in Reading to 52 percent and Math to 43 percent.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Reduce the number of students scoring at the Novice level.	Increase student engagement.	Implement Kagan strategies.	Decrease in novice scores, students participating in instruction, fewer students failing courses.	Formal and informal observations by administrators, curriculum resource teacher, and district administrators.	Title I
		Add new technology to classrooms.	Decrease in novice scores, students participating in instruction, fewer students failing courses.	Formal and informal observations by administrators, curriculum resource teacher, and district administrators.	KETS
	Review curriculum for alignment to state standards.	Departmental professional development time.	Decrease in novice scores, fewer students failing courses.	Formal and informal observations by administrators, curriculum resource teacher, and district administrators. Review of departmental test data.	Title I
	CERT scrimmages.	Analyze data from CERT scrimmages and adjust instruction.	Decrease in novice scores.	Data analysis of scrimmage results.	Title I
		Students complete CERT reviews after taking assessment.	Decrease in novice scores.	Review of student progress in online review sessions.	Title I
	Part-time Math Interventionist	Provide support to 9 th grade Algebra I students.	Decrease in novice scores.	Formal and informal observations by administrators, curriculum resource teacher, and district administrators. Review of departmental test data.	District

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase proficiency in Science to 38 percent and Writing to 54 percent.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Reduce the number of students scoring at the Novice level.	Increase student engagement.	Implement Kagan strategies.	Decrease in novice scores, students participating in instruction, fewer students failing courses.	Formal and informal observations by administrators, curriculum resource teacher, and district administrators.	Title I
		Add new technology to classrooms.	Decrease in novice scores, students participating in instruction, fewer students failing courses.	Formal and informal observations by administrators, curriculum resource teacher, and district administrators.	KETS
	Review curriculum for alignment to state standards.	Departmental professional development time to determine if Science course sequence needs to be changed.	Decrease in novice scores, fewer students failing courses.	Formal and informal observations by administrators, curriculum resource teacher, and district administrators. Review of departmental test data.	Title I
	CERT and Writing scrimmages.	Analyze data from CERT scrimmages and adjust instruction.	Decrease in novice scores.	Data analysis of scrimmage results.	Title I
		Students complete CERT reviews after taking assessment.	Decrease in novice scores.	Review of student progress in online review sessions.	Title I
		Writing scrimmages for 11 th graders	Decrease in novice scores.	Data analysis of scores.	N/A
	Online Writing scoring.	My Access online program utilized to score students' writings and provide immediate feedback.	Decrease in novice scores. Improved Writing skills.	Data analysis of scores.	Title I
	Part-time Writing Coach	Provide support to all teachers when completing writing assignments.	Decrease in novice scores. Improved Writing skills.	Data analysis of scores.	Title I

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
Increase Reading and Math proficiency for students with disabilities. (No gap groups are identified by KDE so unable to set a target goal; however, we know this gap exists.)	Increase student engagement.	Implement Kagan strategies.	Decrease in novice scores, students participating in instruction, fewer students failing courses.	Formal and informal observations by administrators, curriculum resource teacher, and district administrators.	Title I
		Add new technology to classrooms.	Decrease in novice scores, students participating in instruction, fewer students failing courses.	Formal and informal observations by administrators, curriculum resource teacher, and district administrators.	KETS
	Students with Reading and Math goals will be in co-taught classes.	Special Education teachers will collaborate with content teachers.	Decrease in novice scores. Fewer students failing assignments.	Formal and informal observations by administrators, curriculum resource teacher, and district administrators. ARC meetings. Progress monitoring by Special Education teachers.	IDEA
	Students will utilize online programs to increase skills.	Reading Plus activities will be completed weekly.	Decrease in novice scores. Improved reading ability.	Formal and informal observations by administrators, curriculum resource teacher, and district administrators. ARC meetings. Progress monitoring by Special Education teachers.	IDEA
		ALEKS math will be available for students to get additional support for Math.	Decrease in novice scores. Improved math skills.	Formal and informal observations by administrators, curriculum resource teacher, and district administrators.	IDEA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				ARC meetings. Progress monitoring by Special Education teachers.	

4: Growth

Goal 4 (State your growth goal.): NOT APPLICABLE					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Increase Transition Readiness to 90 percent.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the number of students who meet benchmarks on college readiness exams.	ACT preparation.	Analyze data from CERT scrimmages and adjust instruction.	Increase number of students meeting benchmarks in Reading, Math, and English.	Data analysis of scrimmage results.	Title I
		Students complete CERT reviews after taking assessment.	Increase number of students meeting benchmarks in ATC Reading, Math, and English.	Review of student progress in online review sessions.	Title I
	KYOTE preparation.	Students prepare for KYOTE exams in Math and English classes.	Increase number of students meeting benchmarks on KYOTE Math and Writing.	Formal and informal observations by administrators, curriculum resource teacher, and district administrators. Observations by CCR Counselor.	N/A
Increase the number of students who earn industry certification exams or pass End of Program assessments.	Professional development for CTE teachers.	KACTE Summer Learning program participation.	Increase number of students earning industry certifications or passing EOP assessments.	Formal and informal observations by administrators, curriculum resource teacher, and district administrators. Observations by CCR Counselor.	Perkins
	Up-to-date equipment for CTE program areas.	Provide up-to-date equipment that is used in business and industry.	Increase number of students earning industry certifications or passing EOP assessments.	Formal and informal observations by administrators, curriculum resource teacher, and district administrators. Observations by CCR Counselor.	Perkins
	Individualized scheduling and encouragement of dual credit coursework and work-based learning.	Indian University program allows students to take dual credit coursework. CHIEF Nation program meets needs of students wanting to directly enter the workforce while in school	Increase number of students earning industry certifications or passing EOP assessments.	Formal and informal observations by administrators, curriculum resource teacher, and district administrators. Observations by CCR Counselor.	N/A

6: Graduation Rate

Goal 6 (State your graduation rate goal.): Increase graduation rate to 97 percent.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Provide individualized scheduling options for students.	CHIEF Nation	Provides opportunity for students to enter the workforce while still in school.	Increase in graduation rate.	CCR Counselor monitoring of students in program	N/A
	Choices	Provide online learning opportunities for students who cannot attend school regularly.	Increase in graduation rate.	Virtual lab teacher weekly monitoring of progress.	Allocated
	Indian Academy	Provide structured environment within the school for students who have discipline concerns.	Increase in graduation rate.	Indian Academy teacher weekly monitoring of progress.	Allocated
	PASS Program	Provide structured environment within the school for students who have behavior concerns due to a disability.	Increase in graduation rate.	PASS coach weekly monitoring of progress.	IDEA

7: Other (Optional)

Goal 7 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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:

Components of Turnaround Leadership Development and Support:
<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:</p>
Identification of Critical Resources Inequities:
<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:</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? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
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"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Additional Actions That Address the Causes of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

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.

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 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) 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 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 eProve. Specific directions regarding the documentation requirements can be found in the “[Documenting Evidence under ESSA](#)” resource available on KDE’s [Evidence-based Practices website](#).

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 eProve
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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2021-22 Phase Three: Executive Summary for Adair County High School

2021-22 Phase Three: Executive Summary for Schools

Adair County High School
Chad Parnell
526 Indian Drive
Columbia, Kentucky, 42728
United States of America

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2021-22 Phase Three: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Adair County High School has an enrollment of 778 students in grades nine through twelve and is located in rural South Central Kentucky. The most notable changes for the past three years include new administration and addressing the impacts of the COVID-19 pandemic. The student body is 85.7 percent White, six percent Hispanic/Latino, less than one percent Asian, two percent Black/African American, and five percent Two or More Races. Sixty-one percent of the student body is considered economically disadvantaged. The most difficult challenge of our community is having limited industry.

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.

The mission of ACHS is to "Prepare all students to be college and career ready." Our vision centers around the letters ACHS: "Achieving success, Changing lives, Helping others, Shaping the future." Our core values center around being Respectful, Responsible, and Involved. Various programs and opportunities are available for students. Programs included Indian University, our early college program, CHIEF Nation, our work based learning program, numerous career pathways in high-demand sectors, and numerous clubs, sports, and other extracurricular activities.

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.

Prior to the COVID-19 pandemic, ACHS had a significant number of students meeting Transition Readiness benchmarks in both academic and career areas. We have identified Reading and Math as particular areas of concern. Math, Reading, and Transition Readiness will be our focus for improvement

Additional Information

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

N/A

Additional Information

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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