

Breathitt High School Comprehensive Improvement Plan

<div>Improvement Priority #1</div> <div>Engage multiple stakeholders to achieve the school’s purpose and direction through the development of shared vision and mission statements. Stakeholder engagement should include opportunities for two-way communication and active and meaningful participation that will result in improved overall school culture. Ensure all stakeholders collect and analyze data to measure the effectiveness of engagement strategies. (Standard 1.8)</div>	<div>Improvement Priority #2</div> <div>Develop and implement a curriculum aligned with state standards that is based on high expectations and prepares students for their next level of learning. Implement a process to ensure data are collected, analyzed, monitored, and used to inform instructional decisions and horizontally and vertically align the curriculum. Revise curriculum and instruction based on triangulated data. (Standard 2.5)</div>	<div>Improvement Priority #3</div> <div>Develop, implement, and monitor the implementation of the continuous process to ensure teachers monitor and adjust their daily instruction to meet individual student needs and the learning expectations of the school. The process should ensure high quality, evidence-based instructional practices are implemented consistently and with fidelity. (Standard 2.7)</div>
	<div>Breathitt High School (SMS) will be implementing the DuFour model for professional learning communities where teachers work together to achieve their collective purpose of learning for all. Every teacher will participate in an ongoing process of identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve that goal, and providing periodic evidence of progress. The focus of turnaround efforts will target curricular and instructional adjustments based on assessment data and identification of a problem of practice.</div>	<div>Breathitt High School (SMS) will be implementing high yield instructional strategies known to positively impact student learning, as evidenced by the ongoing research of Professor John Hattie and his Visible Learning Associates. The high yield instructional strategy of primary focus for this continuous improvement cycle is direct/explicit instruction (Effect Size .60). Turnaround efforts will focus on standards-based learning targets, success criteria and clearly communicating the learning intention before, during and after learning. A book study will be conducted with teachers and professional learning opportunities provided on the effective use of standards-based Breathitt High School (SMS) will be including daily formative assessment measures within lesson planning practices to include “Before, During and After” learning in the Direct Explicit Instruction model (DEI). This practice is known to positively impact student learning, as evidenced by the ongoing research of Professor John Hattie and his Visible Learning Associates. The strategy of primary focus for this continuous improvement cycle is formative assessment (Effect Size .48) throughout direct/explicit instruction (Effect Size .60). The focus of turnaround efforts will ensure instructional modifications are made based upon evidences gathered from these measures. Resource: Embedded Formative Assessment, Dylan William. Professional learning opportunities will be provided on effective use of daily formative assessment which will promote successful implementation of (DEI).learning targets, success criteria and clearly</div>

		communicating the learning intention which will promote successful implementation of DEI.
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1.: Proficiency/Growth Goal

Goal 1: Proficiency: Increase Middle School proficiency from 47.6% to 73.8% in reading and from 29% to 64.5% in math by 2023 as measured by the state-required academic assessment. Increase High School proficiency from 40.2% to 70.1% as measured by the combined reading and math scores on the ACT by 2023. / Growth: Increase the percentage of students scoring in the “catch up, keep up or move up” categories from 42% to 71.1% in reading and from 21.5% to 60.75% in math by 2023 as measured by state required assessment.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Increase proficiency in Reading from 47.6% to 65% and from 29% to 45% in math by 2018-2019 as measured by the state-required academic assessments.</p> <p>Increase proficiency in combined reading/math from 40.2% to 54.2% by 2018-2019 as measure by the state-required academic assessment.</p>	Sustain a systematic approach for the design and delivery of instruction for all students.	<u>Practice-</u> Teachers will strategically plan lessons to incorporate five of the top ten evidence-based instructional strategies (Hattie) daily that promote active student engagement. The administrative team will monitor and provide feedback on the strategic selection and effective use of evidence-based instructional strategies through monthly walkthroughs, lesson plan review and PLCs. (IP 3, EBP)	Lesson Plans Walkthrough Data PLC Agenda PLC Minutes Instructional/ curriculum will provide feedback on highly effective evidence based instructional strategies.		\$0
		<u>Process-</u> The leadership team will revise the common PLC process. The protocol will consist of the following components: 1. Congruence between standards, targets, activities and assessment 2. Collaborative planning for high fidelity instructional delivery of the standards 3. Item analysis to evaluate instructional effectiveness 4. Collaborative learning/planning to aide in documented curricular and instructional adjustments based on assessment data and identification of problem of practice. (IP 2 and 3, EBP)	PLC Agenda PLC Minutes PLC Protocol PLC Schedule PLC Presentation Instructional /curriculum coach will give feedback on instructional strategies using data.		\$0
		<u>Practice-</u> Teachers ensure daily formative assessment measures occur within lesson planning practices to include “Before, During and After”	Lesson Plans Walkthrough Data		\$1200 School Improvement Grant

		learning in the Direct Explicit Instruction model (DEI) and instructional modifications are made based upon evidences gathered from these measures. Resource: Embedded Formative Assessment, Dylan William (IP 3, EBP)			
	Ensure appropriate assessment design is used to best evaluate the level of student learning (selected response, written response, performance assessment, personal communication).	Practice- Teachers use backwards design to create common formative and summative assessments that are aligned to grade-level Kentucky Academic Standards. PLC longitudinal data can be used to determine back/wards design on units that show weakness.	CFA CSA KAS PLC Agendas PLC Minutes Instructional/ curriculum coach will give feedback on backward design.		\$0
		Practice- Teachers will administer the MAP benchmark assessment in reading and math. Teachers will create and administer benchmark assessments in science, social studies and writing. The teachers will disaggregate the data, “name and claim” and provide Tier 1 intervention for students not mastering grade level standards.	MAP Schedule MAP Data Science, SS and Writing Benchmarks Name and Claim		\$0
Objective 2: Increase the percentage of students scoring in the growth categories from 42.2% to 50% in reading and from 21.5% to 35% in math by 2018-19 on state required assessments.	Ensure that all students have access to the same outlined, high expectations and continually assess, review , and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.	Process- The administrative team will develop and implement a collaborative planning process, where teachers systematically share an understanding of expectations for standards, learning targets, success criteria, curriculum, assessment, and instruction.	CP Schedule Lesson Plans Learning Targets Success Criteria Curriculum Maps CFA, CSA		\$0
		Process- Teachers will ensure that vertical and horizontal curriculum mapping is occurring through collaborative planning and is monitored by common PLC expectations (e.g.,	Agendas Minutes w/next steps Lesson Plans Curriculum Maps		\$0

		agendas, minutes, next steps with support, lesson plans). (IP 2)			
		<u>Process-</u> Adopt Eureka Math and Wit and Wisdom curriculum. Teachers will embed this in the existing curriculum. (IP 2)	Eureka and Wit and Wisdom Curriculum		District Title I \$59,917.51
		<u>Practice-</u> Provide math and ELA teachers with ongoing job-embedded professional learning to ensure fidelity of implementation of Eureka and Wit and Wisdom. (IP 2)	PD Agendas Implementation Checks		District Title I Included in the amount above

2: Separate Academic Indicator

Goal 2: Increase proficiency in Science, Social Studies and Writing from 51.0% to 70% by 2023 as measured on state-required academic assessments.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase proficiency in Science and Social Studies, Writing from 51% to 55% by 2019 as measured by state assessment.	Sustain a systematic approach for the design and delivery of instruction for all students.	Practice -Teachers will provide students with opportunities to write for authentic purposes, analyze rich text, use rubrics and success criteria, exemplars, collaborate with peers, and improve critical thinking skills that will address on-demand writing prompts, extended response questions, lab reports, DBQs, essays and research papers.	Rubrics Success Criteria Exemplars Student Work Samples		\$0
		Practice -Teachers will select a school-wide common writing graphic organizer.	Common Graphic Organizer		\$0
		Practice -Teachers will embed state recommended Through Course Tasks into existing instructional units as appropriate. Teachers will use CER for arguments and explanations monthly.	TCTs CERs Lesson Plans Instructional/curriculum coach will establish a protocol for Course Task and support data analysis in PLC.		\$0
Objective 2	Ensure that all students have access to the same outlined, high expectations and continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.	Practice -Science teachers will develop all science curricular units using backwards design, NGSS and Stemscopes. Social studies teachers will develop all social studies curricular units using backwards design, KAS, Reading like a Historian and History Alive. (IP 2)	Curricular Units		

3: Gap

Goal 3: Increase the average combined reading and math proficiency ratings for all students by 15% in all gap groups by 2023.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:Increase the average combined reading and math proficiency ratings for all students in gap groups by 3% by 2018.	Develop a systematic approach for the design and delivery of effective Tier 1 instruction for all students.	Process - A book study will be completed with teachers to implement DEI with fidelity; Moss and Brookhart, <i>Learning Targets: Helping Students Aim for Understanding in Today’s Lesson</i> . In phase one (Before Learning), teachers will set the stage for learning by clarifying standards-based learning target and measures of success (success criteria). Teachers will reference the learning targets “Before, During and After” Learning. Standards will be posted in every classroom. (IP 2, EBP)	PLC Agendas PLC Minutes PLC Presentations Walkthroughs Success Criteria (Exemplars, Rubrics)		\$1000 School Improvement Grant
		Process/Practice -The administrative team will ensure ongoing professional development in quality co-teaching practices. Co-teaching teams will be trained in the effective use of evidence based practices in the classroom to remove barriers to learning for individual students. All inclusion classroom will adopt the co-teaching model. Evidence of co-teaching observed through lesson plans and during monthly walkthroughs.	Walkthroughs Observation (PDSA displayed in classroom with phases as implemented) Evaluations		\$3000 School Improvement Grant
	Develop a systematic approach to design, align, and deliver support processes for academic and behavior expectations.	Process - The administrative team will ensure that a school wide academic and behavioral multi-tiered system of support is implemented and monitored for effectiveness.	ABRI agendas PBIS levels of implementation Academic and behavioral progress monitoring		\$2000 School Improvement Grant

4: Graduation Rate

Goal 4: Increase Graduation Rate from 88.65 to 94.33 by 2022-2023 as measured by the percentage of students completing the requirements for a KY high school diploma (adjusted 4 and 5 year cohort) compared to the cohort of students starting in grade 9.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase Graduation Rate from 88.65 to 89.78 by 2018- 2019 as measured by the percentage of students completing the requirements for a KY high school diploma compared to the cohort of students starting in grade 9.	Monitor and evaluate effectiveness and utilize data to improve work processes to support student learning.	Process/Condition- School administrative team will develop a process that includes FRYSC, guidance counselor, media specialist and district personnel to increase collaboration in the persistence to graduation protocol that includes data analysis and student progress towards standards mastery (failures), including identification of students in need of intervention supports.	PtG Protocol PtG Agenda PtG Minutes		\$0
		Practice-The administrative team will meet bi-monthly to monitor persistence to graduation through supports.	PtG Protocol A-Team Agenda A-Team Minutes		\$0
Objective 2	Develop a systematic approach that establishes a safe, supportive and positive learning culture and environment. Maintain an atmosphere that allows students to learn at the optimum level to increase the percentage of students who graduate.	Practice- The Administrative Team will meet monthly to ensure that schoolwide expectations (ABRI) of students are clearly defined, and that group norms have been established within the school and classroom. These practices should align with the student code of conduct.	ABRI Expectations Agendas Minutes w/next steps		\$2000 School Improvement Grant

5: Transition Readiness

Goal 6: Increase the percentage of students graduating as transition ready from 76.7 to 88.3 by 2023.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of students graduating as transition ready 76.7 to 79.03 by 2019.	A System is in place to monitor student data regularly and to ensure a continuous improvement model that monitors student success to college and transition.	Practice- Administrative team will meet with all at risk students to ensure they are on track to be preparatory in August, October, January and March. Students not making adequate progress will receive monthly monitoring checks in career readiness and counseling provided as needed.	PLC Agendas PLC Minutes PLC Presentations		\$0
	Develop a systematic approach that establishes a safe, supportive and positive learning culture and environment. Maintain an atmosphere that allows students to learn at the optimum level to increase the percentage of students who meet benchmarks and successfully transition to the next level.	Practice- Principal and intervention specialist will view all data bi-weekly to assess gap closure for seniors toward benchmarking on ACT.	PLC Data Intervention Data Student Name/Claim		\$0
		Process- Breathitt High School will implement a system in which career pathways will be established for all students prior to their sophomore year. Student data will be utilized to create individual student goals, ensure they are on track to graduate transition ready within four years and develop interventions or provide resources and support if needed	Advisory Council Minutes/Agendas PLC Presentations Monitor CTE/ Performance Arts pathway program of studies. Pathway Interest Inventories		\$0
		Process- Breathitt High School will create and implement advisory councils for pathway offerings to insure that students are receiving necessary experience needed.	Advisory Councils Agendas/Minutes Plan meeting with ATC to develop- pathway opportunities.		\$0
		Process- Student will be given interest inventories/surveys annually to gain knowledge to offer pathway and classes that students have an interest in pursuing.	(research effective) Surveys/Interest- Inventories Data Pathway Offering 60 day plan- open house- Operation Preparation		\$0
		Process- The school will develop shared vision, mission and belief	V, M, B Statements		\$2000 School Improvement Grant

		statements to achieve the schools purpose and direction.			
		<u>Process-</u> The school will develop a two-way communication process that is active and meaningful that results in improved overall school culture.	Communication Plan		\$0
		<u>Process-</u> The school will collect and analyze data (e.g., Plus/Delta, Surveys) to measure the effectiveness of engagement strategies.	Plus/Delta Surveys		\$0