

## **2019-20 Phase Two: The Needs Assessment for Schools\_10102019\_13:26**

2019-20 Phase Two: The Needs Assessment for Schools

**Dixie Heights High School**  
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Fort Mitchell, Kentucky, 41017  
United States of America

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## 2019-20 Phase Two: The Needs Assessment for Schools

### 2019-20 Phase Two: The Needs Assessment for Schools

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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?

1- Principal and Supervisor- informal discussion (no documentation)2- Admin Team- weekly agenda3- District CIA-agenda 4- Teachers- PLC meetings- agenda5- SBDM council- monthly SBDM minutes

## 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.

Areas of Strength and Growth Reading All Students- 56.32 PD in 18-19 (55.8% PD- 17-18 and 54.9 in 16-17) Math All students- 50.57 PD in 18-19 (55.65% in 17-18 and 41.3 in 16-17) ODW All Students- 63.15 PD in 18-19 (59.24% PD in 17-19 and 51.8 in 16-17) Proficiency Index- 69.7, 30th in state Overall Index- 72.7- 44th in state

## 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.

Reading special ed-26.7% PD, Math Special Ed--6.7 PD Our students identified in the GAP population are not performing well in reading and math. We lost a star in the rating system due to Special Ed population and EL-monitored population not performing as well as all students.

## Trends

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

The data shows that we need to improve with our special education population in academic and transition readiness for graduation. The data shows that we need to improve in meeting the learning needs of our Free/Reduced population as they fail classes at a higher rate than all students. The data shows that we need to work on improving our ELL population.

## 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](#)

KCWP 4: We have created a master schedule that includes common planning for our core content area teachers and a 35 minute time in which our non-core teachers can plan together. All instructional learning teams (ILT's) meet once a week to assure that we are answering the 4 essential questions of a PLC: 1. What do we want students to learn. 2. How will we know they have learned it? 3. What do we do if they have not learned it? 4. What do we do if they have already learned it. We have implemented PRIDE time within our school schedule. This is a 35 minute period 4 days a week to allow workshops to be offered for teachers to address the last 2 essential questions of a PLC. Student are able to own their education by selecting workshops to attend that will meet their academic needs. Teachers can select students to see them and provide specific interventions to meet their needs. Through this collaborative work, KCWP 1, 2, 3, 5, and 6 will also be addressed because teachers will be collaborating about specific areas that are addressed for each process.



## 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%.

Our ACT reading and English college benchmark scores have both improved over last year's scores. (English- 63.4% from 61.7%, Reading 57.4% from 55.4%) Our ACT science college benchmark scores improved (science- 37.1% from 35.8%) Our Transition readiness scores went up to 73.41 from 64.09 Our career ready scores went up to 18.4 from 14.5 Our graduation rate went up to 95 from 93.7

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## **2019-20 Phase Two: School Assurances\_10102019\_14:06**

2019-20 Phase Two: School Assurances

**Dixie Heights High School**  
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## 2019-20 Phase Two: School Assurances

### 2019-20 Phase Two: School Assurances

## 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.

## Teacher Performance

1. The Every Student 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**

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**

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**

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
- ☒ **N/A**

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**

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**

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
- ☐ No
- ☒ **N/A**



## Title I Targeted Assistance School Programs

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.

- ☐ Yes
- ☐ No
- ☒ **N/A**

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**



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## 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

## All School Programs

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

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

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

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.

- ☐ Yes
- ☐ No
- ☒ N/A

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

### Attachment Summary

Attachment Name	Description	Associated Item(s)
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## **2019-20 Phase Two: School Safety Report**

2019-20 Phase Two: School Safety Report

**Dixie Heights High School**  
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## 2019-20 Phase Two: School Safety Report

### 2019-20 Phase Two: School Safety Report

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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

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 June 3rd, 2019

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, August 19th, 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

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

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, at Dixie Heights

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## January 1, 2019 Phase Three: Executive Summary for Schools\_11092018\_08:44

### Phase Three: Executive Summary for Schools

**Dixie Heights High School**  
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## Phase Three: Executive Summary for Schools

### Executive Summary for Schools

#### Description of the School

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

Dixie Heights is located off of I-275 at Dixie Highway in Crestview Hills, and also serves other surrounding communities, including Crescent Springs, Villa Hills, and Edgewood. The school has a current enrollment size of approximately 1,510 students in grades nine through twelve, and reflects the diversity of the surrounding community. Over the past three to five years Dixie has seen a leveling of the number of students who need assistance through our English Language Learners program. The ELL program services all students who speak English as a second language which includes Hispanic and a population from Southeast Asia, specifically Myanmar. While there are challenges associated with the population from Southeast Asia, as there are limited translator options, exposure to new cultures has helped to enrich the student experience for all at DHHS. To meet the needs of these students we have a part-time ELL teacher who meets these students on a daily basis and students are enrolled in coursework that helps to address the needs that have been identified through their personal learning plan (PLP) and work to achieving at the same level as their peers. Additionally, Dixie Heights currently has over 40% of their students who receive free or reduced lunch services. This has continued to increase over the last three years and is currently at 42%. To meet the needs of these students a full time Family Resource Center is in place and actively works with these students to provide a wide range of services from weekend meal packs to outside counseling services. Additionally, a school team meets on a bi-monthly basis to discuss students who are at risk for graduation, including students who qualify for free and reduced lunch, and develop specific plans for each student to ensure that they can be successful at Dixie Heights High School. Dixie employs a teaching staff of approximately 100 educators who work tirelessly to offer a rigorous and relevant curriculum to every student. To this end, the staff and administration of Dixie have worked to provide all students with career/ college readiness skills and maintain the current growth trends on state assessments. Our staff uses CERT testing with freshman, sophomores, and juniors each trimester so that our staff can gauge student learning. The teachers use this information to identify students' specific skills they have mastered or need additional assistance to learn. This data proves useful to teachers who are planning differentiated lessons in the classroom and targets the skills that students need to improve on their understanding. Although we serve a diverse student body and community, Dixie Heights strives to ensure that all students are given an equal opportunity to excel and be involved in all aspects of the educational process. In addition to a wide range of course offerings, a school to work program, academies, dual credit, and advanced placement courses are available to students. Students' diverse strengths and needs are met through a variety of clubs and organizations as well as Extended School Services, remedial, and gifted/ talented programs. Support services are available in special education, credit recovery programs, speech/ language therapy, ESL and occupational/ physical therapy.

#### 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.

Dixie Heights High School's vision statement is "All students, faculty, and staff treat one another with respect and work toward a common goal of academic achievement so that students can be



globally-competitive and self-sufficient in the real world."The faculty, staff, and administration embody this vision as we are dedicated to nurturing, challenging, and motivating students to meet high expectations. Through engaging and rigorous teaching, we encourage students to work toward their potential success in the world tomorrow. DHHS prepares students for the future by providing practice on skills that will help them to be successful in the 21st century. DHHS offers a wide variety of courses to meet the educational needs of all students. To ensure that the students are getting the most out of these offerings, the staff and administration at DHHS work collectively to ensure a rigorous and viable curriculum that is aligned with local, state, and national standards.

### **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.

Dixie Heights has many notable achievements that give the students and staff pride. Academic success is visible in several areas at Dixie Heights High School. In the 2017-18, the school continued in their tradition of excellence with our AP program as we continue to serve a large number of our students using this rigorous national curriculum in which we had a 73% pass rate for all AP students tested. While we have a large portion of our student body taking these rigorous classes, our students continue to achieve at high levels which can be seen as we exceeded the national pass rate in AP Art, AP Spanish, AP Bio, AP Chem, AP Lit, AP Lang, AP Government, AP European History and AP US History. In fact, Dixie Heights HS was 7th in the state for AP scores. There is always room for improvement and we have identified for our priority areas that we will focus on are Gap and CCR. In order to obtain this growth we are beginning to align our master schedule to facilitate teams of teachers working in Professional Learning Communities to focus on four essential questions of a PLC: 1. What do we want students to know? (Essential Standards) 2. How will we know they have learned it? (formative/summative assessments) 3. What will we do when students do not understand it? (interventions) 4. What will we do when students already know it? (enrichment) Next, we are looking at ways to increase the number of students who complete a pathway by having students select a career pathway during student scheduling. We have 4 identified business pathways in our school and offer pathways for career readiness through the KCAIT programs. We have a College and Career Readiness Coach who is working on providing more opportunities for students to earn certifications in vocational programs.

### **Additional Information**

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

Dixie Heights High School is very proud of other aspects about our school, including our extra-curricular opportunities as well as students' participation in the Kenton County Academies of Innovation and Technology. We offer many extra-curricular opportunities and have students who excel in these activities. We offer clubs, such as, Academic Team, All State Choir, Amateur Ham Radio, Art, Astronomy, National Beta club, National Honor Society, Odyssey of the Mind, Fellowship of Christian Athletes, Concert Band, Marching Band, Drama, Drug Free Club, Environmental, FBLA, Future Problem Solvers, German, Spanish National Honor Society, Journalism, Mock Trial, Principal Advisory club, Bowling club, Ski club, STLP, Student Council, Student Vision Team, Student Advisory Committee, Tech Olympics, Math Competition Team, Yearbook, and Young Writer's Club. We offer many sporting options, such as, archery, baseball, basketball, fast pitch softball, cross country, football, golf, lacrosse, soccer, swimming, tennis, track, volleyball, and wrestling. Next, Dixie Heights High School has many students participating in the Kenton County Academies of Innovation and Technology. The district offers the following academy options: 1) Biomedical Science, 2) Informatics, 3) Military Preparation 4) Future

Educators, 5) Engineering and 6) Gemini College Academy. The Academies are geared to reach our 21st century learners as it facilitates the students' growth in their career field of interest giving them a competitive edge post- graduation.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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**2019-20 Phase One: Continuous Improvement Diagnostic for  
Schools\_09162019\_16:36**

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

**Dixie Heights High School**  
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## 2019-20 Phase One: Continuous Improvement Diagnostic for Schools

### 2019-20 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

Nate Niemi, 9/16/19

## Comprehensive School Improvement Plan (CSIP)

### Rationale

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

### Operational Definitions

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

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

**Strategy:** An approach to systematically address the process, practice, or condition that the school will focus its efforts upon 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, 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.



## 1: Proficiency Goal

Goal 1 (State your proficiency goal.): *Increase the average combined reading and math achievement scores from 53.9% in 2019 to 67.7% in 2022 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the average combined reading and math achievement scores from 53.9% in 2018 to 58.5% in 2019 as measured by the proficiency/benchmark scores.	<u>KCWP 1: Design and Deploy Standards</u>	Increase collaboration in deconstructing standards and developing congruent learning targets.	All Dixie Teachers will participate in curriculum refinement and alignment activities within Professional Learning Communities (PLC) to ensure the delivery of clear, rigorous, and sequential standards based curriculum.	CERT, PLC meetings minutes Teams will have curriculum maps with identifiable essential standards	
		Use summative evidence to inform what comes next for individual students and groups of students.	Professional Learning Communities will utilize common assessments to assess student learning, collect and analyze data, and develop differentiated strategies to assist the students who are below proficiency standards.	Administration and teachers analyze student work & ACT data to determine misunderstandings & provide instructional support for struggling students.	
		Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	All CORE Math and English teachers were organized into ILT's to discuss student achievement and lesson design. These teachers were given common planning periods to ensure frequent meeting availability.	Administrative Team oversees ILT's and meets regularly with teams to assure quality curriculum alignment.	

Goal 1 (State your proficiency goal.): *Increase the average combined reading and math achievement scores from 53.9% in 2019 to 67.7% in 2022 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<a href="#">KCWP 5: Design, Align and Deliver Support</a>	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Students who are below benchmarks for Reading, Math, or essential skill deficits in content classes will be identified. These students will be classified as tier 1, tier 2, or tier 3 and given appropriate data based interventions.	Courses designed for interventions will provide progress updates on regular intervals.	
		Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	On a regular basis, student progress will be monitored by a school intervention team that includes teachers, counselors, and administrators to ensure the implementation and effectiveness of interventions.	RBTL committee, Principal/Counselor team meeting in regular intervals	
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional learning communities will be systematically implemented to analyze and improve classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning.	Regularly scheduled meetings with minutes Improved quality of instruction in all classes	
		Ensure ongoing professional development in the area of best	Implementation of the Observe Me Program to	Improved quality of instruction in all classes	

Goal 1 (State your proficiency goal.): *Increase the average combined reading and math achievement scores from 53.9% in 2019 to 67.7% in 2022 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	encourage teacher to teacher collaboration and evaluation in a live classroom setting. This program will provide teachers with the opportunity to receive specific feedback on their individual growth goals, observe other teachers methods, and build on each other's strengths.	Teacher reflections, Teacher evaluations, walkthroughs	



## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): *Increase achievement on the On Demand Writing (ODW) assessment from 62.1% P/D in 2019 to 73.5% P/D by 2022.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase achievement on the On Demand Writing (ODW) assessment from 62.1% P/D in 2019 to 65.9% P/D by 2022.	<a href="#">KCWP 2: Design and Deliver Instruction</a>	Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Explicitly teach appropriate writing strategies throughout all courses and areas of study. Specifically promote and utilize the district approved TECC paragraph model within all course of study.	Curriculum Maps, Syllabus, Writing Plan	
		Construct student-friendly learning targets.	Use a Model-Practice-Reflect instructional cycle to teach writing strategies. Using the district approved "Quality Instruction" to evaluate classroom instruction specifically related to writing.	Monthly Walkthroughs, evaluations, Writing Plan	
		Increase collaboration in deconstructing standards and developing congruent learning targets.	The use of planning period/PLC meetings to train and reemphasize the SBDM approved writing policy for Dixie Heights. Continued discussion and analyzing of data to make recommendations to the current policy to increase achievement.	PLC meeting agendas, Department meetings	
	<a href="#">KCWP 1: Design and Deploy Standards</a>	Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Integrate writing and reading into the classroom setting through the use of resources such as LDC modules, DBQs, or other	Monthly Walkthroughs, Evaluations	

Goal 2 (State your separate academic indicator goal.): *Increase achievement on the On Demand Writing (ODW) assessment from 62.1% P/D in 2019 to 73.5% P/D by 2022.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			standards based writing assignments to emphasize key writing features.		
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery	Students will produce at least one substantial writing piece in all English and Social Studies classes per trimester. Department heads will conduct periodic writing reviews to evaluate student samples using the approved rubric.	Department meetings, Writing Plan, monthly walkthroughs	
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Use frequent formative assessments of student writing to inform instruction and feedback. Through PLC work, common assessments will be created to provide data within departments to gauge writing efficiency.	PLC meetings, Department meetings, evaluations	

### 3: Achievement Gap

Goal 3 (State your achievement gap goal.): *Ensure all students are performing at high levels in the state accountability system by increasing our combined math and reading proficiency index from 16.7% in 2019 to 41.6% for students with disabilities by 2022.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Ensure all students are performing at high levels in the state accountability system by increasing our combined math and reading proficiency index from 16.7% in 2019 to 25.0% for students in special education in 2020.	<a href="#">KCWP 1: Design and Deploy Standards</a>	Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	All teachers including Math, English, ELL and collaborative teachers will have the opportunity to meet on a weekly basis to discuss mastery of standards, instructional techniques, and data (including specific data targeting specific GAP populations).	PLC meeting minutes, curriculum map documents	
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	In order to provide equitable access to all students PLC teams will examine instructional strategies to improve student understanding during their monthly meetings.	ILT meetings, Department Meetings	
		Increase collaboration in deconstructing standards and developing congruent learning targets	The Special Education caseload and assignments have been realigned to better utilize our resources, allowing for collaborators to focus/specialize in a specific area (math or reading). Focus on a creating a schedule that allows SPED teachers to be in class with their students, better ensuring	Master schedule, PLC meeting minutes	

Goal 3 (State your achievement gap goal.): *Ensure all students are performing at high levels in the state accountability system by increasing our combined math and reading proficiency index from 16.7% in 2019 to 41.6% for students with disabilities by 2022.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			students access to a collaborator familiar with the subject matter and student deficits.		
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	Provide student support systems to improve student learning	PRIDE workshops will be utilized by students and staff to provide academic support and tutoring assistance to provide equal access for all student who need help. Peer tutors will be realigned to focus on providing an additional level of support in classes with students struggling to meet benchmark.	Master Schedule, Intervention Program,	
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Regular education, ELL and collaborative teachers working together to focus on inclusion, evidenced-based instruction, accountability, diversity, differentiation, and continuous assessment. Focused PD on the benefits and implementation of the various co-teaching models.	PD Plan, Lesson Plans, PLC Meeting Minutes	
	<a href="#">KCWP 4: Review, Analyze and Apply Data</a>	Assess with formative and summative assessments that are aligned to the standards and learning targets	Teachers will utilize formative assessments to determine student understanding and instructional strategies.	Develop and Implement Common Assessments, PLC Meetings, Essential Standards, grade reports	

Goal 3 (State your achievement gap goal.): *Ensure all students are performing at high levels in the state accountability system by increasing our combined math and reading proficiency index from 16.7% in 2019 to 41.6% for students with disabilities by 2022.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			PLC teams will utilize some common formative assessments to determine specific student learning gaps.		
		Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Students not at Math or English proficiency in 9 <sup>th</sup> -12 <sup>th</sup> grade will be identified and receive targeted interventions that may include: transitions course, English Language Learner resource, collaborative setting, CCR focus classes, study skills class, differentiated instruction, and/or online remedial assistance.	TSI evidence based practice Read 180, Classroom progress, failure reports, RBTL CERT, Progress Monitoring Data	



#### 4: Transition Readiness

Goal 4 (State your transition readiness goal.): *Collaborate to increase the percentage of students who are college and/or career ready from 73.3% in 2019 to 81.3% by 2022 as measured by the Kentucky School Report Card.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the percentage of students who are college and/or career ready from 73.3% in 2019 to 76.0% by 2020 as measured by the Kentucky School Report Card.	<a href="#">KCWP 4: Review, Analyze and Apply Data</a>	Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.	Students in 9-11th grade will have access to CERT Program for practice ACT tests and tutorials. Teachers have access to student results to utilize information to assist in instructional practices.	Trimester CERT data collection, lesson plans	
		Ensure that effective communication to guide instructional planning, student grouping, etc.	Dixie Height's parents and community will become knowledgeable concerning the college readiness benchmarks and Career Pathways through: information sessions provided by Administration, College/Career Coach, Guidance and Advisement days, administrative communications via; twitters, emails, blogs and newsletters.	Parent conferences, Informational meetings, guidance advisement programs	

Goal 4 (State your transition readiness goal.): *Collaborate to increase the percentage of students who are college and/or career ready from 73.3% in 2019 to 81.3% by 2022 as measured by the Kentucky School Report Card.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Implement student participation in conducting student-led data conferences and goal setting.	Individual learning plans created with Xello will be utilized in helping students create an individualized graduation/career plan. This may include incorporating college fairs, guest speakers, career coach advising, and/or industry mentoring programs.	Completion of ILP, guidance program, College Career Coach	
	<a href="#">KCWP 5: Design, Align and Deliver Support</a>	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.	Students not at Math or English proficiency in 9th-12th grade will be identified receive targeted interventions that may include: transitions course, collaborative setting, CCR focus classes, study skills class, differentiated instruction, and/or online remedial assistance.	Bi-monthly RBTL committee, MTSS process, Guidance/Administration teams	



Goal 4 (State your transition readiness goal.): *Collaborate to increase the percentage of students who are college and/or career ready from 73.3% in 2019 to 81.3% by 2022 as measured by the Kentucky School Report Card.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Develop school culture supports, both academic and behavioral, to promote and support learning for all	RBTL team will meet bi-weekly to discuss students at risk of failing. The RBTL team looks at student data and determines obstacles that are in the way and provide necessary assistance to support the students' progress. This could include but not limited to interventions, study skills, counseling, drug assessment recommendations, use of a mentor, SWS options, and FRYSC resources.	Bi-monthly RBTL meeting notes, MTSS, Guidance/Admin team	
		Develop school culture supports, both academic and behavioral, to promote and support learning for all	Will utilize PRIDE time every Monday to deliver Social Emotional Learning lessons to develop skills on mindfulness.	Weekly Pride Monday lessons, Guidance/Admin Team	

Goal 4 (State your transition readiness goal.): *Collaborate to increase the percentage of students who are college and/or career ready from 73.3% in 2019 to 81.3% by 2022 as measured by the Kentucky School Report Card.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.	Dual credit options are offered through local universities for students to gain access to college curriculum. These opportunities are available for juniors and seniors.	Curriculum Guide, Master Schedule	
		Use PLC's to develop master schedule to create pathways to career options	Support alignment of CTE curriculum with KOSSA and National Industry Certification Standards.	Monthly CTE PLC meetings, Curriculum guide, master schedule	
		Process is used to provide students with advisement on planning for transition to post-secondary goals.	Opportunities and advisement is given to students to seek a rigorous education or align their schedule to meet the needs of a specific career pathway.	Monthly PLC meetings, Master Schedule, Curriculum guide, College Career Coordinator	
		Opportunities are provided for students to meet academic goals for college and career pursuits.	College Classes are offered at Gateway Community College for juniors and seniors to earn college credits.	Monthly PLC meetings, Master Schedule, Curriculum guide, College Career Coordinator	
		Access to coursework for students to pursue rigorous curriculum to attain personal goals.	A comprehensive AP program is available for students in all content areas.	Monthly PLC meetings, Master Schedule, Curriculum guide	
		Access to coursework for students to pursue rigorous curriculum to attain personal goals.	Students can attend a program (Homebuilders Association, Gateway Automotive Pathway, etc.) through the local district to earn high school credits and industry certifications.	Monthly PLC meetings, Master Schedule, Curriculum guide, College Career Coordinator	

Goal 4 (State your transition readiness goal.): *Collaborate to increase the percentage of students who are college and/or career ready from 73.3% in 2019 to 81.3% by 2022 as measured by the Kentucky School Report Card.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Access to coursework for students to pursue rigorous curriculum to attain personal goals.	Students can earn high school credits doing internships with local businesses.	Monthly PLC meetings, Master Schedule, Curriculum guide, College Career Coordinator	

## 5: Graduation Rate

Goal 5 (State your graduation rate goal.): *Collaborate to increase the average freshman graduation rate to from 95.4 in 2019 to 96.8% by May 2022 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the average freshman graduation rate to from 95.4 in 2019 to 95.8% by May 2020 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.	<a href="#">KCWP 4: Review, Analyze and Apply Data</a>	Ensure there is a rigorous and viable curriculum.	Professional Learning Communities and departmental teams will meet monthly to discuss curriculum alignment, grading practices, mastery of standards, instructional techniques, and data (including specific data targeting growth components).	Syllabus, Curriculum maps, Essential Standards	
		Implement student participation in conducting student-led data conferences and goal setting	Individual learning plans created with Xello will be utilized in helping students create an individualized graduation/career plan. This may include incorporating college fairs, guest speakers, career coach advising, and/or industry mentoring programs.	ILP, Guidance Office communications, Dixie Dialogue	
		Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc	Principal will utilize various methods of communication (Bright Arrow, Dixie Dialogue, social media, etc.) to keep stakeholders informed of school programs and	IC messenger, Dixie Dialogue, Social Media, Bright Arrow on weekly, monthly and as needed basis.	

Goal 5 (State your graduation rate goal.): *Collaborate to increase the average freshman graduation rate to from 95.4 in 2019 to 96.8% by May 2022 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			opportunities to participate in school committees.		
		Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.	Guidance staff will visit with PRIDE groups for career/academic advising. This may include discussions of ILP, career pathways, ACT scores, and financial aid information. Guidance will offer various workshops for career and academic information.	ILP, Guidance Website	
		Ensure communication with Stakeholders regarding academic planning.	The faculty will communicate regularly with stakeholders using the academic support process, guidance counselor advisement, direct parental contacts, and Infinite Campus parent/student portal.	PLP, IC portal, progress reports, Guidance/Advisement	

Goal 5 (State your graduation rate goal.): *Collaborate to increase the average freshman graduation rate to from 95.4 in 2019 to 96.8% by May 2022 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<a href="#">KCWP 5: Design, Align and Deliver Support</a>	Ensure students are participating in activities during the school year.	Review student activity participation data at the end of each season. At the beginning of each season, advertise all of the upcoming activities available for students to participate	Athletic Director	
		Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement	Students not at Math or English proficiency in 9 <sup>th</sup> -12 <sup>th</sup> grade will be identified receive targeted interventions that may include: transitions course, collaborative setting, CCR focus classes, study skills class, differentiated instruction, and/or online remedial assistance.	PLC, MTSS, RBTL	
		Provide behavior-specific praise and reinforcement	The school wide PBIS system will continue to be utilized to assist in creating a positive learning environment and helping staff with behavior that would impede learning.	Monthly PBIS meetings	
		Create and monitor a "Watch List" for students performing below proficiency.	Utilizing the district approved prevention-based framework of team-driven data-based	RBTL, MTSS, RTI	

Goal 5 (State your graduation rate goal.): *Collaborate to increase the average freshman graduation rate to from 95.4 in 2019 to 96.8% by May 2022 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			problem solving for improving the outcomes of every student.		
		Develop school culture supports, both academic and behavioral, to promote and support learning for all	MTSS tracking to utilize data to evaluate effectiveness of implemented strategies and identify struggling students. Staff utilizing the student assistance and RTI referral forms to see additional supports for struggling students..	RBTL, MTSS, RTI, CLAIM, KTP	
	KCWP 2: Design and Deliver Instruction	Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Students will be offered opportunities to recover credits through school initiated credit recovery programs and summer school opportunities.	SWS, Guidance, Progress reports	
		Ensure congruency is present between standards, learning targets, and assessment measures.	All Dixie Teachers will participate in curriculum refinement and alignment activities within Professional Learning Communities (PLC) to ensure the delivery of clear, viable, and sequential curriculum.	Monthly PLC meeting minutes	
		Ensure that all users of assessment data use information to benefit student learning	RBTL team will meet bi-weekly to discuss students at risk of failing. The RBTL team looks at student data and	RBTL, MTSS, PBIS	



Goal 5 (State your graduation rate goal.): *Collaborate to increase the average freshman graduation rate to from 95.4 in 2019 to 96.8% by May 2022 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			determines obstacles that are in the way and provide necessary assistance to support the students' progress. This could include but not limited to interventions, study skills, counseling, drug assessment recommendations, use of a mentor, SWS options, and FRYSC resources.		

## 6: ELL

Goal 7 (State your separate goal.): *Ensure all students are performing at high levels in the state accountability system by increasing our combined math and reading proficiency index from 10.2% in 2019 to 42.0% in 2022 for ELL students.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Ensure all students are performing at high levels in the state accountability system by increasing our combined math and reading proficiency index from 10.2% in 2019 to 33.8% in 2022 for ELL students. Objective 2	<ul style="list-style-type: none"> <li><a href="#">KCWP 2:Design and Deliver Instruction Classroom Activities</a></li> </ul>	Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards	Regular education teachers, in cooperation with ELL staff, will monitor student proficiency on grade level expectations and give feedback to students and families.	ELL teacher, teachers, ILT meetings	
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Students will be able to attend specific core subject area PRIDE workshops that will be conducted in their native language when available. Example, Algebra 2 being taught in Spanish.	Pride Workshop attendance	
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Colonels Lead Aspire Inspire Mentor (C.L.A.I.M.) program will be utilized by students and staff to provide academic support and tutoring assistance to any student who needs help. Peer tutors will be realigned to focus on providing an additional level of support in classes with students struggling to meet benchmark.	Peer tutor program, guidance, teachers	

Goal 7 (State your separate goal.): *Ensure all students are performing at high levels in the state accountability system by increasing our combined math and reading proficiency index from 10.2% in 2019 to 42.0% in 2022 for ELL students.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<a href="#">KCWP 4: Review, Analyze and Apply Data Classroom Activities</a>	Use assessment data to help students assess and adjust their own learning	Data from the ACCESS for ELLs assessment will be used to determine students' exact competency in each of the four areas.	ELL teacher, College Career Coordinator, ACCESS scores	
		Use collection of assessment artifacts to inform next steps for individual students and groups of students.	Assessments are modified and accommodated to best meet student needs and reflect what students have learned.	ELL teacher, College Career Coordinator, ACCESS scores	
		Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports	Will utilize district resources along with planning and department meetings to ensure teachers have the necessary tools and understanding of best practices in regards to working with ELL students.	ELL teacher, College Career Coordinator, ACCESS scores	

### Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components Of Turnaround Leadership Development And Support:
<p><b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p><b>Response:</b></p>
Identification Of Critical Resources Inequities:
<p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b></p>

**Targeted Subgroups and Evidence-Based Interventions:**

**Consider:** Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

**Response:**

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

**Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students**

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

**Response:**



### Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

### Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "[Documenting Evidence under ESSA](#)" resource available on KDE's [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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		<input type="checkbox"/>

## **2019-20 Phase Three: Closing the Achievement Gap Diagnostic \_11162019\_14:08**

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

### **Dixie Heights High School**

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United States of America

Last Modified: 12/03/2019

Status: Open



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## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic

### 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.

At Dixie, we have a diverse population of students representing a variety of countries throughout the world. We recognize that students in these areas may need specific assistance to help them succeed in school. In order to provide these support to all of these students

1. Administrator/ Counselor Teams- 3 teams divided by alphabet. They meet on a regular basis to discuss student performance.
2. Student Support Coordinator within our building to oversee our Multi-Tiered System of Supports (MTSS)
3. Reducing Barriers to Learning (RBTL) team meets regularly to discuss student attendance.
4. Social Emotional Learning (SEL)- established PRIDE time, 35 minutes weekly designated for social emotional learning, mentor, and guidance/advisement for every student.
5. Established PRIDE Time within the school day. This is 35 minutes, 4x per week, that offer teacher directed workshops for student specific needs. Students are able to select from the workshop offerings based on their own individual needs and teachers are able to select students who have been identified with specific skill deficits for remediation.



## II. Achievement Gap Analysis

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

We are aware of our lack of achievement overall for our gap population, specifically students with disabilities and English Language Learners. Our district has increased their supports for ELL by providing a full time instructor for our ELL students. We have established a bi-lingual peer tutoring program that will provide peers to be in classes to assist teachers with delivering a content and for students to have greater access to content. We have re-aligned our master schedule to provide common planning time for our collaborating teachers with the content teachers they collaborate with. We believe this will increase the effectiveness of the co-teaching for all students.

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

We are doing well with our economically disadvantaged population. The scores in all areas of the proficient/distinguished improved from 2017-18 to 2018-19

Year	Reading	Math	Science	Writing
2017-18	37.4	31.9	16.9	38.6
2018-19	40.3	32.2	16.9	38.6

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.

1. Hispanic students who scored proficient/distinguished in math (30.8% in 2016-2017 to 43.8% in 2018-19)  
 2. Hispanic students who scored proficient/distinguished in reading (2016/2017- 45.5% to 47.1% in 2018-19)  
 3. Economically Disadvantage students who scored proficient/distinguished in math (2017-18- 31.9 to 32.2% in 2018-19)  
 4. Economically Disadvantage students who scored proficient/distinguished in reading (2017-18- 37.8 to 40.3% in 2018-19)  
 5. Students with IEPs who scored proficient/distinguished in reading (2017-18- 23.1 to 26.7% in 2018-19)

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.

1. Special Education students who scored proficient/distinguished in math (2017-18- 5.6 to 6.7% in 2018-19)  
 2. Special Education students who scored proficient/distinguished in writing (2017-18- 28.6 to 10.0% in 2018-19)  
 3. English Language Learners plus monitored who scored proficient/distinguished in writing (2017-18- 30.8 to 21.4% in 2018-19)  
 4. English Language Learners plus monitored who scored proficient/distinguished in math (2017-18- 21.4 to 7.1% in 2018-19)

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

The main barrier to student success is two-fold. There was no regular meeting time within the school day for teachers to work in content specific PLC teams. Due to this lack of time, it is difficult to meet the real time needs of the students in collaboration with colleagues to leverage each other's skills for the benefit of students. Additionally, there is was no intervention period to assist students who are struggling. We offer after school opportunities, but students identified in our GAP may not be able to attend offerings specifically after school. With the combination of these two factors, teachers were left on their own to assist these students and this makes it very dependent

on teacher efficacy. This year we have changed both of these things by adding in PRIDE time and change the master schedule to provide PLC time. We believe we will see progress due to these changes.

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.

In analyzing our GAP population and determining next steps and current needs, we have a variety of opportunities for stakeholders to participate. We implemented a curriculum committee consisting of parents, teachers, administrator, counselor and students to examine the School Improvement Plan and current practices. This committee made recommendations to SBDM for the CSIP. Our students are aligned by an Administrator and Counselors team to improve the communication and effectiveness of working with all students. We have established a student support coordinator position to oversee a Multi-tiered System of Supports and assist in implementing intervention strategies to help all students. We have a Reducing Barriers to Learning team that meets regularly to monitor student performance. We have monthly special education team meetings to monitor progress of students with IEP's. Our content area teams have a team leader and have established Instructional Learning Teams with a leader in each ILT. The ILT's have a common planning time within the school day to conduct meetings to answer the four essential questions of a PLC. Our SBDM council reviews our School Improvement plan and will get regular updates from the department leaders. We have a College and Career Coordinator to facilitate student success in becoming transition ready. Nate Niemi- principal Andrew Wise, Roddy Stainforth, Lafon Benton- Assistant Principal Thad Dusing, Travis Ogles, Robbie Maddox- Counselors Patti Linn, Ginny Row- special education department chair Lori Dennler- world language department chair Jennifer Baldwin- arts and humanities department chair Amy Meyer- practical living consumer science department chair Kris Gillis- English department chair Chad Fields- social studies department chair Nadia Osterbrock- math department chair Lynne Poston- science department chair Melissa Back- RBTL Jen Eckler- Student Support Coordinator Julie Lovell- College and Career Coordinator Curriculum Committee Members- Roddy Stainforth, chairperson

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.)*

We have spent time to create a structure that will provide continuous professional development through high performing Professional Learning Communities:

1. Master Schedule that provides common planning time for instructional learning teams.
  - a. Meetings will allow teachers to discuss essential standards, student understanding and instructional strategies that are effective.
  - b. Meetings will provide for opportunities to use real time data to direct instructional needs.
  - c. Meeting provide opportunities to create, discuss common formative assessments
2. Monthly department meetings for specific department growth
3. Instructional Learning walks by administrators and consultants to improve Tier 1 instruction
4. Observe me program that promotes teachers visiting colleagues classrooms to provide specific feedback desired by the teacher

We will continue to offer professional development opportunities for teachers to explore current educational trends related to PLC work. We will send teachers to visit high

performing schools who are utilizing PLC's effectively. We will send teachers to Solution Tree RTI conference to promote teacher efficacy in the effective practices of PLC. We will offer PD hours for book studies related to closing the gap and improving instruction for all students. PD will also be available for teams to work together to refine essential standards and establish common assessments to more effectively use our intervention time.



### 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).

See attachment at the end.

#### 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 at end

### Attachment Summary

Attachment Name	Description	Associated Item(s)
 <a href="#">Gap Goal 19-20</a>	ELL and Student with Special Ed objective/activities	*
 <a href="#">Gap Groups listing 19-20</a>	A listing of percentage of students in various gap groups	*

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding
Ensure all students are performing at high levels in the state accountability system by increasing our combined math and reading proficiency index from 16.7% in 2019 to 25.0% for students in special education in 2020.	<a href="#">KCWP 1: Design and Deploy Standards</a>	Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	All teachers including Math, English, ELL and collaborative teachers will have the opportunity to meet on a weekly basis to discuss mastery of standards, instructional techniques, and data (including specific data targeting specific GAP populations).	PLC meeting minutes, curriculum map documents	N/A
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	PLC teams will examine instructional strategies to improve student understanding during their monthly meetings.	ILT meetings, Department Meetings	N/A
		Increase collaboration in deconstructing standards and developing congruent learning targets	The Special Education caseload and assignments have been realigned to better utilize our resources, allowing for collaborators to focus/specialize in a specific area (math or reading). Focus on a creating a schedule that allows SPED teachers to be in class with their students, better ensuring students access to a collaborator familiar with the subject matter and student deficits.	Master schedule, PLC meeting minutes	N/A
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	Provide student support systems to improve student learning	PRIDE workshops will be utilized by students and staff to provide academic support and tutoring assistance to any student who needs help. Peer tutors will be realigned to focus on providing an additional level of support in classes with students struggling to meet benchmark.	Master Schedule, Intervention Program,	N/A
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Regular education, ELL and collaborative teachers working together to focus on inclusion, evidenced-based instruction, accountability, diversity, differentiation, and continuous assessment. Focused PD on the benefits and implementation of the various co-teaching models.	PD Plan, Lesson Plans, PLC Meeting Minutes	N/A
	<a href="#">KCWP 4: Review, Analyze and Apply Data</a>	Assess with formative and summative assessments that are aligned to the standards and learning targets	Teachers will utilize formative assessments to determine student understanding and instructional strategies. PLC teams will utilize some common formative assessments to determine specific student learning gaps.	Develop and Implement Common Assessments, PLC Meetings, Essential Standards, grade reports	N/A



		Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Students not at Math or English proficiency in 9 <sup>th</sup> -12 <sup>th</sup> grade will be identified and receive targeted interventions that may include: transitions course, English Language Learner resource, collaborative setting, CCR focus classes, study skills class, differentiated instruction, and/or online remedial assistance.	TSI evidence based practice Read 180, Classroom progress, failure reports, RBTL CERT, Progress Monitoring Data	N/A
Ensure all students are performing at high levels in the state accountability system by increasing our combined math and reading proficiency index from 10.2% in 2019 to 33.8% in 2022 for ELL students.	<a href="#">KCWP 2: Design and Deliver Instruction Classroom Activities</a>	Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards	Regular education teachers, in cooperation with ELL staff, will monitor student proficiency on grade level expectations and give feedback to students and families.	ELL teacher, teachers, ILT meetings	N/A
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Students will be able to attend specific core subject area PRIDE workshops that will be conducted in their native language when available. Example, Algebra 2 being taught in Spanish.	Pride Workshop attendance	N/A
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Colonels Lead Aspire Inspire Mentor (C.L.A.I.M.) program will be utilized by students and staff to provide academic support and tutoring assistance to any student who needs help. Peer tutors will be realigned to focus on providing an additional level of support in classes with students struggling to meet benchmark.	Peer tutor program, guidance, teachers	N/A
	<a href="#">KCWP 4: Review, Analyze and Apply Data Classroom Activities</a>	Use assessment data to help students assess and adjust their own learning	Data from the ACCESS for ELLs assessment will be used to determine students' exact competency in each of the four areas.	ELL teacher, College Career Coordinator, ACCESS scores	N/A
		Use collection of assessment artifacts to inform next steps for individual students and groups of students.	Assessments are modified and accommodated to best meet student needs and reflect what students have learned.	ELL teacher, College Career Coordinator, ACCESS scores	N/A
		Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports	Will utilize district resources along with planning and department meetings to ensure teachers have the necessary tools and understanding of best practices in regards to working with ELL students.	ELL teacher, College Career Coordinator, ACCESS scores	N/A

Gap Group/Total number of students	Percentage of Total School Population
Hispanic- 121	8.0%
Asian- 43	2.8%
2 or more races-74	4.9%
Students with IEPs- 136	9.0%
Free/Reduced- 581	38.0%
ELL-42	2.8%
African American-49	3.2%

**2019-20 Phase One: Continuous Improvement Diagnostic for  
Schools\_09252019\_20:23**

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

**Scott High School**  
Brennon Sapp  
5400 Old Taylor Mill Rd  
Taylor Mill, Kentucky, 41015  
United States of America

Last Modified: 09/25/2019  
Status: Open



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## 2019-20 Phase One: Continuous Improvement Diagnostic for Schools

### 2019-20 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

Brennon Sapp 9/25/19

2019-20 Phase Two: The Needs Assessment for Schools\_10062019\_10:57

2019-20 Phase Two: The Needs Assessment for Schools

**Scott High School**  
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5400 Old Taylor Mill Rd  
Taylor Mill, Kentucky, 41015  
United States of America

Last Modified: 10/10/2019  
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## 2019-20 Phase Two: The Needs Assessment for Schools

### 2019-20 Phase Two: The Needs Assessment for Schools

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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?

Scott High School utilizes multiple groups to analyze and apply data results. The principal and assistants assemble much of the data in spreadsheets in order to facilitate data review. This information is shared and analyzed further with: admin staff in regular leadership meetings which meet weekly; teachers in faculty meetings, cross curricular PLC's, and in department PLC meetings which meet weekly; public and SBDM in open meetings which meet monthly. Each of these are documented in meeting agendas and minutes.

## 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 State-Reading Proficiency 49.6% P & D (46% in 2017-2018; 44.5% in Kentucky) - 29.9% Novice -Math Proficiency 40.4% (this group started lower than previous years; 35.3% in KY) - 23.8% Novice-Writing 57.5 % Proficiency (50.3% in KY) - 42.6% Novice/Apprentice-Science 28.5% Proficiency (29.9% in KY) -Reading Proficiency/Students with disabilities - 17% (16.6% in KY) - 60.7% Novice-Math Proficiency/Students with disabilities - 10.7% (8.4% in KY) - 55.2% Novice-Academic Ready 51% (46.1% in Kentucky) - Career Ready - 19 students (8.4%-80 students completed curriculum requirements to become Emergency Medical 1st Responders-92.8% Graduation Rate in 2019 (up from 90.9% in 2018; 89.2% in 2017) (KY - 90.8% in 2019)-414 Dual Credit Classes passed by 153 Scott Students in 2018-2019Non-Academic State -Attendance Rate 94.9%-2019; 94.2%-2018; 94.3%-2017-19.8% of student Have Behavior Events in 2019; 20.1% Have Behavior Events in 2018

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## 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.

-Reading Proficiency - 29.9% Novice -Math Proficiency - 23.8% Novice-Writing 42.6% Novice/  
Apprentice-Science 28.5% Proficiency (29.9% in KY)-Reading/Students with disabilities - 60.7%  
Novice-Math/Students with disabilities - 55.2% Novice-Academic Ready 51%-Career Ready - 19  
students (8.4%)-92.8% Graduation Rate in 2019 (up from 90.9% in 2018; 89.2% in 2017)(KY -  
90.8% in 2019)

## Trends

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

-Reading Proficiency - 29.9% Novice -Math Proficiency - 23.8% Novice-Academic Ready 51%-  
Career Ready - 19 students (8.4%)-92.8% Graduation Rate in 2019 (up from 90.9% in 2018;  
89.2% in 2017)(KY - 90.8% in 2019)

## 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

5-Design, Align, Deliver Support Processes with Sub-group Focus6- Establish a Learning Culture and Environment  
Scott High School has a strong implementation of Tier I behavioral and academic support structures in place. Behavioral Supports: According to our most recent program visits, we are implementing tier I PBIS with fidelity. Our next processes and practices to strengthen is our monitoring and implementation of our Tier II interventions. We are utilizing multiple tier II behavior support interventions this year. Check in/Check out; Hot Passes; Social/Emotional Report Tool; EBD Unit (Student Support Center); In School Suspension Supports; mentoring; group counseling. We are training staff in trauma informed practices to support all students. Academic Supports: Scott High School continues to focus much work on the continued improvement of tier I instruction. Activities and structures utilized to strengthen tier I instruction include:-Regular PPR walks with instructional feedback-District Level Pillar of Support instructional walks-Regular professional learning communities focused on instructional strategies-organization and maintenance of electronic teacher resource files focused on increasing teacher collaboration in planning and student data tracking.Scott has had much success with several of our tier II academic support programs including but not limited to additional required math and English classes for student performing below benchmark, use of CERT assessment scrimmage test data and review systems, system 44, read 180, CCR Math and English Classes, and School within a School. This year we will continue calibrating our strategies in these interventions as well as introduce a group mentoring program, which will target students with anxiety, students with attendance issues, and under performing students. We will also continue to utilize regular frequent communications home which include positive comment cards from teachers.

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## 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%.

Reading Proficiency 49.6% (46% in 2017-2018; 44.5% in Kentucky) Math Proficiency 40.4% (this group started lower than previous years; 35.3% in KY) 92.8% Graduation Rate in 2019 (up from 90.9% in 2018; 89.2% in 2017) (KY - 90.8% in 2019)



## Attachment Summary

Attachment Name	Description	Associated Item(s)
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**2019-20 Phase Two: School Assurances\_10102019\_13:08**

**2019-20 Phase Two: School Assurances**

**Scott High School**  
Brennon Sapp  
5400 Old Taylor Mill Rd  
Taylor Mill, Kentucky, 41015  
United States of America

**Last Modified: 10/10/2019**  
**Status: Open**

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## 2019-20 Phase Two: School Assurances

### 2019-20 Phase Two: School Assurances

## 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.

## Teacher Performance

1. The Every Student 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**

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**

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**

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
- ☒ **N/A**

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**

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**

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
- ☐ No
- ☒ **N/A**

---

## Title I Targeted Assistance School Programs

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.

- ☐ Yes
- ☐ No
- ☒ **N/A**

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**

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## 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

## All School Programs

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

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

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

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.

- ☐ Yes
- ☐ No
- ☒ N/A

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

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2019-20 Phase Two: School Safety Report

### 2019-20 Phase Two: School Safety Report

**Scott High School**  
Brennon Sapp  
5400 Old Taylor Mill Rd  
Taylor Mill, Kentucky, 41015  
United States of America

Last Modified: 10/10/2019  
Status: Open



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## 2019-20 Phase Two: School Safety Report

### 2019-20 Phase Two: School Safety Report

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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

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, Oct 17, 2019. We are currently in a state of construction and plans are being update regularly.

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 Aug 19 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

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

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 at Scott High School

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## **Scott High School 2019-20 Phase Three: Executive Summary for Schools**

2019-20 Phase Three: Executive Summary for Schools

**Scott High School**  
Brennon Sapp  
5400 Old Taylor Mill Rd  
Taylor Mill, Kentucky, 41015  
United States of America

Last Modified: 12/03/2019  
Status: Open



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## 2019-20 Phase Three: Executive Summary for Schools

### 2019-20 Phase Three: Executive Summary for Schools

#### Description of the School

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

Scott High School is a school of 1055 students, located in the Kenton County School District. The school is located on 78 acres in the City of Taylor Mill which has an estimated population of 7000 residents. Scott High School includes one of the most economically diverse student populations in this area of the state. The school's staff includes several veteran teachers as well as many teachers early in their educational career. The staff also includes two National Board-Certified teachers.

#### 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.

Our mission at Scott High School is to inspire students to achieve at their highest potential. Our vision at Scott High School is an environment in which educators, staff, and community nurture students' feelings of self-worth through offering opportunity for accomplishment to all. Providing a means for all students to develop a pride in self and a strong affiliation to the various social and academic groups within the school. An environment in which students are encouraged to pursue courses of study which appeal to their specific needs and abilities. Scott High School will provide such courses and opportunities in a manner which are challenging, informative, interesting, and relative to life's demands. Staff will provide a support structure to the educators and students which will ensure each has the right tools, motivation, and skills to effectively achieve success. Proficiency in basic communication, math skills, science, social studies, arts and humanities, as well as, social skills and problem-solving is the goal of Scott High School. The community will be more actively involved in the educational process of our youth. Finally, Scott High is a place where.....-Students have an opportunity to express preferences-Students are encouraged to succeed-Students are challenged in academic classes-Students have an opportunity to compete-Students experience appropriate social interaction1. Student Achievement2. Research based practices, including those outlined in Kentucky's Standards and Indicators for School Improvement. 3. Community-wide participation in understanding and meeting school challenges.4. Positive relationships that support effective teamwork and positive behavior supports.

#### 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.

Scott High School is a school with great students who do amazing things with the help and support of our teachers, parents, and the community. The following are examples of some of the recent Notable Achievements of which are most proud. Faculty and staff are working very hard to utilize CERT scores in classrooms to create meaningful instruction tailored to the academic needs of individual students. In addition, we are also using those scores to identify areas for improvement in order to increase ACT scores, which play a role in each student's College and Career Readiness. Scott currently boasts one of the highest percentages of students enrolled in dual credit classes in the Northern Kentucky area. We have a counselor who works in our college and career center to facilitate students reaching college readiness and to support students as they take their

dual credit class. In 2018-2019, Scott High School Students successfully completed over 400 dual credits courses. Much of this is a result of eight Scott Teachers who are currently teaching dual credit classes to our students on our campus as adjunct professors. Scott High School is home to the districts JrROTC program. We are in our second year of implementation of a Homeland Security pathway which is expected to certify more than 60 students in Homeland Security through FEMA in 2019-2020. Scott High School has also expanded our Career Ready initiatives to include Pharmacy Technician, Veterinary Technician, Plant and Crop Production, Pre-Law, and Law Enforcement programs. We have over 120 Scott students enrolled at the IGNITE Institute, our local Career Tech Center, pursuing career certifications. Many vocational trades are found in our area, including, but not limited to, Welding, Carpentry, Electricity, Masonry, Plumbing, and Automotive Technicians.

#### 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.

NA

#### Additional Information

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

Scott High School is very proud of our Academic and Athletic achievements. Our girl's cross country team have been state champs for the last two years. Due to the advantages of providing additional social emotional supports to students, Scott SBDM added a third counselor to our administrative team for the 2019-2020 school year.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## **Scott High School 2019-20 Phase Three: Comprehensive Improvement Plan for Schools**

**2019-20 Phase Three: Comprehensive Improvement Plan for Schools**

**Scott High School**  
Brennon Sapp  
5400 Old Taylor Mill Rd  
Taylor Mill, Kentucky, 41015  
United States of America

**Last Modified: 12/06/2019**  
**Status: Open**

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## 2019-20 Phase Three: Comprehensive Improvement Plan for Schools

### 2019-20 Phase Three: Comprehensive Improvement Plan for Schools

#### Rationale

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

#### Operational Definitions

**Goal:** Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, 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

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP Scott Goals 19-20		.

## Comprehensive School Improvement Plan (CSIP)

### Rationale

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

### Operational Definitions

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

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

**Strategy:** An approach to systematically address the process, practice, or condition that the school will focus its efforts upon 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, 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.

# 1: Proficiency Goal

Goal 1 (*Proficiency goal*): Collaborate to increase the combined proficiency index of reading and math for all students from 62.2 in 2019 to 81.1 by 10/01/2024 as measured by Junior ACT Assessment and Sophomore Graduation Assessment in Math and Reading.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Collaborate to increase the combined proficiency index of reading and math for all students from 62.2 in 2019 to 66.0 by 10/01/2020 as measured by Junior ACT Assessment Sophomore Graduation Assessment in Math and Reading	KCWP 4: <i>Review, analyze, and apply data</i> in Response to Intervention Classes - Reading - Incoming freshmen, who are predicted to be performing below proficient in reading according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of English instruction during their freshman year. Upcoming sophomores, who are predicted to be performing below proficient in reading according to each student's CERT assessment, will be placed in an additional 12 weeks (72 hours) of English instruction during their sophomore year. Upcoming juniors, who are predicted to be performing below proficient in reading according to each student's CERT assessment, will be placed in an additional 12 weeks (72 hours) of English instruction during their junior year.	<i>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</i>	CERT and Class Grades	Three times a year (August-November-February) BAC	\$4000 School Council Funds
		<i>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.</i>	Adjusted Curriculum Maps, additional teaching strategies in lessons.	Bimonthly Departmental PLC's Department Heads and Administrators	
	KCWP 4: <i>Review, analyze, and apply data</i> through utilization of CERT Testing and Resources - Students in Math, English, Science, and Social Studies in grades 9-12 will implement CERT testing and utilization of the CERT resources throughout the school year.	<i>Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.</i>	CERT and Class Grades	Three times a year (August-November-February) BAC, Department Heads, Administrators	
	KCWP 5: <i>Design, Align, and deliver support</i> in increase the quality of tier 1 instruction in all classrooms through the implementation of Thinking Strategies in Reading Apprenticeship (West Ed) - Teachers school wide will utilize specific best practice reading and thinking strategies (Think Aloud, Talking to the Text, Marking the Text ). These strategies will be focused on through PLC's and teacher to teacher interactions throughout the year.	<i>Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</i>	CERT Scores, Departmental Data, Improved Lessons activities in classroom	Monthly Departmental PLC's, Monthly Cross Curricular PLC's. Department Heads	

	<p><i>KCWP 4: Review, analyze, and apply data in Response to Intervention Classes - Math - Incoming freshmen, who are predicted to be performing below proficient in math according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of math instruction during their freshman year. Upcoming sophomores, who are predicted to be performing below proficient in math according to each student's CERT assessment, will be placed in an additional 12 weeks (72 hours) of math instruction during their sophomore year.</i></p>	<p><i>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</i></p>	CERT and Class Grades	Three times a year (August-November-February) BAC, Department Heads, Administrators	
		<p><i>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.</i></p>	Adjusted Curriculum Maps, additional teaching strategies in lessons.	Monthly Departmental PLC's. Department Heads	

## 2: Separate Academic Indicator

Goal 2 (*Separate Academic Indicator goal*): Collaborate to increase the science proficiency for all students from 28.5% proficient and distinguished in 2019 to 64.3% by 6/1/24 as measured by the 11th grade Science Assessment; Collaborate to increase writing proficiency for all students from 57.5% proficient and distinguished in 2019 to 78.8% by 10/01/2024 as measured by On-Demand Writing Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the science proficiency for all students from 28.5% proficient and distinguished in 2019 to 35.7% by 6/1/20 as measured by the 11th grade Science Assessment	KCWP 4: Review, analyze, and apply data through utilization of CERT Testing and Resources - Students in Science in grades 9-11 will implement CERT testing and utilization of the CERT resources throughout the school year.	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	CERT and Class Grades	Three times a year (August-November-February) BAC, Department Head, Administrators	
	KCWP 4: Review, analyze, and apply data through utilization of ACT Like Scientific Articles/Comprehension Assessment - Students in Science in grades 9-11 will be assessed three times each trimester on their ability to read and comprehend.	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Data from content specific reading assessments	Monthly Departmental PLC's. Department Head	

	<i>KCWP 5: Design, Align, and Delivery</i> of Kentucky Academic Standards for Science within Science Classes – Through professional development and department PLC activities, Science will further implement the Kentucky Academic Standards for Science within each and every science classroom curriculum with a focus of altering instruction to practice science thinking skills.	<i>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.</i>	Adjusted Curriculum Maps, additional teaching strategies in lessons.	Monthly Departmental PLC's. Department Head	
	<i>KCWP 5: Design, Align, and Delivery</i> of class curriculum to implement new career ready programs within the Science department in the areas of Veterinarian Assistant, Plant and Crop Production, and Pharmacy Technician.	<i>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.</i>	Adjusted Curriculum Maps, additional teaching strategies in lessons.	Monthly Departmental PLC's. Department Head BAC	
Objective 2 Collaborate to increase writing proficiency for all students from 57.5% proficient and distinguished in 2019 to 61.8% by 10/01/2020 as measured by On-Demand Writing Assessment.	<i>KCWP 5: Design, Align, and Delivery</i> Instruction through the continued implementation of our planned writing continuum throughout English and Social Studies classrooms	<i>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.</i>	PLC documents and quality of writing pieces	Monthly Departmental PLC's. Writing Cluster Leader	



### 3: Gap

Goal 3 (*Gap goal*): Collaborate to reduce the overall percentage of novice for students with disabilities in reading and math from 56.6% in 2019 to 28.3% by 6/1/24 as measured Junior ACT Assessment and Sophomore Graduation Assessment in Math and Reading.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to reduce the overall percentage of novice for students with disabilities in reading and math from 56.6% in 2019 to 50.9% by 6/1/20 as measured Junior ACT Assessment and Sophomore Graduation Assessment in Math and Reading.	<b>KCWP 4: Review, analyze, and apply data in Response to Intervention Classes - Reading -</b> Incoming freshmen, who are predicted to be performing below proficient in reading according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of English instruction during their freshman year. Upcoming sophomores, who are predicted to be performing below proficient in reading according to each student's CERT assessment, will be placed in an additional 12 weeks (72 hours)	<i>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</i>	Increased hours of content instruction to lower performing students, increased student performance on CERT and ACT	Three times a year (August-November-February) BAC, Department Head, Administrators	
		<i>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.</i>	Adjusted Curriculum Maps, additional teaching strategies in lessons.	Monthly Departmental PLC's. Department Heads	
	<b>KCWP 4: Review, Analyze, and Apply Data</b> to Scott High School freshmen and sophomores approximately one grade level below current grade will experience a <b>reading apprenticeship</b> class (in addition to core instruction) to support them as they improve their reading abilities.	<i>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</i>	TSI-Evidence Based Practice-Reading Apprenticeship Increased hours of content instruction to lower performing students, increased student performance on CERT and ACT	Three times a year (August-November-February) BAC, Department Head, Administrators	

	<p><i>KCWP 4: Review, Analyze, and Apply Data</i> to Scott High School freshmen and sophomores reading two or more grade levels below current grade level will experience a <b>reading intervention class</b> (Reading and Comprehension) in addition to their core English, to support them as they improve their reading abilities.</p>	<p><i>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</i></p>	<p>TSI-Evidence Based Practice-Read 180 SAM's</p>	<p>Three times a year (August-November-February) BAC, Department Head, Administrators</p>	<p>\$55000 District Funds</p>
	<p><i>KCWP 4: Review, analyze, and apply data in</i> <b>Response to Intervention Classes - Math -</b> Incoming freshmen, who are predicted to be performing below proficient in math according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of math instruction during their freshman year. Upcoming sophomores, who are predicted to be performing below proficient in math according to each student's CERT assessment, will be placed in an additional 12 weeks (72 hours) of math instruction during their sophomore year. Seniors, who are predicted to be performing below proficient in math according to each student's CERT assessment or ACT, will be placed in Math class to specifically target their missing skills (CCR Math).</p>	<p><i>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</i></p>	<p>Increased hours of content instruction to lower performing students, Increased student performance on CERT and ACT</p>	<p>Three times a year (August-November-February) BAC, Department Head, Administrators</p>	

#### 4: Transition Readiness

Goal 4 (Transition Readiness goal): Collaborate to increase the percentage of seniors who achieve Transition Readiness from 53.1% in 2019 to 76.6% by 05/31/2024 as measured by the College and Career Readiness calculation on the School Report Card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the percentage of seniors who achieve Transition Readiness from 53.1% in 2019 to 57.8% by 05/31/2020 as measured by the College and Career Readiness calculation on the School Report Card.	KCWP 4: Review, Analyze, and Apply Data in ELA and Math Senior CCR Classes - Teachers will participate in ongoing PD in relation to skill development for students performing below CCR level in ELA and Math. Individuals and small groups of students who have not reached college ready status will receive targeted instruction to increase their skill level. Students will participate in KYOTE assessments during their senior year.	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Transition Readiness level, CERT performance, and Grades	Principal, CCR Coordinator, & Senior English Teachers	
	KCWP 5: Design, Align, and deliver support through the use of Best Practice Reading and Thinking Strategies of Reading Apprenticeship (West Ed) - Teachers school wide will utilize specific best practice reading and thinking strategies (Think Aloud, Talking to the Text, Marking the Text). These strategies will be focused on through PLC's and teacher to teacher interactions throughout the year.	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	CERT Scores, Departmental Data, Improved Lessons activities in classroom	Monthly Departmental PLC's, Monthly Cross Curricular PLC's. Department Heads and Administrators	

	<p><i>KCWP 1: Design and Deploy Standards for Career Ready Options - Principal, curriculum committee, and department heads will monitor the newly implemented options of expanded offerings for students which equal access to all students becoming Career Ready. Homeland Security is a Career ready program implemented and Scott High School in 2018-19 and continued in 2019-2020. Pre-Law, Law Enforcement, Plant and Crop Production, Veterinarian Assistant, Pharmacy Technician, and JROTC are Career Ready programs which are to be implemented at Scott High School in 2019-2020.</i></p>	<p><i>Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.</i></p>	<p>Curriculum meeting minutes, Course Guide, and Career Ready Data</p>	<p>Career Ready Counselor; Monthly Curriculum Committee Meetings; SBDM monitoring of Career Ready Progress</p>	
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### 5: Graduation rate

Goal 5 (Graduation Rate goal): Collaborate to increase Four/Five Year Graduation Rate from 92.8% in 2019 to 96.4% by 09/01/2024 as measured by Four/Five Year Graduation Rate.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase Four/Five Year Graduation Rate from 92.8% in 2019 to 93.5% by 09/01/2020 as measured by Four/Five Year Graduation Rate.	KCWP 6: Establish Learning Culture and Learning Environment through Scott Cares - Teachers and staff will work together to mentor and monitor at risk students in efforts to reduce physical/mental health barriers. Teachers will meet with identified students to monitor grades, attendance, and behavior. These adults will also serve as advocates for the student while at school and assist with the strategies to address equity issues each student experiences.	Ensure that student conferencing occurs on a regular basis and such discussions support a culture of equity and learning.	Grades, Retention Rate, Discipline Referrals, Safety and student discipline assessments	Weekly FLY classes; FRYSC to assist with FLY lesson and support Social Emotional Learning	
		Ensure that all available resources are deployed to assist students in need and improve educational equity.	Grades, Retention Rate, Discipline Referrals	FRYSC serve as a support and line of communication between school/families/student.	
		Review student activity participation data during the year. Advertise for upcoming activities available for students to participate. Actively pursue additional clubs/activities in which students show interest.	Number of extracurricular opportunities available to students and percentage of student participation.	Athletic Director in conjunction with FLY coordinator and principal	
	KCWP 6: Establish Learning Culture and Learning Environment through our Response to Behavior - When a student displays an instance of exceptional behavior, teachers will acknowledge and reward the student with the school wide established reward system (Eagle Cash). Also, the school's "Student Voice/PBIS" committee will be	Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	Grades, Retention Rate, Discipline Referrals, Eagle Cash	Aug 10; Monthly Faculty Meetings and Bimonthly cross curricular PLCs.	\$8000 Eagle Club and SBDM Funds

	reviewing monthly behavior reports generated by Infinite Campus to create the Scott Cares lessons that will be taught to students by teachers to address the most often seen behavioral concerns throughout the school. When students display disruptive and/or non-empathetic behavior, adults will respond politely, professionally, and privately each and every time.	<i>Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.</i>	Grades, Retention Rate, Discipline Referrals, Eagle Cash	Aug 10; Monthly Faculty Meetings and Bimonthly cross curricular PLCs;	\$2000 SBDM
	KCWP 5: Design, Align, and Deliver Support in Alternative Placement Programs - Students will be provided the option of attending innovative school programs on and off campus.	<i>Create and monitor a "Watch (Cusp) List" for students performing below proficiency.</i>	Grades, Retention Rate, Discipline Referrals	At least three times a year (August- November- February) SWS Coordinator and Administrators	\$60000 School Council Funds
	KCWP 5: Design, Align, and Deliver supports through a Multi-Tiered System of Supports to target at risk students with Tier II and Tier III interventions earlier in their High School Career.	<i>Create and monitor a "Watch (Cusp) List" for students performing below proficiency--through a Multi-Tiered System of Support for students in need of academic, behavioral and/or social emotional supports.</i>	Data specific to the MTSS intervention area being supported/monitored (grades, behavior, attendance. . .)	At least monthly team meetings in each MTSS area with administrative lead At least monthly MTSS team leads PLC	\$6000 School Council Funds

## **Scott 2019-20 Phase Three: Closing the Achievement Gap Diagnostic**

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

**Scott High School**  
Brennon Sapp  
5400 Old Taylor Mill Rd  
Taylor Mill, Kentucky, 41015  
United States of America

Last Modified: 12/03/2019  
Status: Open

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## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic

### 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.

Spread sheet attached

## II. Achievement Gap Analysis

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

Scott High School's largest Gap group consists of our Free or Reduced Lunch students. These students make up 43% of our overall population. Our second largest Gap group are Students with Disabilities. Currently, 14.3% of our population are students with disabilities. Our population of minority students has shown an increase this school year. We are currently at 13.6% non-white students. At Scott, we utilize the PBIS initiative of "We ARE Scott." ARE stands for Accountable, Respectful, and Engaged. Our school culture revolves around this belief. We intentionally teach students what it means to be accountable for their learning (coming to class on time and prepared, etc.), be respectful of their environment and those around them, and to be actively engaged in their learning. These expectations hold true for all students. We also work to foster an environment of trust with our students so they are comfortable taking risks and actively participating in their education. We work hard to ensure all students have a trusted adult advocate. We have developed a multi-faceted, tiered level of interventions to address student needs both academically and emotionally/behaviorally. We have noticed an increase in the number of students who have deficits in the area of social/emotional skills. As a result, we have also focused on providing all our students with intentional social emotional learning lessons weekly, as well as providing them with a continuum of social/emotional supports based on the need of the child. Our culture centers around educating and supporting the whole child.

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

While we have improved, we have not closed our achievement gaps. In analyzing data from the last school year, the following improvements in achievement gaps were identified. Their was improvement in the % of Proficient and Distinguished disability students in the area of reading from 12% P&D in 2017-2018 to 17.2% P&D in 2018-2019; 2. Their was improvement in the % of Proficient and Distinguished disability students in the area of math from 4.3% P&D in 2017-2018 to 10.7% P&D in 2018-2019.

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.

Based upon the analysis of our gap data (Free/Reduced lunch and Disability w/ IEP students), our school has shown improvement in the areas of reading and math for students with disabilities. Their was improvement in the % of Proficient and Distinguished disability students in the area of reading from 12% P&D in 2017-2018 to 17.2% P&D in 2018-2019; Their was improvement in the % of Proficient and Distinguished disability students in the area of math from 4.3% P&D in 2017-2018 to 10.7% P&D in 2018-2019;

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.

Based upon the analysis of our gap data (Free/Reduced lunch and Disability w/ IEP students), our school has lacked progression or regressed in the areas of reading and math for economically disadvantaged students. Their was a decrease in the % of Proficient and Distinguished for economically disadvantaged students in the area of reading from 35.4% P&D in 2017-2018 to

32.9% P&D in 2018-2019. There was a decrease in the % of Proficient and Distinguished for economically disadvantaged students in the area of math from 27.8% P&D in 2017-2018 to 23.8% P&D in 2018-2019.

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

Our Gap population of students perform will below benchmark and proficiency standards, requiring us to fill in the basic skill deficits which have occurred over multiple years. Our school formative assessment data does indicate that we are improving the skills of these students. Based on CERT data and other formative assessment measures, our students are learning and progressing academically.

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.

Many stakeholders are involved in our planning process. District academic consultants assist administration with compiling data for analysis. Administration works with several groups and committees to continue to gather and analyze data. These groups and committees include: Administrative team, Teacher PLCs, Department Head Meetings, RBTL (Reducing Barriers To Learning) Committee, PBIS Committee, Behavior Team, Curriculum Committee, MTSS Data Team, SBDM, and Teacher level department specific PLCs. In this process, teachers and other stakeholders analyze data, set goals, develop a plan to meet their goals, and continue to collect data for further analysis. This is an on-going, recursive process.

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.)*

All Teacher in Content Teams • Best Practice Instructional Strategies and continued focus on providing quality tier 1 instruction • Reading and Writing Strategies • Special Education - Teachers • SDI Best Practices; collaborative teaching; cycle of instruction (6 hours) • District-wide special education compliance and updates (6 hours) • School Wide Professional Development - Social Emotional Tier I supports and strategies within Multi Tier System of Supports (3 hrs prior to school; monthly PLCs) • Continued Integration of Reading Apprenticeship Activities (All content areas) • Continued training on Career Readiness/Student Advising to refine implementation during weekly student advisory sessions. • Continued implementation and refining of R180, Reading Apprenticeship resources, Best practices, Formative Assessment, Accountable Talk, Collaborative Learning, Meaningful Engagement, Career Readiness • Continued implementation and refining of PBIS and Tier II behavioral interventions

### 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).

Collaborate to reduce the overall percentage of novice for students with disabilities in reading and math from 56.6% in 2019 to 28.3% by 6/1/24 as measured Junior ACT Assessment and Sophomore Graduation Assessment in Math and Reading.

#### 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 Attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group Identification Scott High School 2019-20		•
 Scott High School Measurable Gap Goal 19-20		•

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
<b>Objective 1</b>  Collaborate to reduce the overall percentage of novice for students with disabilities in reading and math from 56.6% in 2019 to 50.9% by 6/1/20 as measured Junior ACT Assessment and Sophomore Graduation Assessment in Math and Reading.	<i>KCWP 4: Review, analyze, and apply data in <b>Response to Intervention Classes</b> - Reading - Incoming freshmen, who are predicted to be performing below proficient in reading according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of English instruction during their freshman year. Upcoming sophomores, who are predicted to be performing below</i>	<i>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</i>	BAC, Department Head, Administrators	Three times a year (August-November-February); CERT data	
		<i>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.</i>	Department Heads	Monthly Departmental PLC's; Adjusted Curriculum Maps, additional teaching strategies in lessons.	
	<i>KCWP 4: Review, Analyze, and Apply Data to Scott High School freshmen and sophomores approximately one grade level below current grade will experience a <b>reading apprenticeship</b> class (in</i>	<i>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered</i>	BAC, Department Head, Administrators	Three times a year (August-November-February)	

<p><i>KCWP 4: Review, Analyze, and Apply Data to Scott High School freshmen and sophomores reading two or more grade levels below current grade level will experience a <b>reading intervention class</b> (Reading and Comprehension) in addition to their core English, to support them as they improve their reading abilities.</i></p>	<p><i>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</i></p>	<p>BAC, Department Head, Administrators</p>	<p>Three times a year (August-November-February) SAM's</p>	<p>\$55000 District Funds</p>
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<p>KCWP 4: Review, analyze, and apply data in <b>Response to Intervention Classes - Math</b> - Incoming freshmen, who are predicted to be performing below proficient in math according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of math instruction during their freshman year. Upcoming sophomores, who are predicted to be performing below proficient in math according to each student's CERT assessment, will be placed in an additional 12 weeks (72 hours) of math instruction during their sophomore year. Seniors, who are</p>	<p><i>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</i></p>	<p>BAC, Department Head, Administrators</p>	<p>Three times a year (August-November-February); CERT data</p>	

Gap Group/Total number of students	Percentage of Total School Population
African American/36	3.4%
Asian/7	0.7%
Hispanic/44	4.2%
Native Hawaiian or Pacific Islander/3	0.3%
Two or More Races/53	5.0%
White/912	86.5%
English Learners/7	0.7%
Free or Reduced Price Meals/454	43.0%
Students with Disabilities/130	14.3%

**2019-20 Phase One: Continuous Improvement Diagnostic for  
Schools\_09172019\_19:49**

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

**Simon Kenton High School**  
John Wayne Popham  
11132 Madison Pike  
Independence, Kentucky, 41051  
United States of America

Last Modified: 09/17/2019  
Status: Open

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**2019-20 Phase One: Continuous Improvement Diagnostic for Schools****2019-20 Phase One: Continuous Improvement Diagnostic for Schools**

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

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

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

John W. Popham September 17, 2019

## 2019-20 Phase Two: The Needs Assessment for Schools\_10102019\_07:23

2019-20 Phase Two: The Needs Assessment for Schools

**Simon Kenton High School**  
John Wayne Popham  
11132 Madison Pike  
Independence, Kentucky, 41051  
United States of America

Last Modified: 10/10/2019  
Status: Open

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## 2019-20 Phase Two: The Needs Assessment for Schools

### 2019-20 Phase Two: The Needs Assessment for Schools



## 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?

Data is reviewed consistently throughout the year by a wide variety of groups including teachers, administrators, central office personnel, SBDM, and other as appropriate. A PLC format is generally used with documentation being provided through improvement plans and meeting minutes. We have also added ILT teams to dig deeper in specific data areas. Results are shared with appropriate stakeholders for review and suggestions.

## 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.
- Proficiency decreased from 73.9 to 70.7 as measured by state accountability scores.- Transition rate increased from 64 to 77.8 as measured by state accountability scores.- Graduation rate increased from 94.6 to 96 as measure by the average of the 4 and 5 year cohort.- Number of students with behavior referrals decreased from 23.8 to 23.1 as measured by the school report card.- Attendance rate dropped from 95.2% to 95 % as measured by the school report card.

## 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.

- 70.2% of students with disabilities scored below proficient in reading as measured by the school report card.  
- 83.3% of students with disabilities scored below proficient in math as measured by the school report card.  
- Only 6 of 31 (19%) students with disabilities were transition ready as measured by the school report card.

## Trends

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

Students with disabilities reaching proficiency in math and reading continue to be an area of concern. The overall transition rate increased to 77.8, however the number of career ready students decreased and continues to be an area of concern.



## 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](#)

We will be focusing on KCWP 2 Design and Deliver Instruction as well as KCWP4 Review, Analyze, and Apply Data. Our emphasis will be on increasing the number of students with disabilities in reading and math reaching proficiency and increasing the number of students career ready. The ultimate goal will be to use available data (ACT scores, CERT scores, diagnostic scores ,etc.) to differentiate tier 1 learning at the classroom level as well as determine appropriate tier 2 and tier 3 interventions for students needing them using the Kenton County MTSS pyramid.

## 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%.

- Proficiency rate of 70.7 was 26th of 224 high schools (top 15%) in the state.- Graduation rate has increased to 96%.- Overall rate of 74.2 was 34th of 224 high schools (top 15%) in the state. - One of only 34 high schools in the state to receive a 4 or 5 star rating.- No significant gap areas as measured by the state report card.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2019-20 Phase Two: School Assurances\_10102019\_07:25

### 2019-20 Phase Two: School Assurances

**Simon Kenton High School**  
John Wayne Popham  
11132 Madison Pike  
Independence, Kentucky, 41051  
United States of America

Last Modified: 10/10/2019  
Status: Open

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## 2019-20 Phase Two: School Assurances

### 2019-20 Phase Two: School Assurances

## 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.

## Teacher Performance

1. The Every Student 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**

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**

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**

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
- ☒ **N/A**

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**

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**

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
- ☐ No
- ☒ **N/A**



## Title I Targeted Assistance School Programs

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.



- ☐ Yes
- ☐ No
- ☒ N/A

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

## All School Programs

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

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

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

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.

- ☐ Yes
- ☐ No
- ☒ N/A

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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## **2019-20 Phase Two: School Safety Report\_10102019\_07:32**

### **2019-20 Phase Two: School Safety Report**

**Simon Kenton High School**  
John Wayne Popham  
11132 Madison Pike  
Independence, Kentucky, 41051  
United States of America

Last Modified: 10/10/2019  
Status: Open

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## 2019-20 Phase Two: School Safety Report

### 2019-20 Phase Two: School Safety Report

## 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

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. Reviewed September 19, 2019.

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, August 19, 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

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

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2019-20 Phase Three: Executive Summary for Schools\_11132019\_09:13

2019-20 Phase Three: Executive Summary for Schools

**Simon Kenton High School**  
John Wayne Popham  
11132 Madison Pike  
Independence, Kentucky, 41051  
United States of America

Last Modified: 11/27/2019  
Status: Open

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## 2019-20 Phase Three: Executive Summary for Schools

### 2019-20 Phase Three: Executive Summary for Schools

#### Description of the School

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

Simon Kenton is a four-year public high school serving the city of Independence and surrounding locations in southern Kenton County. The school's population has continued to grow at a steady pace with an enrollment of approximately 1800 students. In addition, we service accelerated programs for 22 middle school students as part of a district-integrated gifted and talented program. Our school's demographics have stayed aligned with the make-up of the community. 92.3% of our school is Caucasian, 3.0% identifies as 2 or more races, 2.8% identify as Hispanic, 1.3% identify as African American, and less than 1% identify as Asian, Native American, or Pacific Islander. The staff and administration is very proud to have the opportunity to serve the young people of Independence and southern Kenton County and strive to provide a world-class education to all students.

#### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The goal of Simon Kenton is to prepare all students for a successful transition to adulthood. We are a community of students, parents, families, and teachers. All of the people in our community are valued and have unique physical, social, emotional, and intellectual strengths and needs. We want all members of the community to work together to provide high-quality, equitable educational programs. Students at Simon Kenton have the opportunity to pursue a standard diploma or an honor's diploma. Additionally, several certifications are available for students, such as agriculture and Microsoft Office. We provide and have many students take advantage of our dual credit and Advanced Placement initiatives, whereby students earn college credit during high school. Our special education department strives to have all students fully integrated with similar-aged peers according to their level of need, and we have created a program of collaboration, resource, consultation, and community-based initiatives to serve the large variety of student needs. Our students are also encouraged to explore career fields through application to the IGNITE program, and we have several hundred students currently enrolled there. Simon Kenton is fully accredited by Advance-Ed (SACS) and all curriculum is aligned to district, state, and national standards.

#### 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.

Simon Kenton is currently in the top 15% for proficiency in Kentucky and the top 15% for overall score according to the Kentucky accountability standards. One of the areas in which Simon Kenton excels is educating students in the areas of the arts/performing arts and practical living/career studies. At a time when these two types of programs are being cut across the nation, Simon Kenton has maintained high standards in both areas. Students from Simon Kenton graduate with an arts and humanities credit and a business credit. Students have the opportunity to attain MOS certifications, and practical experience in marketing, entrepreneurship and accounting. This year we had 218 MOS certificates earned by students. Simon Kenton has an award winning band program. Band students may participate in marching band, jazz band, percussion, and color guard.

The chorus has several students participate in all state choir. Students are able to participate in a minimum of 2 school plays and 1 school musical. The school play received 7 CAPPIES nominations and several students were awarded for performances. The art department had several students recognized in both the Regional and Scholastic Art competitions. The Simon Kenton athletic program is stellar. Many athletes receive athletic scholarships for college. Each team competes with school pride and achieves at extremely high levels. Over half of our teams qualified for state competition and most qualified for regional competition. Archer Paige Robbins became the first female to record a perfect 300 score at a NASP event. Simon Kenton is most proud of the teaching staff. They are highly qualified, continually seek professional growth opportunities, and make connections with students and families. Simon Kenton currently has 8 teachers that are National Board certified and 100% of the staff are certified in their teaching area. Many teachers have had Advanced Placement training in order to teach college level classes. Each teacher strives to meet the learning needs of his/her students. Leann Lewis and Heather Mastin were recognized as Outstanding Educators by Cincinnati Magazine. Addison Welp was elected as Regional Representative for the Kentucky World Language Association. Debbie Brock was awarded the Presidential Award for Excellence in Mathematics and Science Teaching in Washington, D.C. These are just a few of our teachers recognized for excellence. Assessment scores show steady growth over the past three years. Our main achievement goal is to increase the number of transition ready graduates. We accomplished the goal this year as 77.8% of seniors were transition ready, an increase of 13.8%. We also made progress by having a larger percentage of our students meet benchmarks. Students who have scored a 3 or higher on an Advanced Placement Exam is an average of 65%. 55% of Simon Kenton graduates attend a four year colleges/universities. 18% attend two year or technical/vocational college/universities. Approximately, 4% of our student body joins the military. 19% of graduated went into the work force. Simon Kenton had 16 Governor's Scholars this year, a school record, and has had two students attend Craft or Gatton academies. We also had 2 National Merit Finalists. SK won the district high attendance award. The Academic team won their 16th consecutive Governor's Cup District Championship was ranked nationally. Emily Girard finished 8th in the state in Language Arts. The seniors received over 12 million dollars in scholarship dollars this year. It is important to us that all students achieve at high levels and our staff works tirelessly with each student to help them succeed.

#### 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.

NA

#### Additional Information

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

Simon Kenton has an involved staff and administration that continues to maintain rigorous instruction and relevant relationships with our students through initiatives such as Simon Kenton Opportunity to Reach Excellence, which is an enrichment and Intervention program. At Simon Kenton High School we are proud to be Pioneers and work hard every day to prove that WE ARE SK. We strive to be Accountable, Respectful, and Engaged to reach success. We are Accountable by working to promote growth in student achievement through targeted rigorous instruction for all students to reach their potential. At Simon Kenton students are provided with a wide range of courses that build skills and are an introduction to possible career interests. We are Respectful by providing relevant relationships that foster growth and diversity. Through work with community

outreach, charities, and within the school we foster an atmosphere of understanding, compassion, and respect. Simon Kenton has numerous opportunities for students to be engaged with a wide range of activities beyond athletics. These include Principal Advisory Club, Ski club, Web team, Academic team, Art club, Future Problem Solving, Drama club, Diversity club, Energy Wise, JAM-C, Guitar club, National Honor Society, Engineering club, Future Farmers of America, Pioneer Pride, Spanish club, Newspaper, Bridge club, Fellowship of Christian Athletes, First Priority, French Club, Book club, Student council, Cappies, Science club, and Future Business Leaders of America. We continue to add clubs and activities of student interest every year. Students may also participate in band, chorus, and in our highly competitive athletic program. Our school has something for every interest to make sure the students are involved in the classroom and outside the classroom as well.



## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## **2019-20 Phase Three: Comprehensive Improvement Plan for Schools\_11132019\_09:00**

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

**Simon Kenton High School**  
John Wayne Popham  
11132 Madison Pike  
Independence, Kentucky, 41051  
United States of America

Last Modified: 12/13/2019  
Status: Open

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## 2019-20 Phase Three: Comprehensive Improvement Plan for Schools

### 2019-20 Phase Three: Comprehensive Improvement Plan for Schools

#### Rationale

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

#### Operational Definitions

**Goal:** Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, 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

Attachment Summary

Attachment Name	Description	Associated Item(s)
 SK Comprehensive School Improvement Plan 19-20		*



## Comprehensive School Improvement Plan (CSIP)

### Rationale

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

### Operational Definitions

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

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

**Strategy:** An approach to systematically address the process, practice, or condition that the school will focus its efforts upon 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, 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.

## 1: Proficiency Goal

Goal 1: By 2024, Simon Kenton High School will increase overall proficiency for all students in reading and math from 70.7% in 2019 to 85.4% in 2024 as measured by the school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2020, Simon Kenton High School will increase overall proficiency for all students in reading and math from 70.7% in 2019 to 73.6% in 2020 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> <li>• Ensure congruency is present between standards, learning targets, and assessment measures.</li> <li>• Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.</li> <li>• Use formative and summative evidence to inform what comes next for individual students and groups of students.</li> <li>• Ensure that all users of assessment data use information to benefit student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor Weekly Goal Sheets for effective planning of tier 1 instruction</li> <li>• Analyze CERT test data for student progress</li> <li>• Facilitate PLC and ILT meetings to improve tier 1 instruction.</li> </ul>	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress.	None
	KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> <li>• Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</li> <li>• Use assessment data to help students assess and adjust their own learning.</li> <li>• Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</li> <li>• Ensure that all users of assessment data use information to benefit student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor Weekly Goal Sheets for effective planning of tier 1 instruction</li> <li>• Analyze CERT test data for student progress.</li> <li>• Students will set goals for individual progress and monitor progress toward these goals.</li> </ul>	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress.	None



## 2: Separate Academic Indicator

Goal 2: By 2024, Simon Kenton High School will increase the separate academic indicator score for all students from 68.9% in 2019 to 84.5% in 2024 as measured by the school report card separate academic indicator data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2020, Simon Kenton High School will increase the separate academic indicator score for all students from 68.9% in 2019 to 72% in 2020 as measured by the school report card separate academic indicator data.	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> <li>• Ensure congruency is present between standards, learning targets, and assessment measures.</li> <li>• Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.</li> <li>• Use formative and summative evidence to inform what comes next for individual students and groups of students.</li> <li>• Ensure that all users of assessment data use information to benefit student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor Weekly Goal Sheets for effective planning of tier 1 instruction</li> <li>• Facilitate PLC and ILT meetings to improve tier 1 instruction.</li> </ul>	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress.	None
	KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> <li>• Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</li> <li>• Use assessment data to help students assess and adjust their own learning.</li> <li>• Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</li> <li>• Ensure that all users of assessment data use information to benefit student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor Weekly Goal Sheets for effective planning of tier 1 instruction</li> <li>• Students will set goals for individual progress and monitor progress toward these goals.</li> </ul>	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress.	None

### 3: Achievement Gap

Goal 3: By 2024, Simon Kenton High School will increase overall proficiency for students with disabilities in reading and math from 35.7% in 2019 to 67.9% in 2024 as measured by the school report card proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2020, Simon Kenton High School will increase overall proficiency for students with disabilities in reading and math from 35.7% in 2019 to 42.1% in 2020 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> <li>• Use formative and summative evidence to inform what comes next for individual students and groups of students.</li> <li>• Ensure that all users of assessment data use information to benefit student learning.</li> <li>• Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor Weekly Goal Sheets for effective planning of tier 1 instruction as well as equal access for all students to the curriculum.</li> <li>• Analyze CERT test data for student progress.</li> <li>• Facilitate PLC and ILT meetings to improve tier 1 instruction as well as discuss student progress.</li> </ul>	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress	None
	KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> <li>• Create and monitor a "Watch (Cusp) List" for students performing below proficiency.</li> <li>• Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc</li> <li>• Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement and monitor proven strategies for students with disabilities.</li> <li>• Use MTSS pyramid to monitor student success.</li> <li>• Continually review IEPs and binders to ensure compliance and IEP implementation.</li> </ul>	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress	None

## 5: Transition Readiness

Goal 5: By 2024, Simon Kenton High School will increase the percentage of students transition ready in grade 12 from 77.8% in 2019 to 100% in 2024 as measured by Transition Readiness calculations.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2020, Simon Kenton High School will increase the percentage of students transition ready in grade 12 from 77.8% in 2019 to 82.2% in 2020 as measured by Transition Readiness calculations.	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> <li>Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.</li> <li>Use summative evidence to inform what comes next for individual students and groups of students.</li> <li>Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor Weekly Goal Sheets for effective planning of tier 1 instruction.</li> <li>Analyze CERT test data for student progress.</li> <li>Facilitate PLC and ILT meetings to improve tier 1 instruction.</li> </ul>	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress	None
	KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> <li>Assess with formative and summative assessments that are aligned to the standards and learning targets.</li> <li>Assure consideration and addressment of non-academic barriers to learning.</li> <li>Use assessment data to help students assess and adjust their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor CERT test data for student progress.</li> <li>Facilitate PLC and ILT meetings to improve tier 1 instruction.</li> </ul>	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress	None
	KCWP 5: Design, Align and Deliver Support	<ul style="list-style-type: none"> <li>Utilize daily formative data collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and/or learning walk details to ensure high levels of teacher effectiveness and student achievement.</li> <li>Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.</li> <li>Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze End of Program test results for success rates.</li> <li>Review new course descriptions for career certification opportunities.</li> <li>Offer professional development for career certifications and pathways.</li> </ul>	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress	None



## 6: Graduation Rate

Goal 6: By 2024, Simon Kenton High School will increase the graduation rate from 96 % in 2019 to 98% in 2024 as measured by the school report card graduation rate.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By 2020, Simon Kenton High School will increase the graduation rate from 96% in 2019 to 96.4% in 2020 as measured by the school report card graduation rate.</p>	KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"> <li>• Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning.</li> <li>• Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.</li> <li>• Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.</li> <li>• Ensure that classroom policies and procedures align with the school's Code of Conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators will facilitate PLC meetings for best practices.</li> <li>• Administrators will analyze attendance data to identify chronic absences.</li> <li>• Teachers will incorporate social/emotional learning lessons into weekly SKORE lessons on Mondays.</li> <li>• MTSS pyramid will be incorporated to track students at risk to not graduate.</li> <li>• PBIS data will be analyzed.</li> <li>• Administrators and AD will review the district extracurricular student survey data to encourage all students to be involved in an activity at school.</li> </ul>	<p>Teachers, FRYSC &amp; Administrators will examine data at midterms and end of grading periods to measure progress. SEL lessons will be provided to teachers for Monday SKORE. Administrators and teachers will review MTSS data and PBIS data in monthly meetings.</p>	None

## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic \_12022019\_13:10

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

**Simon Kenton High School**  
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Last Modified: 12/13/2019  
Status: Open

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## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic

### 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 attached achievement gap group spreadsheet



# GAP Group Identification

Gap Group/Total number of students	Percentage of Total School Population
Students with Disabilities/ 198 students	10.81%
English Learners/ 10 students	0.55%
Economically Disadvantaged/ 685 students	37.39%
African American / 25 students	1.36%
Hispanic / 51 students	2.78%
Asian / 12 students	0.66%
Native Hawaiian/ Pacific Islander / 1 student	0.05%
Two or more races / 55 students	3.00%

## II. Achievement Gap Analysis

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

Simon Kenton works tirelessly to maintain a positive climate and culture at school. Gap students are not singled out or treated differently from a climate standpoint. Special education teachers go above and beyond to make sure students get the assistance they need to be successful while our FRYSC does an incredible job assisting our free and reduced population. Students at Simon Kenton are very accepting and generally well behaved at school. Peer tutors in our unit classrooms not only assist the teachers and students but develop life long friendships with the students they work with. Going into a classroom at SK it would be very difficult to identify gap students.

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

We have successfully closed the gap for students of two or more races in math (increase of 23.5%) and reading (increase of 21.1%). Students with disabilities in reading also closed the gap (increase of 12%) Overall we do not have any significant gap areas this year.

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.

In addition to the three groups mentioned in the previous question, economically disadvantage students in reading (increase 8%) and economically disadvantage students in math (increase 2.8%) showed improvement over the last 2 years.

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.

The following groups did not show significant progress: students with disabilities in math (decrease 2.6%), Hispanic students in math (decrease 14.2%) and Hispanic students in reading (decrease 20.4%) as measured by the ACT benchmarks and the school report card data.

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

There are no processes, practices, or conditions that prevent our school from making the progress we want to achieve. We have made gains but they are not at the level we expect given the practices we have implemented. We have made further changes and will continue to work in this area and look for practices and processes that show great improvement.

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.

We continue to utilize as many stakeholders as possible to get ideas and attempt to implement the ideas to improve instruction and achievement in our deficient areas. All teachers are encouraged to be a part of the process. Significant stakeholders involved include: Administrators (John

Popham, Georgina Campbell, Michelle Hickey, Craig Reinhart, Trent Steiner, Susan Back, RoyLucas, Shelley Sizemore, Melissa Currin), Special Education Department Leads (Cynthia Jones, Valerie Gore, Danah Hacker), Content Department Leads (Kate Thiel, Reta Vann, Tim Mefford, Laura Schneider, Sheryl Fischer, Heather Piper), and SBDM members (Toni Moore, Kris Wicklund, Wendy Lane, Julie Russo, Aaron Sams, Leann Lewis, Christine Hoerlein, Amy Trauth, Shannon Dunhoft, Samantha Corwin).

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.)*

Special education teachers meet monthly to discuss ways to improve instruction for students with disabilities and discuss ways to assist classroom teachers in addressing the gaps. PLC's this year are focusing on tier one RTI strategies to assist teachers with struggling students. ILTs have been developed this year as well and include the special education collaborating teacher to better address the needs of students with disabilities. Students are also being monitored using the Kenton County MTSS model. There is a district wide plan to improve students with disabilities achievement being implemented at the school level. Tutoring is available for all students and encouraged by teachers especially for gap students. The PD plan was approved in May 2019.

### 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).

See attachment

#### 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

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group Identification Spreadsheet		•
 SK Measurable Gap Goal Worksheet 19-20		•



Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
By 2020, Simon Kenton High School will increase overall proficiency for students with disabilities in reading from 40.4% in 2019 to 46.4% in 2020 as measured by the school report card proficiency data.	<a href="#">KCWP 2: Design and Deliver Instruction</a>	Use formative and summative evidence to inform what comes next for individual students and groups of students. Ensure that all users of assessment data use information to benefit student learning. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress	Monitor Weekly Goal Sheets for effective planning of tier 1 instruction as well as equal access for all students to the curriculum. Analyze CERT test data for student progress. Facilitate PLC and ILT meetings to improve tier 1 instruction as well as discuss student progress.	None
	<a href="#">KCWP 4: Review, Analyze and Apply Data</a>	Create and monitor a “Watch (Cusp) List” for students performing below proficiency. Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress	Implement and monitor proven strategies for students with disabilities. Use MTSS pyramid to monitor student success. Continually review IEPs and binders to ensure compliance and IEP implementation.	None
By 2020, Simon Kenton High School will increase overall proficiency for students with disabilities in math from 31% in 2019 to 37.9% in 2020 as measured by the school report card proficiency data.	<a href="#">KCWP 2: Design and Deliver Instruction</a>	Use formative and summative evidence to inform what comes next for individual students and groups of students. Ensure that all users of assessment data use information to benefit student learning. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress	Monitor Weekly Goal Sheets for effective planning of tier 1 instruction as well as equal access for all students to the curriculum. Analyze CERT test data for student progress. Facilitate PLC and ILT meetings to improve tier 1 instruction as well as discuss student progress.	None
	<a href="#">KCWP 4: Review, Analyze and Apply Data</a>	Create and monitor a “Watch (Cusp) List” for students performing below proficiency. Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress	Implement and monitor proven strategies for students with disabilities. Use MTSS pyramid to monitor student success. Continually review IEPs and binders to ensure compliance and IEP implementation.	None