

2015-16 EHS Improvement Plan (2)

Elizabethtown High School

Elizabethtown Independent

Steven Smallwood, Principal
620 N Mulberry St
Elizabethtown, KY 42701

TABLE OF CONTENTS

Overview	1
Goals Summary	2
Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33.9 percent in 2012 to 68.5 percent in 2019	3
Goal 2: Increase the percentage of students who are college and career ready from 66.9% to 83.5% by 2020.....	4
Goal 3: Maintain or increase the cohort graduation rate of 93.3 percent which is above the to 92.6 percent required by 2015.....	6
Goal 4: All students at EHS will have the opportunity to participate in quality programing in the areas of the arts/humanities, PL/CS and writing.....	7
Goal 5: Increase non-instructional time teachers have available for collaboration with colleagues.....	7
Goal 6: Decrease the average combined Reading and Math novice percent for all students by 50% by 2020.....	8
Goal 7: Increase the averaged combined reading and math KPREP scores from 47.5% to 73.1% by 2019.....	9

Overview

Plan Name

2015-16 EHS Improvement Plan (2)

Plan Description

Updated goals and plan

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33.9 percent in 2012 to 68.5 percent in 2019	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$9000
2	Increase the percentage of students who are college and career ready from 66.9% to 83.5% by 2020.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$850
3	Maintain or increase the cohort graduation rate of 93.3 percent which is above the to 92.6 percent required by 2015.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
4	All students at EHS will have the opportunity to participate in quality programing in the areas of the arts/humanities, PL/CS and writing..	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Increase non-instructional time teachers have available for collaboration with colleagues.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Decrease the average combined Reading and Math novice percent for all students by 50% by 2020.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
7	INcrease the averaged combined reading and math KPREP scores from 47.5% to 73.1% by 2019.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33.9 percent in 2012 to 68.5 percent in 2019

Measurable Objective 1:

collaborate to maintain the achievement for all student groups so that the percentage of achievement gap students performing at the proficient level remains or increases the minimum level of 49.5 by 05/31/2016 as measured by the school report card.

Strategy 1:

Homework Help - Students will be able to attend an after school homework help room, two days per week with transportation provided one of those days. Teachers representing the core disciplines will be available to assist students. Students may also be assigned to attend homework help if they are failing a class.

Category: Continuous Improvement

Research Cited: John Hattie's research on visible learning and the effect of homework on mastery for high school students.

Activity - Homework Help	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school assistance with homework and/or reteaching of material.	Academic Support Program	09/29/2015	05/12/2016	\$9000	General Fund	Lisa Mudd Tanya Major Cathy Booker Ann Pullen BJ Henry Referring classroom teachers

Measurable Objective 2:

collaborate to increase the achievement of students with IEPs from 17.6 to 26.7 percent proficient/distinguished in combined reading and math by 05/31/2016 as measured by the school report card.

Strategy 1:

Co-Teaching - Co-teaching partners will be given the opportunity to observe exemplary models of co-teaching and time to plan for increased student success for IEP students based on these models and other research available.

Co-teachers will meet bi-weekly with general ed teachers to discuss the progress of students with IEPs.

Building and district administrators will attend progress monitoring and planning meetings to assist.

Category: Continuous Improvement

Research Cited: Marilyn Friend's Research into Effective Co-Teaching

Area master teachers in the area of co-teaching

Co-teacher meetings bi-weekly

2015-16 EHS Improvement Plan (2)

Elizabethtown High School

Activity - Co-Teaching Exploration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will work with the Director of Special Programs and the Assistant Principal for Academics to find exemplary co-teaching models from other school districts. Co-Teaching partners will visit these programs and then follow up with collaboration and planning to improve instruction and support for students with IEPs.	Academic Support Program	01/06/2014	05/31/2016	\$0	No Funding Required	Director of Special Programs Assistant Principal for Academics Special education teachers Regular education partners

Goal 2: Increase the percentage of students who are college and career ready from 66.9% to 83.5% by 2020.

Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready from 81% to 82.9% by 05/31/2016 as measured by the Unbridled Learning CCR formula without bonus points...

Strategy 1:

College Readiness - The school will implement a fluid and intentional plan to improve student performance on the ACT and or COMPASS.

Category: Continuous Improvement

Research Cited: Method Test Prep/ILP research

Activity - ILP/Method Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

2015-16 EHS Improvement Plan (2)

Elizabethtown High School

Students in the 11th grade will utilize the computer program, Method Test Prep, weekly for 30 minutes each week to practice skills and review content to help prepare them for the ACT. These tasks are targeted specifically to the individual student and teachers are also embedding similar activities into their curriculum. Seniors not meeting benchmark on their junior ACT will also participate in this activity. We are currently working with our students who did not make benchmark on the Compass test.	Academic Support Program	08/05/2015	05/31/2016	\$850	School Council Funds	Assistant Principal for Academics Librarian and library assistant Junior CCR teachers Targeted Senior CCR teachers Targeted students who did not make benchmark on the Compass
--	--------------------------	------------	------------	-------	----------------------	--

Activity - CCR Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will maintain implementation of a visual tool to track all students progress toward college and career readiness and allow for monthly monitoring of college and career measures based upon individual student performance on ACT, COMPASS, ASVAB, WorkKeys, KOSSA, and industry certification.	Career Preparation/Orientation	08/05/2015	05/31/2016	\$0	No Funding Required	Assistant Superintendent Assistant Principal for Academics Guidance Counselors School to Work Coordinator Library Assistant

Strategy 2:

Career Readiness - The school will implement systems to improve student readiness for a career upon graduation.

Added Family and Consumer Science with a focus on early childhood education; expanded our engineering career pathway; tracking each individual student who has the possibility of taking the KOSA; students that pass KOSA but have not made benchmark will take Work Keys

Category: Career Readiness Pathways

Activity - CTE Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

2015-16 EHS Improvement Plan (2)

Elizabethtown High School

The school will educate and encourage students to complete one of our CTE pathways in an effort to become career ready. They will also be encouraged to apply to participate in the SEEK program at our local community and technical college.	Career Preparation/Orientation	08/05/2015	05/31/2016	\$0	No Funding Required	Assistant Principal for Instruction Guidance Counselors Work Force Readiness Coordinator
--	--------------------------------	------------	------------	-----	---------------------	--

Goal 3: Maintain or increase the cohort graduation rate of 93.3 percent which is above the to 92.6 percent required by 2015.

Measurable Objective 1:

collaborate to increase the cohort graduation ratio 94 percent by 05/31/2016 as measured by the school report card.

Strategy 1:

Targeted Intervention - The school will utilize personnel to coach/mentor identified at-risk students to ensure graduations. This is taking place during our CCR period where students and teachers meet twice a week. The students will be placed with a CCR teacher they have for at least one class in order to develop a more intentional relationship.

Category: Persistence to Graduation

Research Cited: Informal version of check and connect with former students who met with our graduation coordinator. The assistant principal and guidance counselors along with the classroom teachers target students based on need to meet with and guide through high school working towards graduation.

Activity - Career Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School provides a career day every other year. Power Pact is provided to allow students to pick a career path and there are community members in the commons area that offer career placement and college opportunities. The school utilizes Jr. Achievement volunteers to come into classrooms and provide instruction. College and Military representatives visit during lunch periods throughout the year.	Community Engagement	08/05/2015	05/31/2016	\$0	No Funding Required	Administrators Guidance Staff Work Force Readiness Coordinator

Activity - Pathway Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

2015-16 EHS Improvement Plan (2)

Elizabethtown High School

Students will be tracked/monitored to insure appropriate class registration to enable completion of CTE pathways and administering of KOSSA or industry certification exams.	Career Preparation/Orientation	09/01/2015	05/31/2016	\$0	No Funding Required	Work Force Readiness Coordinator Guidance Counselors Assistant Principal for Academics
Activity - Student Success Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are monitored for attendance, behavior, benchmark achievement, credit accumulation and pathway completion. When a student exhibits issues with any of the above areas an administrator or counselor will meet with teachers, parents and student to determine appropriate interventions.	Academic Support Program	08/12/2015	05/31/2016	\$0	No Funding Required	Teachers Administrative Staff Counselors

Goal 4: All students at EHS will have the opportunity to participate in quality programming in the areas of the arts/humanities, PL/CS and writing..

Measurable Objective 1:

collaborate to provide exemplary and comprehensive instruction in the arts/humanities, PL/CS and writing by 05/31/2016 as measured by data available in the arts/humanities program review.

Strategy 1:

Standards Based Performance Classes - Courses in the arts/humanities will be performance based in the future rather than an overview course. This will allow students to delve more deeply into their areas of interest.

PL/CS and writing will incorporate authentic performance activities whenever feasible. Writing instruction will be embedded throughout all content areas.

Category: Continuous Improvement

Research Cited: Marzano, Hattie and Antonnetti

Activity - Daily Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Daily Learning Targets and formatively assess those targets using commonly prepared assessments in all classes.	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	Assistant Principal for Instruction Teachers

Goal 5: Increase non-instructional time teachers have available for collaboration with colleagues.

Measurable Objective 1:

collaborate to develop a schedule with embeded opportunities for collaboration. by 05/31/2016 as measured by teacher perception on the TELL survey.

Strategy 1:

Professional Learning Time - Eliminating other meetings on those days and distractions and making PLC times mandatory.

Category: Continuous Improvement

Activity - Prioritizing Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be prioritizing standards and developing unit study guides that include which standard each section/question pertains to. Study guides are to be given to students at the beginning of each unit to provide maximum opportunity to master standards and explore content identified through the student ILP.	Academic Support Program	01/05/2015	05/31/2016	\$0	No Funding Required	Administrators Teachers

Goal 6: Decrease the average combined Reading and Math novice percent for all students by 50% by 2020.

Measurable Objective 1:

increase student growth to reduce the percentage of students with IEPs scoring novice in all areas by 12.5 percent by 05/31/2016 as measured by the school report card.

Strategy 1:

Remove the Ceiling - The school will ensure all students have the opportunity to learn at high levels and master a rigorous curriculum. This will happen through changes to the master schedule, professional development and the use of supportive technology.

Category: Continuous Improvement

Research Cited: This format is supported by research used to establish the Response to Intervention framework.

Activity - Master Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will maintain the change to the master schedule that eliminated low level math and English classes and provide all students with the opportunity to learn at high levels. This will be supported by monitored differentiation and formative assessment for learning activities as well as the set aside time for interventions in math and reading.	Academic Support Program	08/06/2014	05/31/2015	\$0	No Funding Required	Administrative staff Guidance Counselors Classroom Teachers

2015-16 EHS Improvement Plan (2)

Elizabethtown High School

Activity - Intervention Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will imbed reading and math interventions in the master schedule during the regular school day for targeted students below proficiency. The school will also provide set aside time for other core classes for re-teaching and enrichment where applicable. The school is incorporating peer tutors to assist students who are below proficiency.	Academic Support Program	08/06/2014	05/31/2015	\$0	No Funding Required	Assistant Principal for Academics English and Math teachers Science and Social Studies Teachers Peer tutors

Strategy 2:

Standards prioritization - Special education teachers will work with content specialists to prioritize standards and develop formative and summative assessments for use with students with disabilities to provide maximum time for mastery of priority standards to include effective feedback for improvement.

Category: Continuous Improvement

Research Cited: Harvard curriculum research, Antonnetti, Hattie, Marzano

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with IEPs will work toward mastery of a smaller set of per-determined standards with opportunities for pre-teaching and re-teaching during CCR and/or resource time in order to improve student achievement.	Academic Support Program	12/02/2015	05/31/2016	\$0	No Funding Required	Assistant Principal for Academics Special Education Staff Content teachers Director of Special Education for the district

Goal 7: Increase the averaged combined reading and math KPREP scores from 47.5% to 73.1% by 2019.

Measurable Objective 1:

collaborate to maintain the combined reading and math K-Prep scores to a minimum of 67.8 by 09/30/2016 as measured by the school report card.

Strategy 1:

Best Practices in Curriculum and Instruction - The school will continuously work through professional learning communities to review, revise, align, and improve upon curriculum and instruction in order to meet the learning needs of all students and increase student achievement.

Elizabethtown High School

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

2015-16 EHS Improvement Plan (2)

Elizabethtown High School

Category: Learning Systems

Activity - Standards prioritization	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content specialists will work with special education teachers to prioritize standards to eliminate non-essential content for students with IEPs to provide more time for instruction and learning of essential standards.	Academic Support Program	01/04/2016	05/31/2016	\$0	No Funding Required	Teachers Assistant Principal for Academics Principal Assistant Superintendent for Student Learning PD Coordinator Director of Special Programs

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive targeted interventions during CCR set-aside time. These interventions will be focused on mastering content standards on Tuesday, Wednesday and Thursday. Interventions on Monday and Friday will focus on careers exploration as well as ACT/Compass readiness.	Academic Support Program	08/10/2015	05/31/2016	\$0	No Funding Required	Teachers Administrative staff Guidance Staff