Boone County High School CSIP Goals: 2018-2019

# 1: Proficiency State your *Proficiency* Goal

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| Goal 1: Increase percentage of students reaching ACT and KY benchmarks by 10% over the next 3 years (2020) - English (55.4%), math (50%) reading (55.1%), and science (35%) and increase percentage of students scoring Proficient and Distinguished on On-Demand Writing from 65.9% to 70% by 2020.  \*Increase ACT mean score from 20.2 to 23 by 2022.   |   |
| Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* * [KCWP 1: Design and Deploy Standards](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards.pdf)
* KCWP 2: Design and Deliver Instruction
* [KCWP 3: Design and Deliver Assessment Literacy](http://education.ky.gov/school/csip/Documents/KCWP%203%20DesignandDeliverAssessmentLiteracy.pdf)
* [KCWP 4: Review, Analyze and Apply Data](http://education.ky.gov/school/csip/Documents/KCWP%204%20ReviewAnalyzeApplyData.pdf)
* [KCWP 5: Design, Align and Deliver Support](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport.pdf)
* [KCWP 6: Establishing Learning Culture and Environment](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment.pdf)

  | Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* * [KCWP1: Design and Deploy Standards - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
* [KCWP2: Design and Deliver Instruction - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
* [KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%203%20DesignandDeliverAssessmentLiteracy_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
* [KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%20%204%20Review%2C%20Analyze%2C%20and%20Apply%20Data_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
* [KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
* [KCWP6: Establishing Learning Culture and Environment -](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)

[Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)  | Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.   |   |
| Objective  | Strategy  | Activities to deploy strategy  | Measure of Success  | Progress Monitoring Date & Notes  | Funding  | Responsible  |
| Objective 1:  Design and Deploy Standards  | Establish a process for vertical and horizontal curriculum work, including introduction, development, and **mastery** of standards  | **Develop an ongoing timeline, process for and implement** **vertical and horizontal alignment** that identifies instructional gaps, includes planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery to ensure: * Cognitive engagement
* Implementation of effective strategies and programs (Kagan, Canvas, content specific research-based instructional practice)
 | Vertical Curriculum Alignment and Articulation of Standards  | May 2018 Timeline 18/19 SY Beginning Implementation 19/20 Continued Implementation   | $  | Administration, Department Chair, Instructional Coach, Content Leads  |

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| Goal 1: Increase percentage of students reaching ACT and KY benchmarks by 10% over the next 3 years (2020) - English (55.4%), math (50%) reading (55.1%), and science (35%) and increase percentage of students scoring Proficient and Distinguished on On-Demand Writing from 65.9% to 70% by 2020.  \*Increase ACT mean score from 20.2 to 23 by 2022.   |  |   |
|  | Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)  | **Develop a timeline for curricular alignment reviews (horizontal)** **and implement** to ensure the ongoing action of the PLC’s (department and course) planning process.   | Curriculum Alignment Products for all contents / courses (Maps, Syllabus)  | May 2018 Timeline 18/19 SY Implementation 19/20 Continued Implementation   |   | Administration, Department Chairs, Instructional Coach, Content Leads  |
| Establish a protocol for reviewing and revising the curriculum beyond pacing (e.g., how often, who, what is completed)?  | **Ensure regularly‐scheduled curriculum meetings** / **PLC’s (department and course)** to review the alignment between standards, learning targets, and assessment measures and to increase collaboration in deconstructing standards and developing congruent learning targets. (KCAS, ACT College Readiness Standards, AP Standards)  | Meeting Minutes, timelines, work samples  | May 2018 Timeline 18/19 SY Beginning Implementation Fully Implemented 19 /20   |   | Administration, Department Chair, Instructional Coach, Content Leads  |
| Objective 2:  Review, Analyze, and Apply Data  | Ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data  | **Develop and deploy a PLC protocol** with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.  Ensure that all assessments evolve from high‐quality content standards and delivery meets the needs of all students.  | Meeting Minutes Assessment Alignment Data Analysis Notes Growth (CERT, ACT, EOC)  | Spring 18 Timeline 19/20 SY Implementation   |   | Administration, Department Chair, Instructional Coach, Content Leads  |
| Develop a balanced assessment system (Formative, Summative, Interim) for teachers to monitor students’ progress on standards in order to know when they have achieved **mastery** and ensure students know where they are in their own progression of learning.  | **Develop and implement progress monitoring system** to monitor standards **mastery** for each student * Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (English, Math Science)
* Ensure that formative, interim, summative assessment results, as are used appropriately to determine intervention needs.
* Increase collaboration in data analysis and student progress towards standards mastery, including
 | Meeting Minutes Assessment Alignment Data Analysis Notes Growth (CERT, ACT, EOC, Teacher Assessments)  | Planning Spring / Summer 18 Initial Implementation 18/19 19/20 Continued Implementation   |   | Administration, Department Chair, Instructional Coach, Content Leads  |
| Goal 1: Increase percentage of students reaching ACT and KY benchmarks by 10% over the next 3 years (2020) - English (55.4%), math (50%) reading (55.1%), and science (35%) and increase percentage of students scoring Proficient and Distinguished on On-Demand Writing from 65.9% to 70% by 2020.  \*Increase ACT mean score from 20.2 to 23 by 2022.   |   |
|  |  | identification of students in need of intervention supports. (English, Math, Science) (Gap: Special Education PLC) * Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.
* Implement interventions for GAP groups as needed: Reading Course with FFW/RA, Math Course; Core Progressions Math; EL with FFW; Identify/implement intervention; Math

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# 2: Separate Academic Indicator State your *SAI* Goal

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| Goal 2: Increase percentage of students scoring Proficient and Distinguished on On-Demand Writing by 10%.  |  |   |
| Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* * [KCWP 1: Design and Deploy Standards](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards.pdf)
* [KCWP 2: Design and Deliver Instruction](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction.pdf)
* [KCWP 3: Design and Deliver Assessment Literacy](http://education.ky.gov/school/csip/Documents/KCWP%203%20DesignandDeliverAssessmentLiteracy.pdf)
* [KCWP 4: Review, Analyze and Apply Data](http://education.ky.gov/school/csip/Documents/KCWP%204%20ReviewAnalyzeApplyData.pdf)
* [KCWP 5: Design, Align and Deliver Support](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport.pdf)
* [KCWP 6: Establishing Learning Culture and](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment.pdf)

[Environment](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment.pdf)  | Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* * [KCWP1: Design and Deploy Standards - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
* [KCWP2: Design and Deliver Instruction - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
* [KCWP3: Design and Deliver Assessment Literacy - Continuous](http://education.ky.gov/school/csip/Documents/KCWP%203%20DesignandDeliverAssessmentLiteracy_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)

[Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%203%20DesignandDeliverAssessmentLiteracy_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)  | Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.   |   |
| Goal 2: Increase percentage of students scoring Proficient and Distinguished on On-Demand Writing by 10%.  |  |  |  |   |
|   | * [KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%20%204%20Review%2C%20Analyze%2C%20and%20Apply%20Data_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
* [KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
* [KCWP6: Establishing Learning Culture and Environment -](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)

[Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)  |  |  |  |  |
| Objective 1:  Design and Deliver Standards / Instruction  Develop, implement and sustain a writing continuum across all content areas.  | Develop a schoolwide writing continuum that incorporates formative and summative writing assessments to ensure mastery of content specific writing standards.  | **Develop and implement writing continuum** specific to content which monitors mastery for each student. A writing plan will be created for each course taught in which students will follow the writing process, receive feedback, identify writing strengths and/or weakness using rubrics.  | Writing Continuum Writing Prompts Rubrics Student Feedback Samples    | Spring 2018 Continuum Draft 1 SY 18 19 Implementation and Draft 2 19/20 Full Implementation   |   | Administration, Department Chair, Instructional Coach, Teachers  |
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# 3: Gap

State your *Gap* **Goal**

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| Goal 2: Increase percentage of students meeting ACT and KY benchmarks by 10% in gap groups (ELL, African American, Hispanic, disability, FR) in English, reading, math, and science and increase percentage of students scoring Proficient and Distinguished on On-Demand Writing by 10%.  |   |
| Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* * [KCWP 1: Design and Deploy Standards](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards.pdf)
* [KCWP 2: Design and Deliver Instruction](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction.pdf)
 | Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*  [KCWP1: Design and Deploy Standards - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)  | Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.   |   |

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| Goal 2: Increase percentage of students meeting ACT and KY benchmarks by 10% in gap groups (ELL, African American, Hispanic, disability, FR) in English, reading, math, and science and increase percentage of students scoring Proficient and Distinguished on On-Demand Writing by 10%.  |   |
| * [KCWP 3: Design and Deliver Assessment Literacy](http://education.ky.gov/school/csip/Documents/KCWP%203%20DesignandDeliverAssessmentLiteracy.pdf)
* [KCWP 4: Review, Analyze and Apply Data](http://education.ky.gov/school/csip/Documents/KCWP%204%20ReviewAnalyzeApplyData.pdf)
* [KCWP 5: Design, Align and Deliver Support](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport.pdf)
* [KCWP 6: Establishing Learning Culture and Environment](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment.pdf)

  | * [KCWP2: Design and Deliver Instruction - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
* [KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%203%20DesignandDeliverAssessmentLiteracy_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
* [KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%20%204%20Review%2C%20Analyze%2C%20and%20Apply%20Data_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
* [KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
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[Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)  |  |  |
| Objective  |  Strategy Activities to deploy strategy Measure of Success  |  Progress Funding Person(s)  Monitoring Date & Responsible Notes  |
| Objective 1: Review, Analyze, and Apply Data  | Develop a balanced assessment system (Formative, Summative, Interim) for teachers to monitor students’ progress on standards in order to know when they have achieved **mastery** and ensure students know where they are in their own progression of learning.  | **Develop and implement progress monitoring system** to monitor standards **mastery** for each student * Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (English, Math Science)
* Ensure that formative, interim, summative assessment results, as are used appropriately to determine intervention needs.
* Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. (English, Math, Science) (Gap: Special Education PLC)(EL PLC)
* Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.
 | Meeting Minutes Assessment Alignment Data Analysis Notes Growth (CERT, ACT, EOC, Teacher Assessments)  | Planning Spring / Summer 18 Initial Implementation 18/19 19/20 Continued Implementation   |   | Administration, Department Chair, Instructional Coach, Content Leads  |
| Goal 2: Increase percentage of students meeting ACT and KY benchmarks by 10% in gap groups (ELL, African American, Hispanic, disability, FR) in English, reading, math, and science and increase percentage of students scoring Proficient and Distinguished on On-Demand Writing by 10%.  |   |
|  |  |  Implement interventions for GAP groups as needed: Reading Course with FFW/RA, Math Course; Core Progressions Math; EL with FFW; Identify/implement intervention; Math   |  |  |  |  |
| Objective 2: Design, Align and Deliver Support  | Develop school culture supports, both academic and behavioral, to promote and support learning for all   | **Ongoing professional learning** for staff to support working with **students and parents from diverse backgrounds** to ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.  | Agendas, and ongoing support  | Summer/Fall 2019  | $  | Administration, Instructional Coach  |
| **Identify curricular modification** needs using pre‐assessment strategies, and use data results to “frontload” concepts where high levels of below proficient prerequisite skills are identified.  Analyze data to determine which best practice strategies or interventions will meet the identified needs of the students. (Targeted English and Math)   | Meeting Minutes Data Analysis Notes  Growth (CERT, ACT, Teacher Assessments) Student Samples   | Planning Spring / Summer 18 Initial Implementation 18 /19  | $  | Administration, Department Chair, Instructional Coach, Content Leads  |
| Objective 3: College Readiness  | Develop a balanced assessment system (Formative, Summative, Interim) for teachers to monitor students’ progress on standards in order to know when they have achieved **mastery** and ensure students know where they are in their own progression of learning.   | **Implement a College Readiness Plan** to include ACT, CERT, Preparation Experiences, Remediation, and supports * Remediation and data collection – English, math, reading, and science
* Goal Setting for Students with teacher training to support
* Teacher Training on College Readiness Standards / plus curriculum review work for alignment

 | CERT for each course (E, M, R, Sc)  ACT Baseline for Juniors  ACT Junior and Senior  (Also, support Courses in lower grades)   | Quarterly by Course and Grade CERT March 2018 (JR) May 2018 (SR) Implementation 18/19 Continued 19/20   | $  | Administration, Department Chair, Instructional Coach, Content Leads  |

# 4: Graduation rate

State your *Graduation rate* **Goal**

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| Goal 3: Increase graduation rate from 95.1 to 96.4 by 2019/20.  |  |  |   |
| Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* * [KCWP 1: Design and Deploy Standards](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards.pdf)
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* [KCWP 6: Establishing Learning Culture and](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment.pdf)

[Environment](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment.pdf)  | Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* * [KCWP1: Design and Deploy Standards - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
* [KCWP2: Design and Deliver Instruction - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
* [KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%203%20DesignandDeliverAssessmentLiteracy_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
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[Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)  | Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.   |   |
| Objective Strategy  | Activities to deploy strategy  | Measure of Success Progress Funding Monitoring Date & Notes  | Person(s) Responsible  |
| Objective 1: Review, Analyze, and Apply Data  | Develop a balanced assessment system (Formative, Summative, Interim) for teachers to monitor students’ progress on standards in order to know when they have achieved **mastery** and ensure students know  | **Develop and implement progress monitoring system** to monitor standards **mastery** for each student * Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (English, Math Science)
* Ensure that formative, interim, summative assessment results, as are used appropriately to determine intervention needs.
 | Meeting Minutes Assessment Alignment Data Analysis Notes Growth (CERT, ACT, EOC, Teacher Assessments)  | Planning Spring / Summer 18 Initial Implementation 18/19 19/20 Continued Implementation   |   | Administration, Department Chair, Instructional Coach, Content Leads  |
| Goal 3: Increase graduation rate from 95.1 to 96.4 by 2019/20.  |  |  |  |  |   |
|  | where they are in their own progression of learning.  | * Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. (English, Math, Reading, Science) (Gap: Special Education PLC)
* Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.
* Implement interventions for GAP groups as needed: Reading Course with FFW/RA, Math Course; Core Progressions Math; EL with FFW; Identify/implement intervention; Math

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| Objective 2: Design, Align and Deliver Support  | Identify Students at Risk, Ensure Supports, and Monitor Progress to Graduation  | **Develop and Implement a Process** to identify students at risk for remediation, failure, and/or untimely graduation. Monitor their progress using tools such as the Persistence to Graduation Tool, Resiliency Survey, failure reports, and other early warning tools. (Also, Special Ed PLC, ELL PLC)  | Graduation Rate  | Planning Spring / Summer 18 Implementation 18 /19 Continued Implementation 19/20  |   | Administration, At Risk Teacher Counselors Team Leads PBIS Team, FRYSC Coordinator, School Psychologist  |
| **Enhance the school‐wide behavioral support** system that aligns with the Code of Conduct as well as student action plans for self‐monitoring and immediate feedback. * Provide behavior‐specific praise and reinforcement
* Groups, supports, check in/check out
* Ensure that all available resources are deployed to assist students in need
* Develop Social Emotional Supports for all students
 | PBIS Meeting Minutes Group Times Tier Schedules Interventions  | Continued / Ongoing Implementation 18/19; 19/20  | $  |

# 5: Transition readiness State your *Transition readiness* Goal

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| Goal 4: Increase the number of students who are college and career ready / transition ready / English proficient based on the new accountability model. (College Readiness Exam, AP, Dual Credit, English Proficiency)  ACT: Increase percentage of students reaching ACT and KY benchmarks by 10% over the next 3 years (2020) - English (55.4%), math (50%) reading (55.1%), and science (35%) AP Equity and Excellence: from 25 to 35 by 2022 (courses / pass rate) Number of Students Participating in Dual Credit: Increase by 10% (from 80 students to 100 students by 2020) ACCESS:   |   |
| Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* * [KCWP 1: Design and Deploy Standards](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards.pdf)
* [KCWP 2: Design and Deliver Instruction](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction.pdf)
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  | Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* * [KCWP1: Design and Deploy Standards - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
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* [KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%203%20DesignandDeliverAssessmentLiteracy_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
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* [KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
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[Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)  | Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.   |   |
| Objective  | Strategy Activities to deploy strategy  | Measure of Success Progress Monitoring Funding Date & Notes  |   |
| Objective 1: Review Analyze and Apply Data / College Readiness  | Develop a balanced assessment system (Formative, Summative, Interim) for teachers to monitor students’ progress on standards in order to know when they have achieved **mastery** and  | **Implement a College Readiness Plan** to include ACT, CERT, Preparation Experiences, Remediation, and supports * Remediation and data collection – English, math, reading, and science
* Goal Setting for Students with teacher training to support
 | CERT for each course (E, M, R, Sc)  ACT Baseline for Juniors  ACT Junior and Senior  | Quarterly by Course and Grade CERT March 2018 (JR) May 2018 (SR) Implementation Spring 18/19 Continued 19/20  | $  | Administration, Department Chair, Instructional Coach, Content Leads  |

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| Goal 4: Increase the number of students who are college and career ready / transition ready / English proficient based on the new accountability model. (College Readiness Exam, AP, Dual Credit, English Proficiency)  ACT: Increase percentage of students reaching ACT and KY benchmarks by 10% over the next 3 years (2020) - English (55.4%), math (50%) reading (55.1%), and science (35%) AP Equity and Excellence: from 25 to 35 by 2022 (courses / pass rate) Number of Students Participating in Dual Credit: Increase by 10% (from 80 students to 100 students by 2020) ACCESS:   |   |
|  | ensure students know where they are in their own progression of learning.   |  Teacher Training on College Readiness Standards / plus curriculum review work for alignment  |  (Also, support Courses in lower grades)   |   |  |  |
| Objective 2: College Credit -Advanced Placement and Dual and Articulated Credit  | Develop, Implement, and Sustain an Advanced Placement Program that Offers Multiple Opportunities for Students to Gain College Credit while in High School  | **Ensure opportunities** are available in all available content areas for students to achieve college credit with a 3 or better. (Add Courses Available and Increase Enrollment)  | Increase in the Equity and Excellence Score   | July 2018   |   | Administration, Instructional Coach, AP Teachers,  |
| **Provide professional learning opportunities** for AP teachers to ensure successful implementation of the program. (training, scoring opportunities): Tracking  | Timeline for training for all AP Teachers  | Three Year Plan  | $  | Administration, Department Chair, Instructional Coach, Content Leads  |
| Develop, Implement, and Sustain a Dual Articulated Credit Program that Offers Multiple Opportunities for Students to Gain College Credit while in High School  | **Ensure opportunities** are available in all content areas for students to achieve college credit with a B or better. (Early College, College Campus Courses, On-Campus Courses) Tracking   | Increase percentage of students successful in Dual Credit Courses (include on campus) Increase courses available (World Language, CTE, and others)  | Spring 18 Implementation Spring 18/19 Continued 19/20   |   | Administration, Counselors, Department Chair, Instructional Coach, Content Leads  |
| Objective 3: Career Ready  | Develop, Implement, and Sustain a Career and Technical Readiness Program that Offers Multiple Opportunities for Students to Gain  | **Ensure opportunities** are available in all available content areas for students to achieve certification and pathway completion.   | Increase percentage of Certifications offered, successful certification and completion of pathways  | Spring 18 18/19 SY Implementation Continued 19/20   |   | Administration, Department Chair, Instructional Coach, Content Leads  |
| Goal 4: Increase the number of students who are college and career ready / transition ready / English proficient based on the new accountability model. (College Readiness Exam, AP, Dual Credit, English Proficiency)  ACT: Increase percentage of students reaching ACT and KY benchmarks by 10% over the next 3 years (2020) - English (55.4%), math (50%) reading (55.1%), and science (35%) AP Equity and Excellence: from 25 to 35 by 2022 (courses / pass rate) Number of Students Participating in Dual Credit: Increase by 10% (from 80 students to 100 students by 2020) ACCESS:   |   |
|  | Certification and Pathway Completion  |  |   |  |  |  |
| Objective 5: Systems o of Collaboration and English Proficiency  | Support Students Indentified as English Language Learners to Increase English Proficiency  | **Develop and implement a plan** for incorporating culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.  **Develop collaborative schedule** to support Level 1, 2, 3  ELNA Pilot for Newcomers  Intervention – FFW/RA during and after school ESS **Create systematic steps** to welcome the parents of new and ESL students(for example, using home visits, personal calls or letters, open houses, and/or other methods).  | ACCESS Scores FFW/RA Data STAR Rosetta Stone (ELNA)  | Spring 2018 (baseline) 18/19 School Year Continued Implementation 19/20  |   | Administration, Instructional Coach, ELL Teacher, Teachers  |