Warren Central High School

Consolidated School Improvement Plan
2019/2020
2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Warren Central High School
Mike Stevenson
559 Morgantown Road
Bowling Green, Kentucky, 42101
United States of America

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

**Phase One: August 1 - October 1**
- Continuous Improvement Diagnostic for Schools

**Phase Two: October 1 - November 1**
- The Needs Assessment for Schools
- School Assurances
- School Safety Report

**Phase Three: November 1 - January 1**
- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review Diagnostic

**Phase Four: January 1 - December 31**
- Progress Monitoring

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

Please enter your name and date below to certify.

Joey Norman 9/3/2019
2019-20 Phase Two: School Safety Report

2019-20 Phase Two: School Safety Report

Warren Central High School
Mike Stevenson
559 Morgantown Road
Bowling Green, Kentucky, 42101
United States of America

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School Safety Diagnostic for Schools

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

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

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

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

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

Yes

ATTACHMENTS

Attachment Name

[File Name: WCHS CRP]

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

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

Yes First reading - 7/30/19 Final reading - 8/13/19

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

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

Yes - 8/5/19

### ATTACHMENTS

#### Attachment Name

- SBDM Minutes 7/30/2019
- SBDM Minutes 8/13/2019

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

*If the answer is “no”, please explain in the comment box.*

Yes

### ATTACHMENTS

#### Attachment Name

- Opening day agenda

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

*If the answer is “no”, please explain in the comment box.*

Yes

### ATTACHMENTS

#### Attachment Name

- Drill Logs

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

*If all schools in the district did NOT meet the requirement, respond “no” and please explain further in the*
Comment box.

Yes

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2019-20 Phase Two: The Needs Assessment for Schools

Warren Central High School
Mike Stevenson
559 Morgantown Road
Bowling Green, Kentucky, 42101
United States of America

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Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.
Protocol

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

Warren Central High School utilizes a variety of methods to analyze data and applying those results in a proactive and effective approach. The spectrum of analyzing starts at the individual teacher level and then rises through the district level. The following outlines those methods: 1) Teachers meet weekly at PLC’s. These meeting focus solely on the results of assessments and provide an opportunity to reflect on pedagogy and the impact on the students. It allows teachers to modify assessments as needed and track individual students. 2) The WCHS leadership team monitors the PLC’s and the data weekly as well. Not only does the administrative team attend and participate in the PLC’s, but they routinely analyze the data outside of the meetings. This allows the administrators to serve as instructional coaches and greater assist the teachers of WCHS. 3) The principal of WCHS routinely shares data with the SBDM. The building assessment coordinator will participate in these meetings and update any new idea. The principal allows the parents to have a strong voice in the development of strategies to attack any potential deficiencies. These meetings occur monthly. 4) The administrative staff shares realities of student performance with the staff at Central Office that includes: Superintendent, Assistant Superintendents, District Assessment Coordinator, District RTI Coordinator, District ESL Coordinator, District Title I Coordinator, and the Director of Principal Leadership. These meetings occur monthly.
Current State

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

Example of Current Academic State:
- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school’s teachers received adequate professional development.

Academic: See Attachment (*all data reported from KDE)
Non-Academic: - Teacher attendance is 98% thus far for 2019, it was 98% in 2018
- The number of behavior referrals are at 242 for the months of August, September, & October in 2019. In 2018, during the same time frame, referrals were at 137. (SWIS)
- Student Attendance rate for 2019: 95.18%. This time in 2018, it was 95.39%.
(Infinite Campus)

ATTACHMENTS

Attachment Name

- WCHS Data
Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages. **NOTE:** These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

**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.

See Attachment

**ATTACHMENTS**

**Attachment Name**

[PDF] WCHS Data1
Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

See Attachment of Trends

**ATTACHMENTS**

**Attachment Name**

- Trends
Potential Source of Problem

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

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

1) WCHS will ensure that all teachers have clear understanding of the standards, they have identified power standards, and will measure proficiency of those through assessment and PLC reflection.
2) WCHS teachers will continue to be coached on the elements of effective instruction and the administrative team will increase their capacity as instructional leaders.
3) WCHS will continue to use the District Common Assessments and analyze results in weekly PLC’s.
4) Data will be continued to monitored and utilized weekly in PLC’s and daily in teacher flexibility and responsiveness. The administrative team will continue to analyze data and share to appropriate stakeholders when needed.
5) WCHS will implement a system that will aid in the development of effective co-teacher strategies to better assist our Special Needs population. The school will partner with GRREC and the Central Office staff to develop, implement, and monitor the plan. WCHS will utilize intervention staff in place (Academic, Behavior, Math, and Reading) to assist in student achievement and growth.
6) WCHS will continue to improve its culture and environment through the hiring and development of effective teachers, ensuring student safety, ensuring student learning, and providing learning opportunities for ALL students.
**Strengths/Leverages**

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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

Graduation Rate = 95.5% (state average = 91.1%) Transition Readiness = 67.2% (state average = 66.8%) 
P/D Reading performance of students with disability increased by 9.4% from the previous 2 years and novice decreased by 13.2% 
P/D Reading performance of students of two or more races increased by 11.1% from the previous 2 years 
P/D Science performance of economically disadvantaged students increased by 5.3% from the previous year 
Overall increase of P/D performance in writing and decrease in novice 
Novice reduction in writing by African American and students of two or more races
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2019-20 Phase Two: School Assurances

Warren Central High School
Mike Stevenson
559 Morgantown Road
Bowling Green, Kentucky, 42101
United States of America

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Introduction
Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.
1. The Every Study Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of "Ineffective" as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

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

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

- Yes
  - No
  - N/A
Title I Schoolwide Programs

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

   ● Yes
   ○ No
   ○ N/A

ATTACHMENTS
Attachment Name

Title 1 Program Description

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

   ● Yes
   ○ No
   ○ N/A

ATTACHMENTS
Attachment Name

Title 1 Program Description

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

   ● Yes
   ○ No
   ○ N/A

ATTACHMENTS
Attachment Name

Title 1 Program Description

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

   ● Yes
   ○ No
ATTACHMENTS
Attachment Name

Title 1 Program Description
WCHS Title 1 Information

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

- Yes
- No
- N/A

ATTACHMENTS
Attachment Name

Title 1 Program Description

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

- Yes
- No
- N/A

ATTACHMENTS
Attachment Name

Title 1 Program Description

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

- Yes
ATTACHMENTS

Attachment Name

PDF Title 1 Program Description
9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- Yes
- No
- N/A

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

- Yes
- No
- N/A

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

- Yes
- No
- N/A

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

- Yes
- No
- N/A

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

- Yes
- No
- N/A

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.
15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- Yes
- No
- N/A

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

- Yes
- No
- N/A
Schools Identified for Targeted Support and Improvement

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

- Yes
- No
- N/A
18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes
- No
- N/A

**ATTACHMENTS**

**Attachment Name**

- [PD Plan]

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

- Yes
- No
- N/A

**ATTACHMENTS**

**Attachment Name**

- [WCHS SRC]

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

- Yes
- No
- N/A

**ATTACHMENTS**

**Attachment Name**

- [WCHS Title 1 plan]

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.
22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- Yes
- No
- N/A

**ATTACHMENTS**

**Attachment Name**

- WCHS Engagement Policy
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2019-20 Phase Three: Title I Annual Review Diagnostic

Warren Central High School
Mike Stevenson
559 Morgantown Road
Bowling Green, Kentucky, 42101
United States of America

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2019-20 Phase Three: Title I Annual Review Diagnostic

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

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

1. Describe the effectiveness of your needs assessment process.

WCHS utilized a variety of information-gathering resources to gain an overview of the state of WCHS. These results aided in the development of PD and services provided through Title I. 1) Studer Survey 2) Teacher Needs Assessment 3) Title I Parent Survey 4) CSIP Needs Assessment
Schoolwide Plan

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

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

See Attachment

**ATTACHMENTS**

**Attachment Name**

- WCHS Title 1 Information

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

WCHS has developed multiple venues to measure the effectiveness of standards and to modify them as needed. First of all, WCHS utilizes a formative walkthrough instrument (see attachment) that allows the leadership team to provide immediate feedback to teachers, while also monitoring items such as: engaging instruction, effective lesson planning, and learning targets. The principal has also held multiple meetings on effective instruction that includes whole staff, departmental, and individual teachers. WCHS's PD plan for the 2019/2020 school year also reflects the dedication to improving instruction. WCHS has provided trainings on cultural proficiency and implicit biases to work on bridging the gap between our most at-risk students.

**ATTACHMENTS**

**Attachment Name**

- WCHS PD Plan
- WCHS Walk Through
Evaluation of the Schoolwide Program

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

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

Increased pedagogical practices for our most at-risk gap students. Data has shown that WCHS’s African American population has performed significantly lower than their peers. The WCHS staff will evaluate data to determine the causes of this trend. This includes trainings, dissecting the data, and speaking to focus groups of students.
Parent and Family Engagement (ESSA Section 1116)

Rationale:

Each school receiving Title I, Part A funds is required to conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1)-(5). Title I, Part A requires schools to develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy. In addition, as a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards. ESSA Section 1116(d).

Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116(e). To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116(f).

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

In recognition that the parent is the child’s first and most important teacher, and that the parent’s continued involvement is essential for the success of the child, Warren Central High School is committed to building a strong parent-school partnership. To support the parent-school partnership, the following policies were designed with meaningful consultation from the parents of participating Title I students.I. Within the first month of the school year, parents will be expected to attend an annual meeting to be held at a convenient time. This meeting will inform parents of the school’s participation in Title I and what it means for them. II. An additional number of flexible meetings will be planned where transportation, child care, and home visits may be provided as needed. The purpose of these organized, ongoing, and timely meeting and training sessions will be to include parents in reviewing, evaluating, and planning for Title I programs and the parent involvement. III. Information concerning Title I programs, school performance profiles, and individual student assessments will be provided in the form of newsletters, progress reports, phone calls, conferences or home visits, etc. To the extent possible, information sent home will be in the language used at home. IV. Title I staff will coordinate parent involvement and support partnerships among parents, school and community by: a. Providing assistance in understanding national education goals, state standards, student performance standards, and state and local assessments so that parents can use the information to improve the performance of their child and participate in educational decisions related to their child. b. Providing materials, services, and training to parents. c. Developing appropriate roles for community based organizations and businesses in involvement activities. d. Assisting parents in becoming full partners in their child’s education. The policy is a useful guide and is a fluid document as the year progresses.

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

The school Title I coordinator, along with the leadership team and district coordinator, will have an annual review of the policy in the Spring of 2020. As the school year progresses, the Title I coordinator identifies needs and strengths to aid in the development of an updated policy. Parents are given the option in the spring to review and recommend revisions.
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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Warren Central High School
Mike Stevenson
559 Morgantown Road
Bowling Green, Kentucky, 42101
United States of America

Target Completion Date: 11/22/2019
Last Modified: 11/22/2019
Status: Open
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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Rationale

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

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

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

Complete the Achievement Gap Group spreadsheet and attach it.

See Attachment

ATTACHMENTS

Attachment Name

PDF Achievement Gap Identification
II. Achievement Gap Analysis

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

Warren Central is a very diverse school with approximately 57% Non-White students (although Arabic and Bosnian students count as "White"). WCHS is home to over 30 languages and dialects. WCHS is at approximately 75% Free/Reduced Lunch status and has been designated as a Title I School. WCHS embraces the benefit of the diversity that our students bring to the school. Students are part of a culture of nurturing and learning from one another.

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

No gaps have been successfully closed.

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

See Attachment

ATTACHMENTS

Attachment Name

- Data 1
- Data 2
- Gap Improvements

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

See Attachment

ATTACHMENTS

Attachment Name

- Gap Regressions
- WCHS Data 2
- WCHS Data 1

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

WCHS has worked diligently over the past 4 school years to decrease the amount of teacher turnover. The turnover leads to teachers being inadequately trained to work with a diverse group of students. The instructional leadership team spends time to attempt to get the new teachers "caught up" with more experienced teachers. The leadership team has developed an induction plan and a
goal to lower the teacher turnover percentage from year-to-year. WCHS is also has a high level of migrant students. Students that move into the school may be at a disadvantage when compared to WCHS students that have been a part of our school for a more extended time. The school has too often catch the new students up in regards to our practices and procedures.

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

The leadership team works closely with the guidance department, department heads, interventionists, and the curriculum coordinator/building assessment coordinator to consistently review data and look for ways to interject strategies to increase any gaps that are identified. Staff participates in weekly PLC’s that allow the sharing of data and any concerns are relayed to department heads. If the concerns cannot be deterred, then the leadership team will assist in developing a plan for both short-term and long-term successes. WCHS has developed a data board that tracks the progress of every senior in regards to their transition readiness components. Teachers have access to this room and the principal has had individualized planning meetings with each teacher. Teachers are encouraged to identify and help motivate students to achieve success and increase their instructional capacity.

Leadership Team: Joey Norman (Principal), Cody Rich (AP), Rita Daniels (AP), & Cheryl Bunton (Dean) Guidance: Emilee Comer, Ashley Burysek, & Jason Esters Interventionists: Todd Steward & Sarah Gentry CC/BAC: Lauren Tanner

College/ Career Transition Readiness Coach: Laura Thornbury 

Department Heads: Amber Raymond, Shannon Gosnell, Alice Orange, Keith Murphy, Debbie Jones, Carah Maze, & Rhiannon Graupner

Chamber of Commerce Partner: Sandra Baker

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

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

Professional Development included: Diagnosing student needs (Guidance, 504, IEP, PSP, Academic Plans, & BIPs), Accountability/Closing the Gap (Accountability system & Transition Readiness), Cross-Curricular Work, Instruction, Literacy, and Cultural Proficiency

ATTACHMENTS

Attachment Name

WCHS PD Plan
III. Planning the Work

Closing the Achievement Gap Goals

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

Students in identified Gap groups at WCHS (Free/Reduced Lunch, African American, Hispanic, Disability, and ELL) will decrease their overall percentages of Novice scores in the areas of Reading, Math, Science, and Writing from 50.61% to 24.91% by the 2023/2024 school year. Objective 1: Identified Gap groups at WCHS (Free/Reduced Lunch (48.5%), African American (68.6%), Hispanic (45.9), Disability (IEP) (69.2%), and ELL (72.7%)) will decrease their overall combined percentage of Novice scores in the area of Reading from 60.98% to 36.59% by 2023/2024. In other words, combined overall percentage of Novice scores in Reading among Gap students will decrease by 7.32% each year for the next five years. Objective 2: Identified Gap groups at WCHS (Free/Reduced Lunch (41.3%), African American (57.7%), Hispanic (43.2%), Disability (IEP) (80.8%), and ELL (90.9%)) will decrease their overall combined percentage of Novice scores in the area of Math from 62.78% to 37.67% by 2023/2024. In other words, combined overall percentage of Novice scores in Math among Gap students will decrease by 7.53% each year for the next five years. Objective 3: Identified Gap groups at WCHS (Free/Reduced Lunch (24.8%), African American (34.7%), Hispanic (29.7%), Disability (IEP) (45.5%), and ELL (71.4%)) will decrease their overall combined percentages of Novice scores in the area of Science from 41.22% to 24.73% by 2023/2024. In other words, combined overall percentage of Novice scores in Science among Gap students will decrease by 4.95% each year for the next five years. Objective 4: Identified Gap groups at WCHS (Free/Reduced Lunch (19.9%), African American (24.5%), Hispanic (21.6%), Disability (IEP) (54.5%), and ELL (66.7%)) will decrease their overall combined percentages of Novice scores in the area of Writing from 37.44% to 22.46% by 2023/2024. In other words, combined overall percentage of Novice scores in Writing among Gap students will decrease by 4.49% each year for the next five years.

Closing the Achievement Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.  
Step 2: Complete your findings and answers.  
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See Attachment

**ATTACHMENTS**

**Attachment Name**

[ WCHS Achievement Gap Goal ]
## Attachment Summary

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2019-20 Phase Three: Executive Summary for Schools

Warren Central High School
Mike Stevenson
559 Morgantown Road
Bowling Green, Kentucky, 42101
United States of America

Target Completion Date: 11/02/2019
Last Modified: 11/02/2019
Status: Open
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Warren Central High School is located in Bowling Green, Kentucky, which recently became the 3rd largest city in the Commonwealth according to the 2010 census. The school is situated in an urban setting less than a mile from the main campus of Western Kentucky University, but is home to students from a variety of backgrounds - both rural and urban. The school has undergone several transformations over the years as Warren County has continued to grow. In the late 1980’s, the school reached its highest enrollment of nearly 2,000 students before a new high school was built that cut that number in half. In 2010, Warren County Board of Education built an additional high school to address the population boom on the south side of the county. When redistricting occurred, about 150 of our students were moved to the new school. In 2016, Warren County Schools opened the first International High School in the South Eastern United States. With the opening of this school, WCHS lost approximately 150 more students. Currently the school’s enrollment is 990 students. Our student body is very diverse due to Bowling Green being designated as a United Nations Refugee Center. Many refugee families are residents in our district. At the onset, most families were from Bosnia, Croatia, Albania, and Kosovo due to the Balkan civil war. However in recent years, new families have come from Burma, Africa, Thailand, Iraq, Cuba, Mexico, and other Central American countries. Currently we have over 25 different nationalities represented in our student body. Although this diversity is a positive occurrence, the school has faced many challenges on how to educate non-English speaking students and some students who have had little to no formal education. Warren Central High School became one of the first schools in the area to institute stand-alone ESL classrooms. The school has partnered with the Warren County GEO Center to secure teaching allocations and resources to accommodate our ESL population. Warren Central HS has also worked with WCPS to develop the first Geo International High School in the South Eastern portion of the United States. With Warren Central being located in the more urban part of Bowling Green, our student body has a large population of those in poverty. Currently we are at 75% free/reduced lunch. Students from poverty have many obstacles to overcome. Warren Central staff and faculty try to remove those barriers for our students by developing relationships and creating a conducive and encouraging learning environment. We have several programs in place to address the needs of students in poverty. Such programs are: WKU’s What's Next Program; Community Liaison (to prevent truancy); JAG (Jobs for America’s Graduates, a program designed to prevent drop outs among students who are at most risk); PBIS (positive behavior supports); RtI (response to intervention); APEX (credit recovery). The school currently has 63 certified teachers on staff in which over 33.3% have completed a Master's degree (or higher) with an average of 7.1 years of teaching experience. Our school has four administrative positions (Principal, 2 Assistant Principals, and Dean of Students), 3 counseling positions, 2 intervention teachers (Academic & Behavior), a Curriculum Coordinator, and a school resource officer. The unique aspect of Warren Central High School is the number of alumni who return to teach at their alma mater. This demonstrates how deep the Dragon Pride is in the community. Warren Central’s vision statement is “Through the on-going growth and development of ALL WCHS Faculty and Staff, our students will be equipped to be productive, successful, and competitive in any healthy venue that they may choose.” Core values include: Accountability, Pursuing on-going growth and development, Initiate and nurture positive relationships, Exercise humility, Choose a joyful attitude, and Execute greatness. Although our school has many obstacles to overcome, the faculty, staff, and students are committed to this
vision and values. We are committed to continuous improvement while constantly striving to assist our students as they prepare for the post secondary world. We embrace our challenges without excuse and work diligently to meet the needs of all students, regardless of their background.

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.

Through the on-going growth and development of ALL WCHS Faculty and Staff, our students will be equipped to be productive, successful, and competitive in any healthy venue that they may choose.

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.

The greatest strength of Warren Central is its long history and place in the Warren county community. Our school was originally established as Warren County High School in 1949. It became Warren Central High School in 1968, but our graduates have been significant partners in the community for over 50 years. Additionally, one cannot discuss the pride of being from Warren Central without mentioning our academic and athletic successes. Our school has won both a Boy's and Girl's State Basketball title and we continue to compete in state level competitions annually.

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

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.

Although Warren Central students have many obstacles to overcome due to an array of issues, the staff is dedicated to meeting the academic, social, and emotional needs of our students. Our staff has embodied our vision and core values not just for our students but themselves. We are also lifelong learners. Our teachers will be taking part in learning opportunities to make their classrooms as effective as possible for the student body we serve. Workshops and professional development will be focused on facilitating academic conversations in the classroom to promote higher-level questioning/thinking, inquiry, and exploration of content. We visualize a more student led classroom. With 39% of our student body reading below proficiency, avenues are being evaluated to increase the number of reading intervention courses, however not taking away the option of a student being able to take an elective as well as receiving intervention. Warren Central is acclimating to a changing educational and social environment. We see the need for change and are investigating and making the necessary transformations so our student body is successful after they leave the walls of Warren Central behind.
### Attachment Summary

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Warren Central High School
Mike Stevenson
559 Morgantown Road
Bowling Green, Kentucky, 42101
United States of America

Target Completion Date: 11/02/2019
Last Modified: 11/22/2019
Status: Open
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School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

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

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

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

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

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

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

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

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

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

**Requirements for Building an Improvement Plan**

There are six (6) required district goals:

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

The required school goals include the following:

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

Using the Comprehensive School Improvement Plan Template
a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

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

N/A - See Attachment
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