2020-21 Phase One: Continuous Improvement Diagnostic for Schools_09232020_14:37

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Dixie Heights High School
Nate Niemi
3010 Dixie Hwy
Fort Mitchell, Kentucky, 41017
United States of America

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Dixie Heights High School

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2020-21 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 2020-21 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
• Professional Development Plan for Schools

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.

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Dixie Heights High School

Nate Niemi 9/23/20

2020-21 Phase Two: The Needs Assessment for Schools

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2020-21 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, 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.

Understanding Continuous Improvement: The Needs Assessment

Protocol

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

1. Principal/Administration weekly meetings- Agendas2. Principal/Counselor Monthly meetings.- Agendas3. Instructional Learning Teams weekly PLC meetings- Agendas4. RBTL monthly meetings- agendas5. MTSS quarterly meetings-agendas6. SBDM monthly council meetings- agendas

Protocol

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 percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four percent (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 2019-20 school year — a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
-Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Dixie continues to show good results in ACT scores; Mean Composite Score= 20.6, 57.7% met benchmark in Reading, 48.8% met benchmark in Math, 57.8% in Reading, 32.6% in science. We acheived our ELL state goal of student showing growth. Our goal state goal was 12.5% and we achieved 48.9% in 2019-20.82% of staff view the administrative team as good leaders and 90% believe they administration has the best interest of the school in mind. 95% of the staff are at least somewhat optimistic the school culture will improve with 66% at least quite optimistic.We were just below our 4 year co-hort graduation goal of 95% with 94.1. We did meet our 5 year co-hort goal of 94.6 with 96.5.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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.

Our special education population continues to perform below expections. We improved our % of special education failures from 41% in 2019 to 29% in 2020. Our Free and Reduced lunch population continues to fail at a higher rate than non-free and reduced. 38% of Free and Reduced lunch students failed a class in 2020, 39% failed a class in 2019. We continue to work on School Climate. Our school climate percentage was 49% favorable in the category. 95% were at least somewhat optimistic that the culture would improve.

Priorities/Concerns

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Trends

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

We must continue to focus on three populations of students: Special Education, Free and Reduced Lunch and English Language Learners. We have structures in place to provide the support, however the pandemic has caused those structures to be modified. We continue to work on school culture for students and staff to provide an inviting atmosphere where students want to come to school because it is an exciting place to learn where they will be supported in their learning.

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: Review, Analyze and Apply Data: Our school focus for 2020-21 has been to improve on our common assessments and using the data from the assessment to impact student learning. We are in the 2nd year of full PLC work where teachers have a common planning to have weekly meetings around the four essential questions of a PLC: 1. What do we want students to learn? (Essential Standards)2. How will we know they have learned it? (common assessments, data analysis)3. What will we do if they have not learned it? (RTI)4. What will we do if they already learned it? (enrichment)Our Instructional Learning Teams (PLC's by content) meet weekly and in all meetings discuss each of the four questions. We have been focusing on #2 with work on building common formative assessments and then analyze the date to improve instruction and student learning. Our administrative teams attend the weekly meetings to help support the work.

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%.

School leadership is gaining trust and confidence of the staff after year 2 of new principal. 90% express optimism that culture is improving We acheived our ELL state goal of student showing growth. Our goal state goal was 12.5% and we achieved 48.9% in 2019-20.Overall failure rate for the school is continuing to decrease with increased intervention work. We have reduced the number of students who have failed at least one class from 391 to 347 in 2 years. Through this work our retained students have decreased from 126 to 76 in 2 years. We have reduced our number of students who have failed multiple classes from 258 to 152, which also contributes to the lower retention rate.

Strengths/Leverages

Attachment Summary

Attachment Name	Description	Associated Item(s)

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2020-21 Phase Two: School Assurances

2020-21 Phase Two: School Assurances

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2020-21 Phase Two: School Assurances

2020-21 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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 KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. 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.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the Kentucky Equitable Access to Effective Educators Survey. Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 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 accurately completed the <u>Kentucky Equitable Access to Effective Educators Survey</u> by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

- ● 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. The comprehensive needs assessment was developed with the participation of

individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

- ○ 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

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- ○ Yes
- ○ No
- ◉ N/A

Title I Targeted Assistance School Programs

10. 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

11. 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

12. 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

13. 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

14. 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

15. 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

16. 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

17. 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

18. If identified for targeted support and improvement, including additional 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

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

- ● Yes
- ○ No
- ○ N/A

All School Programs

20. 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

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- ○ Yes
- ○ No
- ● N/A

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

- ○ Yes
- ○ No
- ● N/A

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. 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

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

- ○ Yes
- ○ No
- ● N/A

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

- ○ Yes
- ○ No
- ● N/A

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

- ○ Yes
- ○ No
- ● N/A

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- ○ Yes
- ○ No
- ● N/A

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- ○ Yes
- ○ No
- ● N/A

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d) (1-2).

○ Yes

○ No

◉ N/A

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

○ Yes

○ No

◉ N/A

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

○ Yes

○ No

◉ N/A

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

○ Yes

○ No

◉ N/A

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

○ Yes

○ No

◉ N/A

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

○ Yes

○ No

- N/A

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- ○ Yes
- ○ No
- ● N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)

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2020-21 Phase Two: School Safety Report

2020-21 Phase Two: School Safety Report

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2020-21 Phase Two: School Safety Report

2020-21 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- 7/16/2020

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

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

Yes- 8/18/20

7. During the first 30 instructional days of the <u>current</u> 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 <u>prior</u> 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)
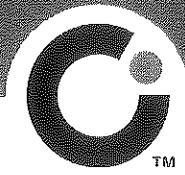
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2020-21 Phase Three: Professional Development Plan for Schools

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Dixie Heights High School

2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

   1. What is the school's mission?

   Dixie Heights is a community of learners dedicated to nurturing, challenging, and motivating students to meet high expectations. Through creative and rigorous teaching, we encourage students to work towards their potential for success in the world of tomorrow.

   2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for professional development that support continuous improvement?

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Based on our needs assessment the two priority areas for improvement are in: 1. Special Education: Our special education population is part of our GAP and perform below expected performance levels including proficiency, ACT, and failure rates. 2. Free and Reduced Lunch: This population has been failing classes at a higher rate than our other population of students.

3. How do the identified **top two priorities** of professional development relate to school goals?

Both the special education and free and reduced lunch populations are in our GAP group. Our school has a CSIP goal to address our students who are at risk.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

We would like to provide specific training for all of our teachers in instructional strategies to promote engagement, collaboration, high expectations for all students and self-efficacy skills to ensure all students will learn, including our special education students.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Through the training, our teachers would be provided additional tools for various instructional strategies and improve on their skill level to engage all students in their learning.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

We would sucess by: 1. Improved quality of instruction indicated by learning walks by administrators using the district aligned quality instruction rubric. 2. Student achievement on essential standards established by instructional learning teams using common assessments 3. Student achievement on standardized test and end of course assessment.

4d. Who is the targeted audience for the professional development?

All teachers on staff including our special education teachers.

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Dixie Heights High School

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

We expect an impact on our teaching staff and students who are receiving the improved instruction.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

We would need to utilize SBDM funds to hire the trainers to conduct the professional development. We would expect it to be a 2 day training with materials included as well as coaching visits during the school year.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

We have established content specific Instructional Learning Teams within our school. Each content area team has a common planning time to meet weekly to discuss, implement and review the four essential questions of a PLC. Each ILT has a team leader and administrator to support the process. If possible the trainers may provide additional coaching visits during the school year.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

1. Instructional walkthroughs- Administrative Team 2. Weekly Failure rate of students- ILT's, administrative and counseling team 3. Regular ILT meetings reviewing common assessment data- ILT teams 4. Standardized testing data- all teachers

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

We would like to provide specific training for all of our teachers in instructional strategies to promote engagement, collaboration, high expectations for all students and self-efficacy skills to ensure all students will learn, including our free and reduced lunch students.

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5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Through the training, our teachers would be provided additional tools for various instructional strategies and improve on their skill level to engage all students in their learning.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

We would measure success by: • Improved quality of instruction indicated by learning walks by administrators using the district aligned quality instruction rubric. • Student achievement on essential standards established by instructional learning teams using common assessments • Student achievement on standardized test and end of course assessment.

5d. Who is the targeted audience for the professional development?

All teachers on staff including adminstrators and counselors.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

We expect an impact on our teaching staff and students who are receiving the improved instruction.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

We would need to utilize SBDM funds to hire the trainers to conduct the professional development. We would expect it to be a 2 day training with materials included as well as coaching visits during the school year.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

We have established content specific Instructional Learning Teams within our school. Each content area team has a common planning time to meet weekly to discuss, implement and review the four essential questions of a PLC. Each ILT has a team leader and administrator to support the process.

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5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

1. Instructional walkthroughs- Administrative Team 2. Weekly Failure rate of students- ILT's, administrative and counseling team 3. Regular ILT meetings reviewing common assessment data- ILT teams 4. Standardized testing data- all teachers

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

NA

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Dixie Heights High School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-2021 Phase Three: Comprehensive School Improvement Plan

2020-2021 Phase Three: Comprehensive School Improvement Plan

Dixie Heights High School
Nate Niemi
3010 Dixie Hwy
Fort Mitchell, Kentucky, 41017
United States of America

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Dixie Heights High School

2020-21 Phase Three: Comprehensive School Improvement Plan

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

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

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Dixie Heights High School

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.

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.

  . 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.
    NA

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Dixie Heights High School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 CSIP 20-21		°

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, Baldridge, 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.

Explanations/Directions

Goal: Include 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	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	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 above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1: *increase the average combined reading and math achievement scores from 53.9% in 2019 to 67.7% in 2023 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 2019 to 58.5% in 2021 as measured by the proficiency/benchmark scores.	KCWP 1: Design and Deploy Standards	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, CERT & 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.	
	KCWP 5: Design, Align and Deliver Support	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used	Students who are below benchmarks for Reading, Math, or essential skill	Courses designed for interventions will provide progress updates on regular intervals.	

Goal 1: *Increase the average combined reading and math achievement scores from 53.9% in 2019 to 67.7% in 2023 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		appropriately to determine tiered intervention needs.	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.		
		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.	MTSS/PBIS/RBTL committees, Principal/Counselor team meeting in regular intervals	
	KCWP 2: Design and Deliver Instruction	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 practice/high yield instructional strategies to aid in curricular	Monthly walkthroughs by administrators to provide instructional feedback to teachers. Weekly instructional	Improved quality of instruction in all classes Teacher reflections, Teacher evaluations, walkthroughs	

Goal 1: *Increase the average combined reading and math achievement scores from 53.9% in 2019 to 67.7% in 2023 as measured by the proficiency/benchmark scores.*					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		adjustments when students fail to meet mastery.	learning team meetings to discuss instructional strategies that are effective as shown by data analysis of student formative and summative assessments		

2: Separate Academic Indicator

Goal 2: *Increase achievement on the On Demand Writing (ODW) assessment from 62.1% P/D in 2019 to 73.5% P/D by 2023.*					
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 2021.	KCWP 2: Design and Deliver Instruction	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	
	KCWP 1: Design and Deploy Standards	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: _Increase achievement on the On Demand Writing (ODW) assessment from 62.1% P/D in 2019 to 73.5% P/D by 2023._					
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	-

Goal 3: *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 2023.*

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 2021.	KCWP 1: Design and Deploy Standards	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: *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 2023.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			students access to a collaborator familiar with the subject matter and student deficits.		
	KCWP 2: Design and Deliver Instruction	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	
	KCWP 4: Review, Analyze and Apply Data	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: 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 2023.					
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 9th-12th 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	

Goal 4: *Collaborate to increase the percentage of students who are college and/or career ready from 73.3% in 2019 to 81.3% by 2023 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 2021 as measured by the Kentucky School Report Card.	KCWP 4: Review, Analyze and Apply Data	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	
		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	
	KCWP 5: Design, Align and Deliver Support	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	RBTL committee, MTSS process, Guidance/Administration teams	

| Goal 4: *Collaborate to increase the percentage of students who are college and/or career ready from 73.3% in 2019 to 81.3% by 2023 as measured by the Kentucky School Report Card.* |

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			setting, CCR focus classes, study skills class, differentiated instruction, and/or online remedial assistance.		
		Develop school culture supports, both academic and behavioral, to promote and support learning for all	RBTL/MTSS team will meet monthly to discuss students at risk. 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. MTSS team looks at academic data to determine tiered intervention academic supports.	RBTL meeting notes, MTSS, Guidance/Admin team	

Goal 4: _Collaborate to increase the percentage of students who are college and/or career ready from 73.3% in 2019 to 81.3% by 2023 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	Will utilize PRiDE time every Monday to deliver Social Emotional Learning lessons to develop skills on mindfulness/resiliency/inclusiveness.	Weekly Pride Monday lessons, Guidance/Admin Team	
	KCWP 2: Design and Deliver Instruction	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 and Young Scholars Academy 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	Monthly PLC meetings, Master Schedule, Curriculum guide, College Career Coordinator	

Goal 4: *Collaborate to increase the percentage of students who are college and/or career ready from 73.3% in 2019 to 81.3% by 2023 as measured by the Kentucky School Report Card.*					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
			juniors and seniors to earn college credits.		
		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 (Welding, Logistics, STNA, 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	
		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: *Collaborate to increase the average freshman graduation rate to from 94.1% in 2020 to 96.8% by May 2023 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 94.1% in 2020 to 95.8% by May 2021 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.	KCWP 4: Review, Analyze and Apply Data	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 opportunities to	IC messenger, Dixie Dialogue, Social Media, Bright Arrow on weekly, monthly and as needed basis.	

Goal 5: *Collaborate to increase the average freshman graduation rate to from 94.1% in 2020 to 96.8% by May 2023 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
			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: *Collaborate to increase the average freshman graduation rate to from 94.1% in 2020 to 96.8% by May 2023 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
		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	
	KCWP 5: Design, Align and Deliver Support	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 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.	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, PBIS	

Goal 5: *Collaborate to increase the average freshman graduation rate to from 94.1% in 2020 to 96.8% by May 2023 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, PRIDE, 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 monthly to discuss students at risk of failing. The RBTL team looks at student data and	RBTL, MTSS, PBIS	

Goal 5: *Collaborate to increase the average freshman graduation rate to from 94.1% in 2020 to 96.8% by May 2023 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 6: *Ensure all students are performing at high levels in the state accountability system by increasing our combined math and reading proficiency index from 48.9% in 2020 to 65.0% in 2023 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 48.9% in 2020 to 55% in 2021 for ELL students.	○ KCWP 2:Design and Deliver Instruction Classroom Activities	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 6: *Ensure all students are performing at high levels in the state accountability system by increasing our combined math and reading proficiency index from 48.9% in 2020 to 65.0% in 2023 for ELL students.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data Classroom Activities	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	

7: Impact Survey

Goal 7: Improve upon instructional feedback and coaching given to teacher from administrative team from 31% favorable responses in2020 to 70% favorable responses by 2023

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Improve upon instructional feedback and coaching given to teacher from administrative team from 31% favorable	KCWP 6: Establishing Learning Culture and Environment	District CIA trainings on improving instructional feedback	Monthly Team Leader meetings to get feedback	Monthly tracking of administrator documenting PPR walks.	
		PLC discussion quality instruction in their weekly Instructional Learning Team meetings	Monthly team leader meetings to get feedback, minutes from agendas showing	ILT Minutes, Team Leader Meetings	

Goal 7: Improve upon instructional feedback and coaching given to teacher from administrative team from 31% favorable responses in 2020 to 70% favorable responses by 2023					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
responses in 2020 to 45% favorable responses by 2021			instructional strategies discussed.		
		Administrative team will perform walkthroughs together to assure consistent feedback.	School developed staff survey.	Monthly tracking of administrator PPR walks.	

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:
Consider: 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?   Response:

Identification Of Critical Resources Inequities:
Consider: 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.   Response:

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.	☑
		☐
		☐
		☐
		☐

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.	☒
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2020-21 Phase Three: Executive Summary for Schools

2020-21 Phase Three: Executive Summary for Schools

Dixie Heights High School
Nate Niemi
3010 Dixie Hwy
Fort Mitchell, Kentucky, 41017
United States of America

Last Modified: 11/05/2020
Status: Open

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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 1,480 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, African, French, Arabic, and Southeast Asia. While there are challenges associated with the educating our population of ELL, exposure to new cultures has helped to enrich the student experience for all at DHHS. To meet the needs of these students we have added a full 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 approximately 40% of their students who receive free or reduced lunch services. 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 meet 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 collaborated to develop the "Dixie Way" to assure that all students will be supported in the vision statement of Dixie Heights. Goal: We believe that ALL students can be successful. We will utilize

Professional Learning Communities (PLCs) to ensure that ALL students will have the skills necessary to achieve their goals after high school. ▪ We are the biggest difference maker in each student's life. ▪ We can connect, inspire, and energize ALL kids.Commitment: To ensure that all students grow and improve, we commit to being intentional in the following areas: ▪ Building authentic relationships Student relationships contribute to higher achievement. ▪ Teaching executive functioning skills All students need to be effective in organization, planning, & goal setting. ▪ Implementing innovative instructional strategies Engaging instruction empowers students. ▪ Utilizing behavior supports Teaching positive expectations through a restorative approach encourages proper student choices.At Dixie Heights, we are a successful school based on overall state assessment data. We have students who are successfully completing college level classes through AP courses and/or dual enrollment courses. However, when you examine the data more closely, we need to improve with students who have specific barriers. The purpose of "The Dixie Way" is to become intentional in doing our business in a way that meets the needs of every student in the building. Students from all demographics come with barriers to their learning and at Dixie, most of them have been able to overcome the barriers to find success in school. However, we must believe that ALL students can be successful and it is our professional obligation to make sure we are providing an atmosphere that will allow ALL students to reach their full potential. "The Dixie Way" has been developed through collaboration among teachers at Dixie Heights and is a guideline for the expectations for every person who comes in contact with our students.

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 2019-20 State ACT testing results:1.4 students scored a perfect score of 36 on the ACT. 2.We were above the state average in ACT composite score with a 20.6. 3.We were 9th out of the top 32 largest schools in Kentucky for the ACT composite score In the 2019-20, 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 the 2019-20, the school continued in their tradition of offering Dual Credit courses. 1.Increase the number of Dixie Faculty who can teach dual credit classes through local universities. 2.4 dual credit partners: NKU, TMU (tied to business, pre-law pathways, & ENG 255), EKU (currently online options only), Gateway (logistics, construction, & automotive career pathways)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 have begun 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)We have added a full time ELL teacher to work with our English language learners. We have aligned our special education collaborating teachers to have common planning time with their collaborating teachers to improve on instruction for students with IEP's. 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 other programs offered by KCSD programs. We have a College and Career Readiness Coach who is working on adding more opportunities for students to earn certifications in vocational programs.

Additional Information

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

N/A

Additional Information

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

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 Ignite Institute. We offer many extra-curricular opportunities and have students who excel in these activities. BOYS GOLFACADEMIC TEAM BOYS SOCCER AMATEUR RADIO CLUBCHEERLEADING FOOTBALL CROSS COUNTRY MARCHING BANDBETA CLUB GIRLS GOLF CHOIR SAGAGIRLS SOCCER VOLLEYBALL DRAMA CAPERNAUM BUDDY CLUBDRUG FREE CLUB ARCHERY BOWLING ENVIRONMENTAL CLUBBOYS BASKETBALL FBLA GIRLS BASKETBALL FUTURE PROBLEM SOLVERSSWIMMING GALLERY CURATORS WRESTLING BASEBALLBOYS TENNIS GIRLS TENNIS GIRLS TRACK SPANISH NHSLACROSSE BASS FISHING MOCK TRIAL ODYSSEY OF THE MINDNHS SOFTBALL SPEECH/DEBATE STUDENT COUNCILNext, Dixie Heights High School has many students participating in the Ignite Institute, a regional school. The Ignite Institute offers the following pathway options: 1) Biomedical Science, 2) Informatics, 3) Future Educators, 4) Engineering and 5) Gemini College Academy. The Ignite Institute provides another educational option that has instruction geared to reach our 21st century learners as it facilitates the students' growth in their career field of interest while having the opportunity to earn an associate's degree and job shadowing opportunities. The KCSD offers a Young Scholars Academy on an application process that allows for students to graduate with an associate's degree from NKU. Additionally, the KCSD offers industry certification programs through Gateway such as Automotive Technology, Building Maintenance, Logistics, and STNA.

Attachment Summary

Attachment Name	Description	Associated Item(s)

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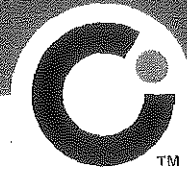
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Dixie Heights High School
Nate Niemi
3010 Dixie Hwy
Fort Mitchell, Kentucky, 41017
United States of America

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Dixie Heights High School

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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.

ATTACHMENTS

Attachment Name

⊞ Measurable Gap Goal

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Dixie Heights High School

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. This teacher works with our students in resource classes as well as collaboratively with our English classes. We built our master schedule to allow for all English teachers to work in specific instructional learning teams and have a common planning period to discuss the 4 essential questions of a PLC. Our ELL teacher is involved in these PLC meetings on a weekly basis. 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 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 made great improvements with our ELL students. We went from a 12.5% of ELL students meeting exit criteria to 48.9% of students tested in 19-20 achieving this mark. We attribute this to our district providing a full time ELL teacher who works collaboratively with our English teams to meet the specific needs of our students as well as the additional time for collaboration with the common planning period.

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. 85% of all 12th grade ELL students scored a 4 or better on the ACCESS test for reading 2. 85% of all 12th grade ELL students scored a 4 or better on the ACCESS test for literacy 3. 85% of all 12th grade ELL students scored a 4 or better on the ACCESS test for comprehension 4. 70% of all 10th grade ELL students scored a 4 or better on the ACCESS test for listening 5. 70% of all 10th grade ELL students scored a 4 or better on the ACCESS test for literacy 6. Number of special education students failing a class decreased by 10%.

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

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Dixie Heights High School

previous two academic years when analyzing trends.

1. Less than 30% of all ELL students scored a 4 or better on the ACCESS test for oral.
2. 0% of 9th grade ELL students scored a 4 or better on the ACCESS test for composite 3. 0% of 9th grade ELL students scored a 4 or better on the ACCESS test for literacy 4. 0% of 9th grade ELL students scored a 4 or better on the ACCESS test for reading

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

ELL teacher and special education teachers providing supports over multiple content levels. We have tried to establish where we would have a collaborative teachers working with 9th grade English only, but do to our staffing, our collaborative teachers must collaborate in multiple grade levels or content areas. Our ELL teacher provides English support in all 4 grade levels. This makes it difficult as she only has 2 periods to collaborate, therefore splitting her time between multiple grade levels.

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 have 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 special guidance counselor 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

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Dixie Heights High School

Principal Nicole Hoffman, 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 Jennifer Hahnel- English department chair Chad Fields- social studies department chair Nadia Osterbrock- math department chair Sherri Edmonson- science department chair Jared Kaufman- RBTL Thad Dusing- College and Career Coordinator and special programs counselor 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. Utilizing PRIDE intervention time to provide added time for supports in the school day. 3. Instructional Learning walks by administrators and consultants to improve Tier 1 instruction 4. Establish a PRIDE group with grade level ELL students together with World Language 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

. 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).

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 2021. Ensure all students are performing at high levels in the state accountability system by increasing our combined math and reading proficiency index from 48% in 2020 to 55% in 2021 for ELL students.

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.

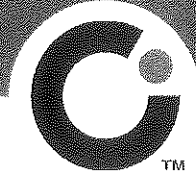See attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
⊞ Achievement Gap Identification		• I
⊞ Measurable Gap Goal		°

Gap Group/Total number of students	Percentage of Total School Population
Hispanic- 106	7.2%
Asian- 43	2.9%
2 or more races-70	4.8%
Students with IEPs- 120	8.2%
Free/Reduced- 584	39.9%
ELL-48	3.3%
African American-50	3.4%

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 2021.	KCWP 1: Design and Deploy Standards	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
	KCWP 2: Design and Deliver Instruction	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

	KCWP 4: Review, Analyze and Apply Data	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 9th-12th 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 48% in 2020 to 55% in 2021 for ELL students.	KCWP 2:Design and Deliver Instruction Classroom Activities	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
	KCWP 4: Review, Analyze and Apply Data Classroom Activities	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 |

2020-21 Phase One: Continuous Improvement Diagnostic for Schools_09242020_16:15

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

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2020-21 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 2020-21 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
• Professional Development Plan for Schools

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.

Carolyn Stewart 9/24/20

2020-21 Phase Two: Scott, The Needs Assessment for Schools

2020-21 Phase Two: The Needs Assessment for Schools

Scott High School
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2020-21 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, 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 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 review, analyze and apply data results. The administrative team, made up of the Principal, two Assistant Principals and three Counselors assemble the majority of the data in an organized fashion in order to facilitate data review. This data and accompanying information is shared and analyzed further with: administrative staff in regular leadership meetings, teachers in faculty meetings, cross curricular PLCs, department PLCs, SBDM meetings, lead teacher meetings, RBTL committee meetings, PBIS committee meetings, MTSS committee meetings and curriculum committee meetings. The majority of these groups meet monthly. Administrative staff meet twice weekly and departments meet weekly. 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 percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four percent (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 2019-20 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
-Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

ACT (2020): English 57.14%, Math 44.39%, Reading 48.98% Behavior Data (19-20): 128 suspensions MH/SEL Data (19-20): 45 students receiving outside services, 12 suicide assessments Economically Disadvantaged (20-21): 40.9% Special Education Students (Percentage of overall enrollment 20-21): 16.5% Graduation Rate (19-20): 89.7, Students w/ Disability 72%

Priorities/Concerns

. Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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.

1) Graduation Rate - Our graduation rate decreased from 92.1% in 2019 to 89.7% in 2020 2) Students with Disabilities (IEP) - Graduation rate for students with disabilities in 2020 only 72% - 33.5% of our suspensions and 33.7% of our behavior referrals last year were students with Disabilities, although, they only make up 16.4% of the population - 2019, Reading: 55.2% of Students w/ Disabilities scored Novice (All students 29.9%) - 2019, Mathematics: 60.7% of Students w/ Disabilities scored Novice (All students 23.8%) - 2019, 0 Students w/ Disabilities graduated w/ Career Ready status - 2019, 2 Students w/ Disabilities graduated w/ Academic Ready status

Trends

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

ACT: English: 2020, 57.14% 2019, 52.30% Math: 2020 44.39% 2019 39.2% Reading: 2020, 48.98% 2019 50% Economically Disadvantaged: 2020, 40.9% 2019 42.5% Graduation Rate: 2020, 89.7% Students w/ Disability 72% 2019, 92.1% Students w/ Disability 76.5% % of student population with Disabilities (IEP): 2018-2019, 14.5% 2019-2020, 16.4% 2020-2021, 16.5%

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 5: Design, Align and Deliver Support - Ensure all learners are supported adequately and appropriately. Develop/Update our adult advocacy and student mentoring programs, Tutoring options, Parent communication and meetings with school staff, Increase access to resources through the use of FRYSC, Establish new MTSS interventions for students in all areas (academic, behavior, mental health), individual student meetings with Seniors, Utilize FLY advisory period as a daily support, ensure students with Disabilities have equal access to career opportunities KCWP 2: Design and Deliver Instruction: Walkthrough each classroom and provide quality feedback to teachers a minimum of once monthly, provide systems of support and/or targeted assistance for ineffective teachers, PLCs on quality instructional practices including the use of explicit instruction when working with students with disabilities, PLCs on data collection, monitoring and analysis, design new MTSS interventions that utilize research based strategies and data collection

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%.

ACT: English raised 4.84% from previous year ACT: Math raised 5.19% from previous year

Attachment Summary

Attachment Name	Description	Associated Item(s)
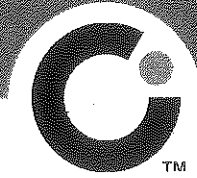
2020-21 Phase Two: School Assurances_10142020_08:50

2020-21 Phase Two: School Assurances

Scott High School
Carolyn Stewart
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2020-21 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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 KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. 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.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the Kentucky Equitable Access to Effective Educators Survey. Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 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 accurately completed the Kentucky Equitable Access to Effective Educators Survey by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

- **Yes**
- No
- N/A
 COMMENTS

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).

 o Yes
 o No
 ● N/A
COMMENTS

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.

 o Yes
 o No
 ● N/A
COMMENTS

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.

 o Yes
 o No
 ● N/A
COMMENTS

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.

 o Yes
 o No

● N/A

COMMENTS

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.

o Yes

o No

● **N/A**

COMMENTS

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. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

o Yes

o No

● N/A

COMMENTS

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.

o Yes

o No

● N/A

<u>COMMENTS</u>

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

o Yes

o No

● N/A

<u>COMMENTS</u>

Title I Targeted Assistance School Programs

10. 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.

    o Yes

    o No

    ● **N/A**

COMMENTS

11. 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.

    o Yes

    o No

    ● **N/A**

COMMENTS

12. 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.

    o Yes

    o No

    ● **N/A**

COMMENTS

13. 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.

    o Yes

o No

● N/A

COMMENTS

14. 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.

o Yes

o No

● N/A

COMMENTS

15. 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.

o Yes

o No

● N/A

COMMENTS

16. 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.

o Yes

o No

● N/A

COMMENTS

17. 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.

o Yes
o No
● N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional 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).

    o Yes

    o No

    ● **N/A**

COMMENTS

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

    o Yes

    o No

    ● **N/A**

COMMENTS

All School Programs

20. 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
o No
o N/A
COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

● **Yes**
o No
o N/A
COMMENTS

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

o Yes
o No
● **N/A**
COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. 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.

o Yes
o No
● N/A
COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

o Yes
o No
● N/A
COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

o Yes
o No
● N/A
COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

o Yes
o No
● N/A
COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

o Yes
o No
● N/A
COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

o Yes
o No
● N/A
COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

o Yes

o No

● N/A

COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

o Yes

o No

● N/A

COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

● **Yes**

o No

o N/A

COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

● **Yes**

o No

o N/A

COMMENTS

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

● Yes
o No
o N/A
COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

● Yes
o No
o N/A
COMMENTS

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

● Yes
o No
o N/A
COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

TM

2020-21 Phase Two: School Safety Report_10142020_09:24

2020-21 Phase Two: School Safety Report

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

2020-21 Phase Two: School Safety Report - 2020-21 Phase Two: School Safety Report_10142020_09:24 - Generated on 12/16/2020

Scott High School

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Scott High School

2020-21 Phase Two: School Safety Report

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Scott High School

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.

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Scott High School

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

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Scott High School

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, 9/17/20

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

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

Yes, 8/19/20

7. During the first 30 instructional days of the <u>current</u> 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 <u>prior</u> 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

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Scott High School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Three: Professional Development Plan for Schools_12062020_23:52

2020-21 Phase Three: Professional Development Plan for Schools

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

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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

   1. What is the school's mission?

   Our mission at Scott High School is to inspire students to achieve at their highest potential.

   2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for professional development that support continuous improvement?

   Our greatest areas of need are improving our Graduation Rate and Students with Disabilities. The two priorities for professional development that will support our

continuous improvement in these areas are: 1) Addressing the Social & Emotional needs of all our students 2) Quality Instructional Practices (specifically working with students with disabilities)

3. How do the identified **top two priorities** of professional development relate to school goals?

Both of these priority areas have a direct impact on all our goals. By working on our Quality Instructional Practices, specifically working with students with disabilities, we will be working to improve in the areas of Proficiency, Separate Academic Indicator and Gap. Working to address the Social & Emotional needs of all our students will support progress in all areas of improvement.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

We want to be able to educate and support the whole child at Scott High School. If we are able to better meet the social and emotional needs of our students, they will be more likely to experience success educationally. We would focus our professional develop time on learning a new SEL curriculum specifically designed for high school students, then support this learning with ongoing PD through our PLC structure throughout the school year.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results are multi-faceted, however, the ultimate goal is a greater level of educational success by the time students graduate. Through the use of targeted SEL lessons and practices, students and teachers will develop strong supportive relationships. Teachers will be proficient in their abilities to provide social emotional supports to our students and infuse those beliefs and practices within their instructional practice. By having a greater level of targeted support, as well as having been taught specific social emotional skills, students will experience greater success educationally. (Leading to higher proficiency and other academic indicator scores as well as increased transition rate and graduation rate.)

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

The indicator of success would be increased proficiency and other academic indicator percentages as well as an increase in our transition readiness and graduation rate.

4d. Who is the targeted audience for the professional development?

The targeted audience will be all teachers, administrators and counselors.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All students, teachers, counselors and administrators will be impacted by this component of professional development.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

$3698 for the new high school SEL curriculum, The Core Project (Paid for through grant funds) $4500 for Core Project consultants to train staff on the use of the program (including travel expenses, paid for with grant funds)

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Scott High School will utilize our PLC process to provide ongoing learning and support throughout the school year. We meet biweekly in cross curricular PLCs and monthly in content specific PLCs.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Terrace metrics student data (3 times a year), MTSS data on students requiring Tier 2 & 3 interventions for SEL/mental health supports (analysis every 6 - 8 weeks), KTP data tracking (monthly analysis), failure rate (end of each trimester), graduation rate, observational and anecdotal data from classroom walkthroughs

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Professional development will be provided in the area of quality instructional practices, specifically for working with students with disabilities. Ultimately, we need our special education students to achieve greater success educationally. We would like to increase the graduation rate, proficiency, and transition readiness of our special education students. Our Gap goal specifically addresses our special needs population.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Through this PD, our goal is for teachers to receive training in instructional strategies that promote engagement, collaboration, high expectations and self-efficacy skills, resulting in a higher level of learning for our special education students.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Indicators of success would include: improved quality of instruction within classrooms (based on observational and anecdotal data), increased level of proficiency (on classroom and state assessments), increased graduation rate.

5d. Who is the targeted audience for the professional development?

The targeted audience for this professional development are teachers, special education support staff, counselors and administrators.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Teachers, special education instructional assistants, and students will be impacted by this component.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Resources for this professional development may include SBDM funds to pay for a trainer and/or the use of a consultant from the Northern Kentucky Cooperative for Educational Services (NKCES).

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Scott High School will utilize our PLC process to provide ongoing learning and support throughout the school year. We meet biweekly in cross curricular PLCs and monthly in content specific PLCs. We will utilize NKCES and District special education consultants for ongoing training and support throughout the year.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Observational and anecdotal evidence of the use of quality instruction practices during classroom walkthroughs (all teachers at least once monthly), data tracking of special education students (grades, goals, proficiency, CERT, etc. analyzed monthly), formative and summative classroom assessments analyzed in PLCs, proficiency of special education students

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
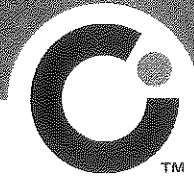
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2020-2021 Phase Three: Comprehensive School Improvement Plan

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

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2020-21 Phase Three: Comprehensive School Improvement Plan

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

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

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.

. a. Develop your Strategic Goals using the <u>Comprehensive School Improvement Plan Template.</u>
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)
KDE Comprehensive Improvement Plan for Scott High School		□

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, Baldridge, 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.

Explanations/Directions

Goal: Include 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	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	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 above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

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 10/1/2024 as measured by State 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 10/1/2021 as measured by State Assessment in Math and Reasoning	*KCWP 4:Review, analyze, and apply data* 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 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 of English instruction during their Junior 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 BAC	$4000 School Council Funds
		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	Adjusted Curriculum Maps, additional teaching strategies in lessons	Bimonthly Departmental PLCs Department Heads and administrators	
	KCWP 4:Review, analyze, and apply data through utilization of CERT Testing and Resources – Students in Math, English, Science, and Social Studies in grades 9-11 will implement CERT testing and utilization of the CERT resources throughout the school year.	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	CERT and Class Grades	Three times a year BAC, Department Heads, Administrators	
	KCWP 5: Design, Align, and deliver support by increasing the quality of tier 1 instruction in all classrooms through the implementation of Thinking Strategies in Reading Apprenticeship – Teachers school wide will utilize specific best practice reading and thinking strategies (Think Aloud, Talking to the Text, Marking the Text, etc.). These strategies will be focused on through PLCs 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 PLCs, Monthly Cross Curricular PLCs Department Heads	
	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 in the area of reading	Provide additional (beyond the core) specific, research based and targeted reading instruction and ongoing data analysis.	CERT Scores, SRI scores, data from reading assessments	Monthly MTSS team meetings Reading teachers, Administrators	

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 10/1/2024 as measured by State Assessment in Math and Reading.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	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 of math instruction during their freshman 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 BAC, Department Heads, Administrators	
		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	Adjusted Curriculum Maps, additional teaching strategies in lessons	Monthly Departmental PLCs Department Heads	
	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 in the area of math	Provide additional (beyond the core) specific, research based and targeted math instruction and ongoing data analysis.	CERT Scores, Delta Math, data from math skills assessments	Monthly MTSS team meetings Math teachers, Administrators	

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 10/1/2024 as measured by On-Demand Writing Assessment.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Collaborate to increase the science proficiency for all students from 28.5% proficient and distinguished in 2019 to 35.7% by 6/1/21 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 BAC, Department Heads, 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 PLCs Department Head	
	KCWP 5: Design, Align, and delivery of Kentucky Academic Standards for Science within science classes – Through professional development and departmental 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.	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.	Adjusted Curriculum Maps, additional teaching strategies in lessons	Monthly Departmental PLCs Department Head	
	KCWP 5: Design, Align, and delivery 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.	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.	Adjusted Curriculum Maps, additional teaching strategies in lessons	Monthly Departmental PLCs Department Head, BAC	$8000 school council funds
Collaborate to increase writing proficiency for all students from 57.5% proficient and distinguished in 2019 to 61.8% by 10/1/21	*KCWP 5: Design, Align, and delivery* Instruction through the continued implementation of our planned writing continuum throughout English and Social Studies classrooms	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource	PLC documents and quality of writing pieces	Monthly Departmental PLCs Writing Cluster Leader	

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 10/1/2024 as measured by On-Demand Writing Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
as measured by On-Demand Writing Assessment		sharing and collaborative lesson creation, and analysis of data			

3: Achievement 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 by State Assessment in Math and Reading.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
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 6/1/21 as measured by State Assessment in Math and Reading	*KCWP 4:Review, analyze, and apply data* 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 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 of English instruction during their Junior year.	Ensure that formative, interim, summative assessment results, as well as universal screener data are used appropriately to determine tiered intervention needs	Increased hours of content instruction to lower performing students, increased student performance on CERT and ACT	Three times a year BAC, Department Head, Administrators	
		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	Adjusted Curriculum maps, additional teaching strategies in lessons	Monthly Departmental PLCs Department Heads	
	KCWP 4:Review, analyze, and apply data to Scott High School freshmen and sophomores approximately one grade level below current grade will experience a reading apprenticeship class (in addition to core instruction) to support them as they improve their reading abilities.	Ensure that formative, interim, summative assessment results as well as universal screener data are used appropriately to determine tiered intervention needs.	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 BAC, Department Head, Administrators	
	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 reading intervention class (Reading and Comprehension) in addition to their	Ensure that formative, interim, summative assessment results, as well as universal screener data are used appropriate to determine tiered intervention needs.	Evidence Based Practice – Read 180 SRI	Three times a year BAC, Department Head, Administrators	$55,000 District Funds

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 by State Assessment in Math and Reading.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	core English, to support them as they improve their reading abilities.				
	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 an additional 12 weeks of math instruction during their freshman 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).	Ensure that formative, interim, summative assessment results, as well as universal screener data are used appropriately to determine tiered intervention needs.	Increased hours of content instruction to lower performing students, Increased student performance on CERT and ACT	Three times a year BAC, Department Head, Administrators	

5: Transition Readiness

Goal 5 (Transition Readiness goal.): Collaborate to increase the percentage of Seniors who achieve Transition Readiness from 53.1% in 2019 to 76.6% by 5/31/2024 as measured by the College and Career Readiness calculation on the School Report Card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Collaborate to increase the percentage of seniors who achieve Transition Readiness from 53.1% in 2019 to 57.8% by 5/31/21 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 and Senior English & Math teachers	
	KCWP 5: Design, Align and deliver support through the use of best practice reading and thinking strategies of reading apprenticeship – Teachers school wide will utilize specific best practice reading and thinking strategies (Think Aloud, Talking to the Text, Marking the Text, etc.). These strategies will be focused on through PLCs 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 lesson activities in classroom	Monthly Departmental PLCs, Monthly cross curricular PLCs, Department Heads and Administrators	
	KCWP1: 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 at Scott High School in 2018 – 2019 and continued in 2019 – 20 & 2020 - 21. Pre-law, Law Enforcement, Plant & Crop Production, Veterinarian Assistant, Pharmacy Technician, and JROTC are Career Ready programs which are to be	Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Curriculum meeting minutes, course guide and Career Ready data	Career Ready Counselor, monthly curriculum committee meetings, SBDM monitoring of Career Ready progress	$10,000 school council funds

Goal 5 (Transition Readiness goal.): Collaborate to increase the percentage of Seniors who achieve Transition Readiness from 53.1% in 2019 to 76.6% by 5/31/2024 as measured by the College and Career Readiness calculation on the School Report Card.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	implemented at Scott High School in 2020 – 2021.				

6: Graduation Rate

Goal 6 (Graduation rate goal.): Collaborate to increase four/five year graduation rate from 92.8% in 2019 to 96.4% by 9/1/2024 as measured by four/five year graduation rate.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Collaborate to increase four/five year graduation rate from 92.8% in 2019 to 93.5% by 9/1/2021 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 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.	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	Monthly Faculty Meetings and Bimonthly cross curricular PLCs	$8000 Eagle Club and SBDM fuds
		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	Monthly Faculty Meetings and Bimonthly cross curricular PLCs	

	Goal 6 (Graduation rate goal.): Collaborate to increase four/five year graduation rate from 92.8% in 2019 to 96.4% by 9/1/2024 as measured by four/five year graduation rate.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	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.	Create and monitor a "Watch List" for students performing below proficiency.	Grades, Retention Rate, Discipline Referrals	At least three times a year, SWS Coordinator and Administrators	
	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	Create and monitor a "Watch 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.	Data specific to the MTSS intervention area being supported/monitored	At least monthly team meetings in each MTSS area with administrative lead, At least monthly MTSS team leads PLC	

7: Impact Survey Goal

Goal 7 (Impact Survey Goal): Collaborate to increase the percentage of teachers who report positive perceptions of the overall social and learning climate of the school from 35% in 2020 to 54% (KY High School Average) in 2024.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Collaborate to increase the percentage of teachers who report positive perceptions of the overall social and learning climate of the school from 35% in 2020 to 44% in 2022.	*KCWP 6: Establish Learning Culture and Learning Environment* that sets a positive tone for the culture and expectations of the school. School faculty will maintain an open line of communication and provide support (to students, staff, parents) when needed.	Regular communication (at least once weekly) with parents through social media, website, email, and/or newsletter.	Record of weekly communication	Monthly check in with Curriculum Lead teachers	
		Parents invited to parent teacher conferences 3 times a year.	Parent attendance at conferences	Parent attendance	
		Regular communication (at least once weekly) with staff through weekly memo utilizing a positive tone.	Record of weekly memo	Weekly Memo	
	KCWP 6: Establish Learning Culture and Learning Environment to develop and maintain structures and activities that support a positive school culture.	Acknowledge two *Outstanding Eagle Educators* at each monthly faculty meeting	Nominated teachers	Monthly faculty meetings	
		Eagle Screech "shout outs" for students who are exhibiting positivity and successful work habits	Positive interactions among students and staff	Sent emails, Social Media Posts	
		Google form to track positive communication/feedback to students (at least two positive communications a year through email, postcard, letter, phone call, etc.)	All students receive two positive communications	Google form to track communication	

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:
Consider: 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?   **Response:**

Identification Of Critical Resources Inequities:
Consider: 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.   **Response:**

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.	☒
		☐
		☐
		☐
		☐

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.	☒
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2020-21 Phase Three: Executive Summary for Schools

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

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2020-21 Phase Three: Executive Summary for Schools

. 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 1075 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 majority of our school's staff are composed of veteran teachers. We also have several teachers early in their educational career. The staff also includes two National Board-Certified teachers.

. 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: 1. Students have an opportunity to express preferences 2. Students are encouraged to succeed 3. Students are challenged in academic classes 4. Students have an opportunity to compete 5. Students experience appropriate social interaction

. 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 to facilitate students reaching college readiness and to support students as they take their dual credit classes. In 2019-2020, Scott High School Students successfully completed over 600 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 Kenton County School District's JROTC program. We are in our third year of implementation of a Homeland Security pathway which is expected to certify more than 100 students in Homeland Security through FEMA in 2020-2021. 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, pursing career certifications. Many vocational trades are found in our area, including, but not limited to, Welding, Carpentry, Electricity, Masonry, Plumbing, and Automotive Technicians. We are also very proud of that fact that we have a Golden Apple winner and more impressively a Milken Award Recipient on our staff. Two main areas for future improvement are special education and graduation rate. Although, we are having many successes in the areas mentioned above, our students with special needs are not improving at the same rate as our general population and our graduation rate has recently declined.

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

N/A

. 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 three 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 and 2020 - 2021 school year.

Attachment Summary

Attachment Name	Description	Associated Item(s)
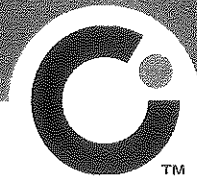
2020-21 Phase Three: Closing the Achievement Gap
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Scott High School
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United States of America

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

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 37.5% of our overall population. Our second largest Gap group are Students with Disabilities. Currently, 14% of our population are students with disabilities. Our population of minority students has shown an increase this school year. We are currently at 14.4% 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, be respectful of their environment, themselves 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 twice 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 previous school years, the following improvements in achievement gaps were identified. There 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. There 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. There 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. There 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. There 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 well 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 teachers in content specific teams: Best Practice Instructional Strategies and continued focus on providing quality Tier 1 instruction, Instructional & Curriculum adjustments (12 hours, monthly PLCs) Special Education teachers: SDI Best Practices in the collaborative setting (3 hours, monthly PLCs), District-wide special education compliance and updates (7 hours) School-wide Professional Development: Social Emotional Tier 1 supports and strategies within multi tiered system of supports (6 hours 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 student advisory sessions. Continued implementation and refining of R180, Reading Apprenticeship resources, Best practices, Formative Assessment, Accountable Talk, Collaborative Learning, Meaningful Engagement, Career Readiness, Trauma Informed Practices, Continued implementation and refining of PBIS and Tier II behavioral interventions

III. Planning the Work

. 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 by the Junior ACT assessment and Sophomore Graduation Assessment in Math and Reading.

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		°
⊞ Measurable Gap Goal Scott High School		°

Gap Group/Total number of students	Percentage of Total School Population
African American/39	3.72%
Asian/7	0.67%
Hispanic/50	4.77%
Native Hawaiian or Pacific Islander/3	0.29%
Two or More Races/52	4.96%
White/898	85.61%
English Learners/5	0.47%
Free or Reduced Price Meals/398	37.50%
Students with Disabilities/149	14%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
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 6/1/21 as measured by the State Assessment in Reading and Math	KCWP 4: *Review, analyze and apply data* 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 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 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 of English instruction during their Junior year.	Ensure that formative, interim, summative assessment results, as well as universal screener data are used appropriately to determine tiered intervention needs	BAC, Department Head, Administrators	Three times a year, CERT data	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation and analysis of data	Department Heads	Monthly Departmental PLCs, Adjusted Curricuum maps, additional teaching strategies in lessons	
	KCWP 4: *Review, analyze, and apply data* to Scott High School freshmen and sophomores approximately one grade level below current grade will experience a reading apprenticeship class (in addition to core instruction) to support them as they improve their reading abilities.	Ensure that formative, interim, summative assessment results as well as universal screener data are used appropriately to determine tiered intervention needs.	BAC, Department Head, Administrators	Three times a year, CERT data	

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 reading intervention class (Reading and Comprehension) in addition to their core English, to support them as they improve their reading abilities.	Ensure that formative, interim, summative assessment results, as well as universal screener data are used appropriate to determine tiered intervention needs.	BAC, Department Head, Administrators	Three times a year, CERT data, SRI	$55,000 District Funds
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 an additional 12 weeks of math instruction during their freshman 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).	Ensure that formative, interim, summative assessment results, as well as universal screener data are used appropriately to determine tiered intervention needs.	BAC, Department Head, Administrators	Three times a year, CERT data, Delta math	

2020-21 Phase One: Continuous Improvement Diagnostic for Schools_09152020_10:47

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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Independence, Kentucky, 41051
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Simon Kenton High School

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Simon Kenton High School

2020-21 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 2020-21 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
• Professional Development Plan for Schools

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.

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Simon Kenton High School

Craig Reinhart 9/15/2020

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2020-21 Phase Two: The Needs Assessment for Schools

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Simon Kenton High School

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Simon Kenton High School

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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, 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 councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

There are several methods by which we review, analyze, and adjust based on data. One group responsible for this is SBDM, which reviews assessment data quarterly (or as new data arrives at monthly meetings). A second group that reviews this data is the curriculum leadership team (admin and department chairs), that, after analyzing available data monthly, creates strategies for how their departments will further use the data to adjust instruction. Finally, subject area PLC groups review data from their class and school-wide assessment data to share strategies at least once every two weeks. The discussions from these meetings are documented in the minutes from those meetings. Discipline and attendance data is reviewed at least weekly by administration and the RBTL team to identify areas of concern. The MTSS committee reviews data according to the interval prescribed by their level of intervention, 6 or 8 weeks, and makes a determination whether students with interventions are progressing or not.

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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 percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four percent (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 2019-20 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
-Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

> For current seniors who took the ACT last year: the ACT composite was a 20.43, with 40.34% of students scoring above a 22. For math, science, English and reading, the percentage of students at or above benchmark was 54.11%, 33.33%, 62.32%, and 54.83%, respectively. When accounting for STEM scores (math and/or science), 55.80% of students met the transition readiness goal during their junior year, and for ELA (English and/or Reading) , 68.36% of the students met the transition readiness goal during their junior year. For those who took an Advanced Placement test during the 2019-2020 school year, 46% scored a 3, 4, or 5. Meanwhile, students took 325 dual credit classes during 2019-2020 while 301 earned a passing score, for a success rate of 92.62%. For non-academic data, while our Impact Survey showed us to be rated highly compared to high schools in the state in the areas of managing student behavior, school leadership, and staff-leadership relationships, we were rated lower in the areas of Educating all Students, Feedback & Coaching, Professional Learning, and Resources. We were significantly below in the areas of teachers being uncomfortable with having a student who speaks a unique language and cannot communicate effectively, thoroughness and usefulness of feedback and the evaluation process from administrators to teachers, relevance of professional development, and access to resources.

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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 Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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.

Our ACT data demonstrates a significant gap between our special education students and our student population as a whole. From the test administered in March 2020, our 11th grade class had an average English score of 20.16 with 62.23% meeting benchmark, while our special education students had an average of 14.13 with 21.88% meeting benchmark. For math, our 11th grade class had an average score of 20.17 with 54.00% meeting benchmark, while our special education students had an average of 15.68 with 12.5% meeting benchmark. For reading, our 11th grade class had an average score of 20.54 with 54.72% meeting benchmark, while our special education students had an average of 15.58 with 25% meeting benchmark.

Trends

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

ACT Reading percent meeting benchmarks went from 54.9% in 18-19 to 54.72% in 19-20 for a very slight decline. Reading numbers in decline are very concerning, because reading impacts every subject area. This is especially true for our special education students. Based on the most recent staff survey data, the feedback given to teachers during learning walks is not seen as effective. This indicates our implementation of observation and feedback are not as effective as they could be.

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: Review, Analyze and Apply Data: The school, in conjunction with the district, will work to create data tracking sheets for mastery of standards in each course. Teachers and other staff will meet in PLC groups to analyze data and make instructional plans. Students identified as not meeting standards will receive additional instruction to learn content that they have not mastered. For our special education students, this additional instruction will help them to meet benchmarks in reading, English, and mathematics at higher rates than we currently have.

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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%.

For the ACT administered to 11th grade students: ACT Math percent meeting benchmarks went from 52.9% in 18-19 to 54.00% in 19-20 for a slight improvement. ACT English percent meeting benchmarks went from 61.8% in 18-19 to 62.23% for a slight improvement. Our graduation rate remained steady, with 96.0% of the 4/5 year cohort in 18-19 and 95.6% in 19-20. Our 4 year average went from 95.4% in 18-19 to 95.5% in 19-20.

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Two: School Assurances_10072020_13:24

2020-21 Phase Two: School Assurances

Simon Kenton High School
Craig Reinhart
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2020-21 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225).
Please read each assurance carefully and indicate whether your school complies 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 KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. 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.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the Kentucky Equitable Access to Effective Educators Survey. Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 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 accurately completed the Kentucky Equitable Access to Effective Educators Survey by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

- Yes
- No
- N/A
  <u>COMMENTS</u>

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).

    o Yes
    o No
    ● N/A
COMMENTS

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.

    o Yes
    o No
    ● N/A
COMMENTS

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.

    o Yes
    o No
    ● N/A
COMMENTS

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.

    o Yes
    o No

● N/A
COMMENTS

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.

o Yes
o No
● N/A
COMMENTS

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. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

o Yes
o No
● N/A
COMMENTS

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.

o Yes
o No
● N/A
COMMENTS

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

o Yes
o No
● N/A
COMMENTS

Title I Targeted Assistance School Programs

10. 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.

    o Yes
    o No
    ● N/A
COMMENTS

11. 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.

    o Yes
    o No
    ● N/A
COMMENTS

12. 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.

    o Yes
    o No
    ● N/A
COMMENTS

13. 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.

    o Yes

o No

● N/A

COMMENTS

14. 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.

o Yes

o No

● N/A

COMMENTS

15. 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.

o Yes

o No

● N/A

COMMENTS

16. 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.

o Yes

o No

● N/A

COMMENTS

17. 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.

o Yes

o No

● N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional 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
COMMENTS

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

○ Yes
○ No
● N/A
COMMENTS

All School Programs

20. 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**
o No
o N/A
COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

• **Yes**
o No
o N/A
COMMENTS

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

o Yes
o No
• **N/A**
COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. 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

COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

- ○ Yes
- ○ No
- ● N/A

COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

- ● Yes
- ○ No
- ○ N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

o Yes

o No

● N/A

COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

o Yes

o No

● N/A

COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

o Yes

o No

● N/A

COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

● Yes

o No

o N/A

COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

o Yes

o No

● **N/A**

COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

● **Yes**

o No

o N/A

COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

● **Yes**

o No

o N/A

COMMENTS

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

● Yes

o No

o N/A

COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

● Yes

o No

o N/A

COMMENTS

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

● Yes

o No

o N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Two: School Safety Report_10072020_13:52

2020-21 Phase Two: School Safety Report

Simon Kenton High School
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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.

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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

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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, May 28, 2020

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the <u>current</u> 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 18, 2020

7. During the first 30 instructional days of the <u>current</u> 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 <u>prior</u> 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

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Three: Professional Development Plan for Schools_11182020_14:28

2020-21 Phase Three: Professional Development Plan for Schools

Simon Kenton High School
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United States of America

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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

Simon Kenton High School is a community of students, educators, administrators, parents and families. Each member of this community is a valued individual with unique physical, social, cultural, emotional and intellectual needs, as well as strengths. With all partners working together, the mission of Simon Kenton High School is to provide quality and equitable educational programs and opportunities for all students. Our focus is to promote life-long learning, social well-being and responsible global citizenship among our students.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs

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assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for professional development that support continuous improvement?

The top 2 priorities for Simon Kenton High School are: 1) to increase the percentage of graduating seniors who are college and/or career ready and 2) decrease the achievement gap between students with disabilities compared to the total student population.

3. How do the identified **top two priorities** of professional development relate to school goals?

Simon Kenton has dedicated professional develop activities that address reading across the curriculum and the continuum of mathematics instruction. Additionally, there is dedicated professional development aimed at reducing the achievement gap that exists with special education students. Aside from having dedicated professional development sessions in these two areas, there is a significant amount of job-embedded PD that addresses these issues.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

"to increase the percentage of graduating seniors who are college and/or career ready" This relates to the school and district goal of having a Transition Readiness Rate of 95% and a graduation rate of 95%. Short term, we will analyze formative assessments and career certification pathways and adjust instruction and programs to ensure growth in this priority need. Long term, we need to ensure students entering high school are placed in career certification pathways early on so that they can complete their certificates and become college and/or career ready.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The student outcome we want from this is that all students who graduate Simon Kenton are college and/or career ready. The educator beliefs that we hope to achieve are that every adult in this building believes that this is possible and that their practice reflects an effort towards this goal.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

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The indicator for success in this area will be measured by the transition readiness rate increasing.

4d. Who is the targeted audience for the professional development?

Administration, counselors, and teachers will be the intended audience for this PD.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

For this facet of PD, students, teachers, administrators, district leaders, and others are impacted, because the changes in practice will impact student success and the data from this will be reported to the state through the district office.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

The resources necessary for this are that some time needs to be allocated from the 24 hours of PD required in the teacher contract and some time will be devoted during the school year for job-embedded PD. A small amount of funding will be needed to have teachers who are helping to present be covered by a sub.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Our school uses Individual Learning Team (ILT) PLC structures and also whole school PLC structures.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Our school has implemented a Data Tracking System for standards mastery that will allow for monitoring of the goal.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

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"Decrease the achievement gap between students with disabilities compared to the total student population." This is aligned to the school goals because we want every student reading on grade level, we want high graduation rates, and we want a high transition readiness rate. Short term, we will continue compliance reviews to make sure students are served appropriately. Long-term, we will build reading strategies across the curriculum that are aimed to help all students, but are especially effective for students with disabilities.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results of this are that students with disabilities are better prepared for a transition to adult life after graduation. For educators, the intended result is a shift in attitude towards teaching reading across all classes.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Success will be measured by the achievement scores of students with disabilities on state reported testing. In the interim, success will be tracked through our goal monitoring system and data tracking system.

5d. Who is the targeted audience for the professional development?

The main target of this professional development is teachers. They will implement the strategies they learn with students.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All parties will be impacted by this PD as reading affects all classes.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

The resources include staffing a reading interventionist, some funding for substitutes when necessary, some materials for teaching reading, and time in PD to implement strategies.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Our reading interventionist will provide on-going coaching and PC meetings will be held frequently to support this work.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

PLC exit slips/minutes, data tracking sheet for mastery, and goal monitoring systems will all be used to measure the level of implementations

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-2021 Phase Three: Comprehensive School Improvement Plan_11052020_08:39

2020-2021 Phase Three: Comprehensive School Improvement Plan

Simon Kenton High School
Craig Reinhart
11132 Madison Pike
Independence, Kentucky, 41051
United States of America

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2020-21 Phase Three: Comprehensive School Improvement Plan

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

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

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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.

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.

. 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.
Attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 CSIP Phase 3 11-25-2020		•

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, Baldridge, 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.

Goal 1: By 2025, Simon Kenton High School will increase overall proficiency for all students in reading and math from 70.7% in 2019 to 85.7% in 2025 as measured by the school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, Simon Kenton High School will increase overall proficiency for all students in reading and math from 70.7% in 2019 to 73.7% in 2021 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	• Ensure congruency is present between standards, learning targets, and assessment measures. • 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. • 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.	• Mastery of content displayed on Data Tracking Sheets by course. • Monitor Weekly Goal Sheets for effective planning of tier 1 instruction • Analyze CERT and common assessment test data for student progress • Facilitate PLC and ILT meetings to improve tier 1 instruction.	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress. Teachers and administrators will consistently monitor data tracking sheets for mastery of content.	None
	KCWP 4: Review, Analyze and Apply Data	• Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. • Use assessment data to help students assess and adjust their own learning.	• Mastery of content displayed on Data Tracking Sheets by course. • Monitor Weekly Goal Sheets for effective planning of tier 1 instruction	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress. Teachers and administrators will consistently monitor data tracking sheets for mastery of content.	None

Goal 1: By 2025, Simon Kenton High School will increase overall proficiency for all students in reading and math from 70.7% in 2019 to 85.7% in 2025 as measured by the school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		- Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. - Ensure that all users of assessment data use information to benefit student learning. - Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks	- Analyze CERT and common assessment test data for student progress - Facilitate PLC and ILT meetings to improve tier 1 instruction. - SAM data for Read 180 students and Reading Inventory Scores for all students.	Reading interventionist reviews data for all SAM reports as well as pre- and post-intervention reading inventory data for struggling readers and recommends adjustments.	

2: Separate Academic Indicator

Goal 2: By 2025, Simon Kenton High School will increase the separate academic indicator score for all students from 68.9% in 2019 to 84.5% in 2025 as measured by the school report card separate academic indicator data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1:	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning	Mastery of content displayed on	Teachers & Administrators will examine data at midterms and end of	None

Goal 2: By 2025, Simon Kenton High School will increase the separate academic indicator score for all students from 68.9% in 2019 to 84.5% in 2025 as measured by the school report card separate academic indicator data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2021, Simon Kenton High School will increase the separate academic indicator score for all students from 68.9% in 2019 to 72% in 2021 as measured by the school report card separate academic indicator data.		targets, and assessment measures. • 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. • 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.	Data Tracking Sheets by course. • Monitor Weekly Goal Sheets for effective planning of tier 1 instruction • Analyze common assessment test data for student progress • Facilitate PLC and ILT meetings to improve tier 1 instruction.	grading periods to measure progress. Teachers and administrators will consistently monitor data tracking sheets for mastery of content.	
	KCWP 4: Review, Analyze and Apply Data	• Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. • Use assessment data to help students assess and adjust their own learning. • Ensure that formative assessment practices allow students to understand where they	• Mastery of content displayed on Data Tracking Sheets by course. • Monitor Weekly Goal Sheets for effective planning of tier 1 instruction • Analyze common assessment test	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress. Teachers and administrators will consistently monitor data tracking sheets for mastery of content.	None

		Goal 2: By 2025, Simon Kenton High School will increase the separate academic indicator score for all students from 68.9% in 2019 to 84.5% in 2025 as measured by the school report card separate academic indicator data.			
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		are going, where they currently are, and how they can close the gap. • Ensure that all users of assessment data use information to benefit student learning.	data for student progress • Facilitate PLC and ILT meetings to improve tier 1 instruction.		

3: Achievement Gap

		Goal 3: By 2025, 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 2025 as measured by the school report card proficiency data.			
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By 2021, 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 2021 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	• 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.	• Mastery of content displayed on Data Tracking Sheets by course. • Monitor Weekly Goal Sheets for effective planning of tier 1 instruction as well as equal access for all students to the curriculum. • Analyze CERT and common assessment test data for student progress • Facilitate PLC and ILT meetings to	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress. Teachers and administrators will consistently monitor data tracking sheets for mastery of content. Caseload managers will update and monitor progress monitoring data biweekly. Administrators and special education department leads will analyze this data.	None

Goal 3: By 2025, 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 2025 as measured by the school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			improve tier 1 instruction as well as discuss student progress.		
	KCWP 4: Review, Analyze and Apply Data	• Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.	• Implement and monitor proven strategies for students with disabilities. • Monthly review of IEPs and binders to ensure compliance and IEP implementation.	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress. Teachers and administrators will consistently monitor data tracking sheets for mastery of content. Caseload managers will update and monitor progress monitoring data biweekly. Administrators and special education department leads will analyze this data.	None

5: Transition Readiness

Goal 5: By 2025, Simon Kenton High School will increase the percentage of students transition ready in grade 12 from 77.8% in 2019 to 100% in 2025 as measured by Transition Readiness calculations.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2020, Simon Kenton High School will	KCWP 1: Design and Deploy Standards	• Ensure curricular alignment reviews are an	• Monitor Weekly Goal Sheets for effective planning	Teachers & Administrators will examine data at midterms and end of	None

Goal 5: By 2025, Simon Kenton High School will increase the percentage of students transition ready in grade 12 from 77.8% in 2019 to 100% in 2025 as measured by Transition Readiness calculations.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
increase the percentage of students who are transition ready in grade 12 from 77.8% in 2019 to 82.2% in 2021 as measured by Transition Readiness calculations.		ongoing action of the PLC's planning process. • Use summative evidence to inform what comes next for individual students and groups of students. • Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. • Recruit students into pathway courses, align standards of pathway courses to EOP assessments, and ensure EOP assessments are completed.	of tier 1 instruction. • Analyze CERT test data for student progress. • Facilitate PLC and ILT meetings to improve tier 1 instruction. • Increase career-ready students; especially those who are not otherwise college ready.	grading periods to measure progress. Teachers and administrators will consistently monitor data tracking sheets for mastery of content. Review progress toward pathway completion data quarterly. Intentionally schedule students so that they are on a pathway beginning in 9th grade and following through completion.	
	KCWP 4: Review, Analyze and Apply Data	• Assess with formative and summative assessments that are aligned to the standards and learning targets. • Assure consideration and addressment of non-academic barriers to learning. • Use assessment data to help students assess and adjust their own learning.	• Monitor CERT test data for student progress. • Facilitate PLC and ILT meetings to improve tier 1 instruction.	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress. Teachers and administrators will consistently monitor data tracking sheets for mastery of content.	None

Goal 5: By 2025, Simon Kenton High School will increase the percentage of students transition ready in grade 12 from 77.8% in 2019 to 100% in 2025 as measured by Transition Readiness calculations.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align and Deliver Support	• 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. • 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. • 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. • Recruit students into pathway courses, align standards of pathway courses to EOP assessments, and ensure	• Analyze End of Program test results for success rates. • Review new course descriptions for career certification opportunities. • Offer professional development for career certifications and pathways. • Increase career-ready students; especially those who are not otherwise college ready.	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress. Teachers and administrators will consistently monitor data tracking sheets for mastery of content. Review progress toward pathway completion data quarterly. Intentionally schedule students so that they are on a pathway beginning in 9th grade and following through completion.	None

Goal 5: By 2025, Simon Kenton High School will increase the percentage of students transition ready in grade 12 from 77.8% in 2019 to 100% in 2025 as measured by Transition Readiness calculations.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		EOP assessments are completed.			

6: Graduation Rate

Goal 6: By 2025, Simon Kenton High School will increase the graduation rate from 95.6 % in 2020 to 99.1% in 2024 as measured by the school report card graduation rate.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, Simon Kenton High School will increase the graduation rate from 95.6% in 2020 to 96.3% in 2021 as measured by the school report card graduation rate.	KCWP 6: Establishing Learning Culture and Environment	• Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning. • Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc. • Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations. • Ensure that classroom policies and procedures align with the school's Code of Conduct. • Implementation of a team to manage transfer students at the school level.	• Administrators will analyze attendance/participation data to identify chronic absences. • Teachers will incorporate social/emotional learning lessons into weekly SKORE lessons. • RBTL team will offer support and services to at-risk students. • PBIS data will be analyzed. • Administrators and AD will review the district extracurricular participation student data to encourage all students to be involved in an activity at school.	Teachers, FRYSC & Administrators will examine data at midterms and end of grading periods to measure progress. SEL lessons will be provided weekly or more frequently as needed to teachers for SKORE. Administrators and teachers will review MTSS data, PBIS data, and RBTL data in monthly meetings. Students who transfer to or from SK will be monitored for school attendance and completion. Services will be offered for students at-risk of not graduating.	None

Goal 7: By 2025, Simon Kenton will increase the favorable ratings on the Impact Survey from 43% to 83% in the area of feedback and coaching.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, Simon Kenton High School will increase the favorable ratings from 43% in 2020 to 51% in 2021 in the area of feedback and coaching as measured by the Impact Survey.	KCWP 5: Design, Align and Deliver Support	• Continue utilization of scheduled learning walks utilizing the Quality Instruction Rubric.	• Completion of learning walks for each teacher at least once per month by an administrator.	Progress will be monitored on the Principal Tracking Sheet maintained by the principal and updated by the administrative team.	None
		• Administrators attend regular curriculum, instruction, and assessment meetings to calibrate feedback provided to teachers during the PPR walk/feedback process.	• Completion of learning walks for each teacher at least once per month by an administrator.	Principal supervisor collects samples of quality feedback from principal and discusses them with colleagues. Principal supervisor gives feedback to the principal on the implementation of the PPR process.	None
	KCWP 6: Establishing Learning Culture and Environment	• Scheduled PLCs to train teachers and administrators in areas of best practices related to the PPR feedback process.	• All teachers are trained on the PPR process— how to offer feedback, the aspects of quality feedback, and the scripting process.	Exit slip from PLC trainings that demonstrate the level of understanding. Impact Survey results.	None
		• Department chairs and ITL leaders participate in learning walks to provide feedback to other teachers and model effective	• Teachers self-reporting their visits via a Google form.	PPR walks done by administration show higher levels of meaningful engagement, formative assessment,	None

Goal 7: By 2025, Simon Kenton will increase the favorable ratings on the Impact Survey from 43% to 83% in the area of feedback and coaching.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		practices for other teachers.		accountable talk, and effective collaboration.	

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. 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 over 1800 students. In addition, we service accelerated programs for 24 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. 91.5% of our school is Caucasian, 3.3% identify as 2 or more races, 3.1% identify as Hispanic, 1.1% 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.

. 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.

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. 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 latest 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 45 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 had 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 9 CAPPIES nominations and a student was 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. Football, Girls Soccer, Boys Soccer, Wrestling, Basketball, Bowling, and Archery all had teams and/or individuals win championships at various levels. 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 or additional college coursework in order to teach college level classes. Each teacher strives to meet the learning needs of his/her students. Assessment scores show steady growth over the past three years. Our main achievement goal is to increase the number of transition ready graduates. This year, 72.1% of seniors were transition ready, a slight decrease due to the number of students that were not able to take some assessments due to COVID. 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, tied for a school record, and has had two students attend Craft or Gatton academies. We also had 3 National Merit Finalists. The seniors received over 18 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.

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Simon Kenton High School

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

n/a

. 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.

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Attachment Summary

Attachment Name	Description	Associated Item(s)

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Simon Kenton High School
Craig Reinhart
11132 Madison Pike
Independence, Kentucky, 41051
United States of America

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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.

Attached

ATTACHMENTS

Attachment Name

    CSIP SK Measurable Gap Goal Worksheet 20-21

II. Achievement Gap Analysis

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

Simon Kenton works continuously to maintain a positive climate and culture at school. Students identified in a gap group participate fully and completely in the school and all associated activities. Special education teachers ensure that the students they serve have every tool necessary to access the curriculum in an equitable manner. Students are, overall, very accepting of those with differences. All staff engage in professional development to broaden their ability to create and maintain a learning environment that is diverse, equitable, and inclusive.

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 (Craig Reinhart, Georgina Campbell, Michelle Hickey, Jennifer Hodson, Trent Steiner, Susan Back, Melissa Currin, Roy Lucas, Shelley Sizemore), 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 (Susan Browning, Samantha Corwin, Shannon Dunhoft, Sarah Epure, Kimberly Gilbert, Christine Hoerlein, Leann Lewis, Heather Mastin, Toni Moore, Aaron Sams).

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 2020.

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Simon Kenton High School

III. Planning the Work

. 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).

Attached

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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 CSIP SK Mesurable Gap Goal Worksheet 20-21 Attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
⊞ CSIP Achievement Gap Group Identification		°	
⊞ CSIP SK Measurable Gap Goal Worksheet 20-21		°

Gap Group/Total number of students	Percentage of Total School Population
Economically Disadvantaged	54.20%
Students with Disabilities	11.20%
Hispanic/Latino	3.20%
American Indian/Alaskan Native	0%
Asian	0.80%
Black/African American	1.10%
Native Hawaiian/Pacific Islander	0%
Two or More Races	3.30%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
By 2021, Simon Kenton High School will increase overall proficiency for students with disabilities in reading from 40.4% in 2019 to 46.4% in 2021 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	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
	KCWP 4: Review, Analyze and Apply Data	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 2021, Simon Kenton High School will increase overall proficiency for students with disabilities in math from 31% in 2019 to 37.9% in 2021 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	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
	KCWP 4: Review, Analyze and Apply Data	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