

January 1, 2019 Phase Three: Executive Summary for Schools\_11092018\_08:44

Phase Three: Executive Summary for Schools

**Dixie Heights High School**  
Karen Hendrix  
3010 Dixie Hwy  
Fort Mitchell, Kentucky, 41017  
United States of America

Last Modified: 11/09/2018  
Status: Open

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## Phase Three: Executive Summary for Schools

### Executive Summary for Schools

#### Description of the School

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

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

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### **School's Purpose**

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

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

### **ATTACHMENTS**

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### **Notable Achievements and Areas of Improvement**

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

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

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### **Additional Information**

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

Dixie Heights High School is very proud of other aspects about our school, including our extra-curricular opportunities as well as students' participation in the Kenton County Academies of Innovation and Technology. We offer many extra-curricular opportunities and have students who



excel in these activities. We offer clubs, such as, Academic Team, All State Choir, Amateur Ham Radio, Art, Astronomy, National Beta club, National Honor Society, Odyssey of the Mind, Fellowship of Christian Athletes, Concert Band, Marching Band, Drama, Drug Free Club, Environmental, FBLA, Future Problem Solvers, German, Spanish National Honor Society, Journalism, Mock Trial, Principal Advisory club, Bowling club, Ski club, STLP, Student Council, Student Vision Team, Student Advisory Committee, Tech Olympics, Math Competition Team, Yearbook, and Young Writer's Club. We offer many sporting options, such as, archery, baseball, basketball, fast pitch softball, cross country, football, golf, lacrosse, soccer, swimming, tennis, track, volleyball, and wrestling. Next, Dixie Heights High School has many students participating in the Kenton County Academies of Innovation and Technology. The district offers the following academy options: 1) Biomedical Science, 2) Informatics, 3) Military Preparation 4) Future Educators, 5) Engineering and 6) Gemini College Academy. The Academies are geared to reach our 21st century learners as it facilitates the students' growth in their career field of interest giving them a competitive edge post- graduation.

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **November 1, 2018 Phase Two: The Needs Assessment for Schools**

### **Phase Two: The Needs Assessment for Schools**

#### **Dixie Heights High School**

Karen Hendrix  
3010 Dixie Hwy  
Fort Mitchell, Kentucky, 41017  
United States of America

**Last Modified: 10/13/2018**

**Status: Open**

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## Phase Two: The Needs Assessment for Schools

### Understanding Continuous Improvement: The Needs Assessment

**Rationale:** 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 (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 (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

## Protocol

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

1- Principal and Supervisor- informal discussion (no documentation) 2- Admin Team- weekly agenda 3- District CIA-agenda 4- Teachers- PLC meetings- agenda 5- SBDM council- monthly SBDM minutes

## **ATTACHMENTS**

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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:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Areas of Strength and Growth Reading All Students- 55.8% PD (54.9 in 16-17) Math All students- 56% (41.3 in 16-17) ODW All Students- 59.24% PD (51.8 in 16-17) GAP Math- 34.5% PD (28.0 in 16-17) Areas for improvement Reading GAP- 40.1% PD (41.1 16-17) Reading GAP-34.7%-N in 17-18 Science all students- 38.6% PD (46.3% in 16-17) Science GAP- 62.9 % IEP are N Science GAP- 40.4 % FR are N ODW GAP- 42.5% PD (4th in district)- but (39.0 in 16-17)

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## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

**Example:** 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Reading GAP- 40.1% PD (41.1 16-17) , Reading GAP-34.7%-N in 17-18: Our students identified in the GAP population are not performing well in reading and writing. TSI in Special Education: performed below cut scores for Academic readiness, transition readiness, and graduation rate TSI in ELL: performed below cut scores for Academic Readiness, Transition Readiness and Graduation Rate. 62% of students who failed a class in the 2017-18 school year were identified as Free-Reduced Lunch Science all students- 38.6% PD (46.3% in 16-17) Science GAP- 62.9 % IEP are N Science GAP- 40.4 % FR are N ODW GAP- 42.5% PD (4th in district)- but (39.0 in 16-17)

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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?

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

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## Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

KCWP 4: We are working on creating more effective Professional Learning Communities within our content area teams to assure that we are answering the 4 essential questions of a PLC: 1. What do we want students to learn. 2. How will we know they have learned it? 3. What do we do if they have not learned it? 4. What do we do if they have already learned it. Through our faculty meetings, leadership is providing purpose and reason to create time during the school day to: 1. Provide intervention/enrichment time for ALL students and ALL content areas. 2. Provide time within the contractual day for teacher content specific teams to meet to discuss and plan using the 4 essential questions of a PLC. Through this collaborative work, KCWP 1, 2, 3, 5, and 6 will also be addressed because teachers will be collaborating about specific areas that are addressed for each process.

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## Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

We scored in the top 15% in Kentucky for ACT Reading, English and Math. 511 AP Exams taken with a 73% pass rate 1100 college credit hours earned Reading All Students- 55.8% PD (54.9 in 16-17) Math All students- 56% (41.3 in 16-17) ODW All Students- 59.24% PD (51.8 in 16-17) GAP Math- 34.5% PD (28.0 in 16-17)

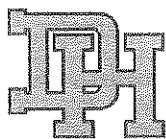
## ATTACHMENTS

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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**Team Schedule**  
**Boys Varsity Basketball**  
**11/26/2018 to 3/1/2019**



**Dixie Heights High School**  
**3010 Dixie Hwy**  
**Edgewood, KY 41017-2384**  
**Derek Bosse**

**Basketball**  
**Boys Varsity**

			Place	Time
Thursday	11/29/18	Walton-Verona (F-4:30 JV-6:00 V-7:30)	Home	7:30 PM
Monday	12/03/18	Villa Madonna	Home	6:30 PM
Wednesday	12/05/18	Newport Catholic (GJV: 4:30 GV: 6:00 BV: 7:30)	Home	7:30 PM
Friday	12/07/18	Holmes (JV-6:00 V-7:30)	Home	7:30 PM
Tuesday	12/11/18	Beechwood (F-4:30 JV-6:00 V-7:30)	Home	7:30 PM
Thursday	12/13/18	Campbell County ( JV: 6:00 V: 7:30)	Away	7:30 PM
Saturday	12/15/18	Newport (@ John Turner Classic (V))	Away	12:00 PM
Tuesday	12/18/18	Mason County ( JV: 6:00 V: 7:30)	Home	7:30 PM
Thursday	12/20/18	Simon Kenton (SKIT )	Away	7:30 PM
Friday	12/21/18	Simon Kenton (SKIT)	Away	7:30 PM
Saturday	12/22/18	Simon Kenton (SKIT)	Away	12:00 PM
Thursday	12/27/18	South Oldham (South Oldham Tournament (V))	Away	7:30 PM
Friday	12/28/18	South Oldham (South Oldham Tournament (V))	Away	7:30 PM
Saturday	12/29/18	South Oldham (South Oldham Tournament (V))	Away	12:00 PM
Friday	01/04/19	Ryle (V: 7:30)	Home	7:30 PM
Tuesday	01/08/19	St. Henry ( JV: 6:00 V: 7:30)	Away	7:30 PM
Friday	01/11/19	Simon Kenton ( V-7:30)	Home	7:30 PM
Saturday	01/12/19	Oldham County ( JV: 4:00 V: 6:00)	Away	6:00 PM
Tuesday	01/15/19	Conner ( JV: 6:00 V: 7:30)	Away	7:30 PM
Friday	01/18/19	Highlands ( JV: 6:00 V: 7:30)	Away	7:30 PM
Tuesday	01/22/19	Lloyd	Away	7:30 PM
Thursday	01/24/19	Grant County (F-4:30 JV-6:00 V-7:30)	Home	7:30 PM
Friday	01/25/19	Eastern (JV: 5:30 V: 7:00)	Home	7:00 PM
Tuesday	01/29/19	Scott ( JV: 6:00 V: 7:30)	Away	7:30 PM
Friday	02/01/19	Ludlow (F-4:30 JV-6:00 V-7:30)	Home	7:30 PM
Tuesday	02/05/19	Holy Cross ( JV: 6:00 V: 7:30)	Away	7:30 PM
Saturday	02/09/19	Covington Catholic ( JV: 6:00 V: 7:30)	Home	7:30 PM
Tuesday	02/12/19	Cooper ( JV: 6:00 V: 7:30)	Away	7:30 PM
Friday	02/15/19	Boone County ( JV: 6:00 V: 7:30)	Home	7:30 PM

**Superintendent**  
Dr. Henry Webb

**Principal**  
Nate Niemi

**Athletic Director**  
Derek Bosse

**Team Schedule**  
**Girls Varsity Basketball**  
**11/26/2018 to 3/1/2019**



**Dixie Heights High School**  
**3010 Dixie Hwy**  
**Edgewood, KY 41017-2384**  
**Derek Bosse**

**Basketball**  
**Girls Varsity**

			Place	Time
Tuesday	11/27/18	Cooper ( JV: 6:00 V: 7:30)	Away	7:00 PM
<b>Saturday</b>	<b>12/01/18</b>	<b>Sacred Heart Academy (Hoops For Harvest)</b>	<b>Home</b>	<b>2:40 PM</b>
Monday	12/03/18	Grant County ( F: 5:00 JV: 6:00 V: 7:30)	Away	7:30 PM
<b>Wednesday</b>	<b>12/05/18</b>	<b>Newport Catholic (GJV: 4:30 GV: 6:00 BV: 7:30)</b>	<b>Home</b>	<b>6:00 PM</b>
<b>Saturday</b>	<b>12/08/18</b>	<b>Harrison County (JV-6:00 V-7:30)</b>	<b>Home</b>	<b>7:30 PM</b>
Wednesday	12/12/18	Simon Kenton ( F: 5:00 JV: 6:00 V: 7:30)	Away	7:30 PM
Saturday	12/15/18	Fleming County High School	Away	2:00 PM
Monday	12/17/18	Carroll County ((F/JV))	Away	6:00 PM
Wednesday	12/19/18	TBA (Lexington Catholic Tournament)	Away	2:00 PM
Thursday	12/20/18	TBA (Lexington Catholic Tournament)	Away	2:00 PM
Friday	12/21/18	TBA (Lexington Catholic Tournament)	Away	2:00 PM
Saturday	12/22/18	TBA (Lexington Catholic Tournament)	Away	2:00 PM
Friday	12/28/18	TBA (East Central Tournament)	Away	2:00 PM
Saturday	12/29/18	TBA (East Central Tournament)	Away	2:00 PM
<b>Friday</b>	<b>01/04/19</b>	<b>Ryle (JV: 5:00 V: 6:00)</b>	<b>Home</b>	<b>6:00 PM</b>
Wednesday	01/09/19	Campbell County ( F: 4:45 JV: 6:00 V: 7:30)	Away	7:30 PM
<b>Friday</b>	<b>01/11/19</b>	<b>Conner (JV: 4:30 V: 6:00)</b>	<b>Home</b>	<b>6:00 PM</b>
<b>Saturday</b>	<b>01/12/19</b>	<b>Villa Madonna (V: 4:30)</b>	<b>Home</b>	<b>4:30 PM</b>
Wednesday	01/16/19	Notre Dame (F-5:00 JV-6:00 V-7:30)	Away	7:30 PM
<b>Saturday</b>	<b>01/19/19</b>	<b>Ursuline Academy (JV-6:00 V-7:30)</b>	<b>Home</b>	<b>7:30 PM</b>
Tuesday	01/22/19	Lloyd ( V)	Away	6:00 PM
<b>Saturday</b>	<b>01/26/19</b>	<b>St. Henry (F-5:00 JV-6:00 V-7:30)</b>	<b>Home</b>	<b>7:30 PM</b>
Wednesday	01/30/19	Ludlow ( F: 5:00 JV: 6:00 V: 7:30)	Away	7:30 PM
Friday	02/01/19	Highlands (F-5:00 JV-6:00 V-7:30)	Away	7:30 PM
Saturday	02/02/19	Walton-Verona (F: 11:00 JV: 12:00 V: 1:30)	Away	1:30 PM
<b>Wednesday</b>	<b>02/06/19</b>	<b>Holy Cross ( F:5:00 JV:6:00 V:7:30)</b>	<b>Home</b>	<b>7:30 PM</b>
<b>Thursday</b>	<b>02/07/19</b>	<b>Holmes (JV: 6:00 V: 7:30)</b>	<b>Home</b>	<b>7:30 PM</b>
<b>Tuesday</b>	<b>02/12/19</b>	<b>Scott ( JV: 6:00 V: 7:30)</b>	<b>Home</b>	<b>7:30 PM</b>
Thursday	02/14/19	Boone County ( JV: 6:00 V: 7:30)	Away	7:30 PM

**Superintendent**  
 Dr. Henry Webb

**Principal**  
 Nate Niemi

**Athletic Director**  
 Derek Bosse

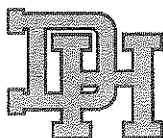
*Swim & Dive*  
**DHHS VARSITY MEET SCHEDULE**

DATE	MEET	TIME	LOCATION
12/1	Dec Invite(6)	2-7P	SCOTT
01/19	KY INVITE (6/11)*	TBD	U OF K
01/22	KENTON CO (6)		SCOTT
01/26	NKAC DIV 1 (11) *	TBD	SCOTT
01/29	GOLD MEDAL *	430P	SCOTT
02/6-9	REGIONALS (11)*	TBD	SCOTT
02/21-23	KHSAA STATE*	TBD	U OF L

**\*DENOTES COACHES SELECTION/OR SELECTION BASED ON QUALIFICATION.**

**IN ORDER TO QUALIFY FOR REGIONAL COMPETITION DIVER MUST HAVE DOVE IN 4 SEASON MEETS AND BE ABLE TO COMPETE AN 11 DIVE VARSITY LIST 5 VOL/6 OPTIONAL DIVES.**

**Team Schedule**  
**Boys Varsity Wrestling**  
 11/26/2018 to 3/1/2019



Dixie Heights High School  
 3010 Dixie Hwy  
 Edgewood, KY 41017-2384  
 Derek Bosse

**Wrestling**  
**Boys Varsity**

			Place	Time
Saturday	12/01/18	Northwest (Kick-Off Dual)	Away	9:30 AM
Saturday	12/08/18	Franklin County (Franklin County (Dual))	Away	9:30 AM
Saturday	12/15/18	Washington Court House (Washington CH Pool Style)	Away	9:30 AM
<b>Saturday</b>	<b>12/22/18</b>	<b>NKAC Championships</b>	<b>Home</b>	<b>9:30 AM</b>
Saturday	01/05/19	TBA (Tates Creek Invitational)	Away	9:30 AM
Wednesday	01/09/19	Kenton County Championships	Away	6:00 PM
Friday	01/11/19	Fairfield Invite	Away	4:00 PM
Saturday	01/12/19	Fairfield Invite	Away	9:30 AM
<b>Wednesday</b>	<b>01/16/19</b>	<b>SR. Night - Mt. Healthy / Cooper</b>	<b>Home</b>	<b>5:00 PM</b>
Saturday	01/19/19	Sycamore Invite	Away	9:30 AM
Wednesday	01/23/19	V: 6:00 - CCH / Holmes	Away	6:00 PM
Saturday	01/26/19	East Jessamine Tournament	Away	9:30 AM
Saturday	02/02/19	Mustang Classic	Away	9:30 AM

**Superintendent**  
 Dr. Henry Webb

**Principal**  
 Nate Niemi

**Athletic Director**  
 Derek Bosse



**January 1, 2019 Phase Three: Comprehensive Improvement Plan for  
Schools\_11092018\_08:43**

**Phase Three: Comprehensive Improvement Plan for Schools**

**Dixie Heights High School**

Karen Hendrix  
3010 Dixie Hwy  
Fort Mitchell, Kentucky, 41017  
United States of America

Last Modified: 12/03/2018

Status: Open

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## Phase Three: Comprehensive Improvement Plan for Schools

### Comprehensive Improvement Plan for Schools

**Rationale:** School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

**Operational definitions of each area within the plan:**

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes 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.

**Measure of Success:** The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.



See Attachments

### **ATTACHMENTS**

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Goal Builder for School Improvement Plan-18-19	Goal Builder for School Improvement Plan-18-19	
 TSI evidence based	TSI evidence based	

# Comprehensive Improvement Plan for Schools

## Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

## Operational definitions of each area within the plan

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes 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.

**Measure of Success:** the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

## Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:  
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.  
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

## 1: Proficiency Goal

Goal 1 (*State your proficiency goal*): Increase the average combined reading and math achievement scores from 56.2% in 2018 to 62.2% in 2021 as measured by t

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- KCWP 1: Design and Deploy Standards
- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, list the activities, the person responsible for the activity or activities, and the funding source for the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the average combined reading and math achievement scores from 56.2% in 2018 to 58.2% in 2019 as measured by the proficiency/benchmark scores.	<u>KCWP 1: Design and Deploy Standards</u>	Increase collaboration in deconstructing standards and developing congruent learning targets.	All Dixie Teachers will participate in curriculum refinement and alignment activities within Professional Learning Communities (PLC) to ensure the delivery of clear, rigorous, and sequential standards based curriculum.	CERT, PLC meetings minutes Teams will have curriculum maps with identifiable essential standards	
		Use summative evidence to inform what comes next for individual students and groups of students.	Professional Learning Communities will utilize common assessments to assess student learning, collect and analyze data, and develop differentiated	Administration and teachers analyze student work & ACT data to determine misunderstandings & provide instructional support for struggling students.	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			strategies to assist the students who are below proficiency standards.		
	<u>KCWP 5: Design, Align and Deliver Support</u>	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Students who are below benchmarks for Reading, Math, or essential skill deficits in content classes will be identified. These students will be classified as tier 1, tier 2, or tier 3 and given appropriate data based interventions.	Courses designed for interventions will provide progress updates on regular intervals.	
		Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	On a regular basis, student progress will be monitored by a school intervention team that includes teachers, counselors, and administrators to ensure the implementation and effectiveness of interventions.	RBTL committee, Principal/Counselor team meeting in regular intervals	
	<u>KCWP 2: Design and Deliver Instruction</u>	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	Regularly scheduled meetings with minutes Improved quality of instruction in all classes	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			teams, engaging in an ongoing cycle of questions that promote deep team learning.		
		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.	Implementation of the Observe Me Program to encourage teacher to teacher collaboration and evaluation in a live classroom setting. This program will provide teachers with the opportunity to receive specific feedback on their individual growth goals, observe other teachers methods, and build on each other's strengths.	Improved quality of instruction in all classes Teacher reflections, Teacher evaluations, walkthroughs	



## 2: GAP

Goal 2 (*State your Gap goal*): Ensure all students are performing at high levels in the state accountability system by increasing our combined math and reading proficiency index above the Targeted Support and Improvement threshold, currently set at 40, for students with disabilities by 2021.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- KCWP 1: Design and Deploy Standards
- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
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- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, list the activities, the person responsible for the activity or activities, and the funding source for the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	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 30.2 to 33.7 for students in special education in 2019.	<u>KCWP 1: Design and Deploy Standards</u>	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	PLC teams will examine instructional strategies to	PLC meeting minutes	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		when students fail to meet mastery.	improve student understanding during their monthly meetings. Special Ed teachers and ELL teachers will be involved in content PLC.		
		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	
	<u>KCWP 2: Design and Deliver Instruction</u>	Provide student support systems to improve student learning	Colonels Lead Aspire Inspire Mentor (C.L.A.I.M.) program will be utilized by students and staff to	Master Schedule, Tutoring Schedule,	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			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.		
		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	
	<u>KCWP 4: Review, Analyze and Apply Data</u>	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	Develop and Implement Common Assessments, PLC Meetings, Essential Standards, grade reports	

## 2: GAP

Goal 2 (*State your Gap goal*): Ensure all students are performing at high levels in the state accountability system by increasing our combined math and reading proficiency index above the Targeted Support and Improvement threshold, currently set at 40, for students with disabilities by 2021.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- KCWP 1: Design and Deploy Standards
- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, list the activities, the person responsible for the activity or activities, and the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	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 30.2 to 33.7 for students in special education in 2019.	<u>KCWP 1: Design and Deploy Standards</u>	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	PLC teams will examine instructional strategies to	PLC meeting minutes	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		when students fail to meet mastery.	improve student understanding during their monthly meetings. Special Ed teachers and ELL teachers will be involved in content PLC.		
		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	
	<u>KCWP 2: Design and Deliver Instruction</u>	Provide student support systems to improve student learning	Colonels Lead Aspire Inspire Mentor (C.L.A.I.M.) program will be utilized by students and staff to	Master Schedule, Tutoring Schedule,	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			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.		
		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	
	<u>KCWP 4: Review, Analyze and Apply Data</u>	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	Develop and Implement Common Assessments, PLC Meetings, Essential Standards, grade reports	

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

### 3: Separate Academic Indicator

Goal 3(State your separate academic indicator goal): Increase achievement on the On Demand Writing (ODW) assessment from 59.2% P/D to 71.11% P/

<p>Which <b>Strategy</b> will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> <li>• <u>KCWP 1: Design and Deploy Standards</u></li> <li>• <u>KCWP 2: Design and Deliver Instruction</u></li> <li>• <u>KCWP 3: Design and Deliver Assessment Literacy</u></li> <li>• <u>KCWP 4: Review, Analyze and Apply Data</u></li> <li>• <u>KCWP 5: Design, Align and Deliver Support</u></li> <li>• <u>KCWP 6: Establishing Learning Culture and Environment</u></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</p> <ul style="list-style-type: none"> <li>• <u>KCWP1: Design and Deploy Standards Classroom Activities</u></li> <li>• <u>KCWP2: Design and Deliver Instruction Classroom Activities</u></li> <li>• <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u></li> <li>• <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u></li> <li>• <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u></li> <li>• <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u></li> </ul>	<p>In the following chart, list the activities, the person responsible for the activity or activities, and the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase achievement on the On Demand Writing (ODW) assessment from 59.2% P/D to 63.28% P/D by 2019.	<u>KCWP 2: Design and Deliver Instruction</u>	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	The use of planning period/PLC meetings to train and	PLC meeting agendas, Department meetings	



Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		and developing congruent learning targets.	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.		
	<u>KCWP 1: Design and Deploy Standards</u>	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 standards based writing assignments to emphasize key writing features.	Monthly Walkthroughs, Evaluations	
		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,	Use frequent formative assessments of student writing to inform instruction	PLC meetings, Department meetings, evaluations	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		where they currently are, and how they can close the gap.	and feedback. Through PLC work, common assessments will be created to provide data within departments to gauge writing efficiency.		

#### 4: Graduation rate

Goal 4 (State your Graduation Rate goal): Collaborate to increase the average freshman graduation rate to 96% by May 2021 as measured by the 4-year on the Kentucky School Report Card.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- KCWP 1: Design and Deploy Standards
- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, list the activities, the person responsible for the activity or activities, and the funding source for the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Collaborate to increase the average freshman graduation rate to 94.4% by 2019 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.	<u>KCWP 4: Review, Analyze and Apply Data</u>	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	ILP, Guidance Office communications, Dixie Dialogue	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			college fairs, guest speakers, career coach advising, and/or industry mentoring programs.		
		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 participate in school committees.	IC messenger, Dixie Dialogue, Social Media, Bright Arrow on weekly, monthly and as needed basis.	
		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 C.L.A.I.M. 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	

#### 4: Graduation rate

Goal 4 (State your Graduation Rate goal): Collaborate to increase the average freshman graduation rate to 96% by May 2021 as measured by the 4-year on the Kentucky School Report Card.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- KCWP 1: Design and Deploy Standards
- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
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In the following chart, list the activities, the person responsible for the activity or activities, and the funding source for the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Collaborate to increase the average freshman graduation rate to 94.4% by 2019 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.	<u>KCWP 4: Review, Analyze and Apply Data</u>	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	ILP, Guidance Office communications, Dixie Dialogue	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			college fairs, guest speakers, career coach advising, and/or industry mentoring programs.		
		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 participate in school committees.	IC messenger, Dixie Dialogue, Social Media, Bright Arrow on weekly, monthly and as needed basis.	
		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 C.L.A.I.M. 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	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		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	
	<u>KCWP 5: Design, Align and Deliver Support</u>	Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement	Students not at Math or English proficiency in 9 <sup>th</sup> -12 <sup>th</sup> grade will be identified receive targeted interventions that may include: transitions course, collaborative setting, CCR focus classes, study skills class, differentiated instruction, and/or online remedial assistance.	PLC, MTSS, RBTL	
		Provide behavior-specific praise and reinforcement	The school wide PBIS system will continue to be utilized to assist in creating a positive learning environment and helping staff with behavior that would impede learning.	Monthly PBIS meetings	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		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	
	<u>KCWP 5: Design, Align and Deliver Support</u>	Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement	Students not at Math or English proficiency in 9 <sup>th</sup> -12 <sup>th</sup> grade will be identified receive targeted interventions that may include: transitions course, collaborative setting, CCR focus classes, study skills class, differentiated instruction, and/or online remedial assistance.	PLC, MTSS, RBTL	
		Provide behavior-specific praise and reinforcement	The school wide PBIS system will continue to be utilized to assist in creating a positive learning environment and helping staff with behavior that would impede learning.	Monthly PBIS meetings	



Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		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	
	<u>KCWP 5: Design, Align and Deliver Support</u>	Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement	Students not at Math or English proficiency in 9 <sup>th</sup> -12 <sup>th</sup> grade will be identified receive targeted interventions that may include: transitions course, collaborative setting, CCR focus classes, study skills class, differentiated instruction, and/or online remedial assistance.	PLC, MTSS, RBTL	
		Provide behavior-specific praise and reinforcement	The school wide PBIS system will continue to be utilized to assist in creating a positive learning environment and helping staff with behavior that would impede learning.	Monthly PBIS meetings	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		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	
	<u>KCWP 5: Design, Align and Deliver Support</u>	Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement	Students not at Math or English proficiency in 9 <sup>th</sup> -12 <sup>th</sup> grade will be identified receive targeted interventions that may include: transitions course, collaborative setting, CCR focus classes, study skills class, differentiated instruction, and/or online remedial assistance.	PLC, MTSS, RBTL	
		Provide behavior-specific praise and reinforcement	The school wide PBIS system will continue to be utilized to assist in creating a positive learning environment and helping staff with behavior that would impede learning.	Monthly PBIS meetings	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Create and monitor a "Watch List" for students performing below proficiency.	Utilizing the district approved prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student.	RBTL, MTSS, RTI	
		Develop school culture supports, both academic and behavioral, to promote and support learning for all	MTSS tracking to utilize behavior and academic 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. Social Emotional Learning support through CLAIM and KTP.	RBTL, MTSS, RTI, CLAIM, KTP	
	KCWP 2: Design and Deliver Instruction	Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Students will be offered opportunities to recover credits through school initiated credit recovery programs and summer school opportunities.	SWS, Guidance, Progress reports	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Ensure congruency is present between standards, learning targets, and assessment measures.	All Dixie Teachers will participate in curriculum refinement and alignment activities within Professional Learning Communities (PLC) to ensure the delivery of clear, viable, and sequential curriculum.	Monthly PLC meeting minutes	
		Ensure that all users of assessment data use information to benefit student learning	RBTL team will meet bi-weekly to discuss students at risk of failing. The RBTL team looks at student data and 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.	RBTL, MTSS, PBIS	

## 5: Transition Readiness

Goal 6 (State your Transition Readiness goal): Collaborate to increase the percentage of students who are college and/or career ready from 64.7% to 80%

<p>Which <b>Strategy</b> will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, list the activities, the person responsible for the activity or activities, and the funding source for the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Collaborate to increase the percentage of students who are college and/or career ready from 64.7% to 69.8% by 2019 as measured by the SRC.	<a href="#">KCWP 4: Review, Analyze and Apply Data</a>	Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.	Students in 9-11th grade will have access to CERT Program for practice ACT tests and tutorials. Teachers have access to student results to utilize information to assist in instructional practices.	Trimester CERT data collection, lesson plans	
		Ensure that effective communication to guide instructional planning, student grouping, etc.	Dixie Height's parents and community will become knowledgeable concerning the college readiness benchmarks and Career Pathways through: information	Parent conferences, Informational meetings, guidance advisement programs	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			sessions provided by Administration, College/Career Coach, Guidance and Advisement days, administrative communications via; twitters, emails, blogs and newsletters.		
		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	
	<u>KCWP 5: Design, Align and Deliver Support</u>	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.	Students not at Math or English proficiency in 9th-12th grade will be identified receive targeted interventions that may include: transitions course, collaborative setting, CCR focus classes, study skills class, differentiated instruction, and/or online remedial assistance.	Bi-monthlyRBTL committee, MTSS process, Guidance/Administration teams	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Develop school culture supports, both academic and behavioral, to promote and support learning for all	RBTL team will meet bi-weekly to discuss students at risk of failing. The RBTL team looks at student data and determines obstacles that are in the way and provide necessary assistance to support the students' progress. This could include but not limited to interventions, study skills, counseling, drug assessment recommendations, use of a mentor, SWS options, and FRYSC resources.	Bi-monthly RBTL meeting notes, MTSS, Guidance/Admin team	
	<u>KCWP 2: Design and Deliver Instruction</u>	Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.	Dual credit options are offered through local universities for students to gain access to college curriculum. These opportunities are available for juniors and seniors.	Curriculum Guide, Master Schedule	
		Use PLC's to develop master schedule to create pathways to career options	Support alignment of CTE curriculum with KOSSA and National Industry Certification Standards.	Monthly CTE PLC meetings, Curriculum guide, master schedule	
		Process is used to provide students with advisement on planning for transition to post-secondary goals.	Opportunities and advisement is given to students to seek a rigorous education or align their schedule	Monthly PLC meetings, Master Schedule, Curriculum guide	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			to meet the needs of a specific career pathway.		
		Opportunities are provided for students to meet academic goals for college and career pursuits.	College Classes are offered at Gateway Community College for juniors and seniors to earn college credits.	Monthly PLC meetings, Master Schedule, Curriculum guide	
		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	



## 7: Other (optional)

Goal 7 (State your goal):

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- KCWP 1: Design and Deploy Standards
- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, list the activities, the person responsible for the activity or activities, and the funding source for the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

Gap Group/Total number of students	Percentage of Total School Population
Students with Disability/153	10%
ELL/35	2.30%
African American-49	3.20%
Hispanic-112	7.30%
Asian-42	2.80%
Free/Reduced Lunch-564	37%
American Indian/Alaska- 6	0.30%
Native Hawaiin/Pacific- 6	0.30%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Ensure all students are performing at high levels in the state accountability system by increasing our combined math and reading proficiency index from 30.2 to above the Targeted Support and Improvement threshold, currently set at 40, for students with disabilities by 2021.	<u>KCWP 1: Design and Deploy Standards</u>	<b>Collaborative Re-alignment:</b> Increase collaboration in deconstructing standards and developing congruent learning targets	PLC members, Administration	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.	N/A
	<u>KCWP 2: Design and Deliver Instruction</u>	<b>Co-Teaching:</b> Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Regular Ed Teacher, Special Ed Teacher, Administrator	Regular education 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.	N/A
	<u>Strategy 3: KCWP 4: Review, Analyze and Apply Data</u>	<b>Interventions:</b> Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Counselors, Administration, Spec. Ed Teacher	Students not at Math or English proficiency in 9 <sup>th</sup> -12 <sup>th</sup> grade will be identified and receive targeted interventions that may include: transitions course, collaborative setting, CCR focus classes, study skills class, differentiated instruction, and/or online remedial assistance.	N/A

**October 2018 Phase One: Continuous Improvement Diagnostic\_09242018\_16:03**

**Phase One: Continuous Improvement Diagnostic**

**Dixie Heights High School**  
Karen Hendrix  
3010 Dixie Hwy  
Fort Mitchell, Kentucky, 41017  
United States of America

Last Modified: 09/27/2018  
Status: Open

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## Phase One: Continuous Improvement Diagnostic

### Continuous Improvement Diagnostic

**Rationale:** The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

#### Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys\*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

\*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Dixie Heights is under new leadership with a new Principal beginning this school year. From the Tell survey results and from meetings done with staff members we will need to focus our improvement in three areas: Leadership, professional learning and student conduct. From the survey results and discussions there seems to be a lack of clear vision for the school among the stakeholders. Additionally, the professional learning opportunities that were offered did not appear to make a difference in overall instruction. There appears to be lack of value for the opportunities that were provided. Lastly the survey shows that there was a lack of consistency and expectations for student conduct.

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

We have reviewed our SBDM policy in regards to committees and ad-hoc committees. We have adjusted the policy so that committees that are created will seek representation from the following groups; Teachers, parents, students and administrators. We believe the adjustment in the policy will allow for more input from a variety of stakeholders. We will continue to utilize our Team Leaders to help with communication among their departments in regards to utilization of resources, professional learning opportunities and dialogue about instructional practices.

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **November 1, 2018 Phase Two: School Safety Report**

### **Phase Two: School Safety Report**

#### **Dixie Heights High School**

Karen Hendrix  
3010 Dixie Hwy  
Fort Mitchell, Kentucky, 41017  
United States of America

**Last Modified: 10/12/2018**

**Status: Open**



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## Phase Two: School Safety Report

### School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

## Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the 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 below.*

*Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Was the school's emergency plan reviewed at 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)?

*If the answer is "no," please explain below.*

*Please provide the most recent date of review/revision of the school's emergency plan in the district.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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)?

*If the answer is "no," please explain below.*

*Please provide the date the school completed this discussion.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

*If the answer is "no," please explain below.*

*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

*If the answer is "no," please explain below.*

*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **November 1: Phase Two: School Assurances**

### **Phase Two: School Assurances**

#### **Dixie Heights High School**

Karen Hendrix  
3010 Dixie Hwy  
Fort Mitchell, Kentucky, 41017  
United States of America

**Last Modified: 10/12/2018**

**Status: Open**

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## Phase Two: School Assurances

### Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.



## School Assurances

### Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☐ Yes
- ☐ No
- ☒ N/A

#### COMMENTS

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☐ Yes
- ☐ No
- ☒ N/A

#### COMMENTS

Not a Title I school

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☐ Yes
- ☐ No
- ☒ N/A

#### COMMENTS

Not a Title I school

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## **Instructional Strategies**

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☐ Yes
- ☐ No
- ☒ N/A

### **COMMENTS**

Not a Title I school

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## **Targeted Assistance Activities**

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☐ Yes
- ☐ No
- ☒ N/A

### **COMMENTS**

Not a Title I school targeted assistance school

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☐ Yes
- ☐ No
- ☒ N/A

### **COMMENTS**

Not a Title 1 targeted assistance school

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## **Parent and Family Engagement**

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☐ Yes
- ☐ No
- ☒ N/A

### **COMMENTS**

Not a Title I school targeted assistance school

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## **Teacher Quality**

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## **Title I Application**

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☐ Yes
- ☐ No
- ☒ N/A

### **COMMENTS**

Not a Title I school

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### **Paraeducators**

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ **Yes**
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### **Paraeducator Non-Instructional Duties**

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ☒ **Yes**
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase Three: Executive Summary for Schools\_10082018\_10:18

### Phase Three: Executive Summary for Schools

Kenton CO Academies of Innovation & Tech

~~Francis Ohara~~ Julie White

3234 Turkey Foot Road  
Fort Mitchell, Kentucky, 41017  
United States of America

Last Modified: 11/09/2018

Status: Open

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## Phase Three: Executive Summary for Schools

### Executive Summary for Schools

#### Description of the School

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

The Academies have grown over the past seven years. In 2012-13 we started with 200+ students to 700+ in 2016-17. In 2017-18 we combined some Academies and moved one out to the three high schools. These changes made the enrollment 550. Our next goal is to add more Academies to meet the needs of the community in Northern Kentucky. The five areas that make up 40% of the workforce in Kentucky are Manufacturing, IT, health services, logistics, and construction. Our goal is to provide all of these sectors into the Academy by 2020. In addition, we strive to continue to grow the high school graduation rate, students completing a four course career pathway with an academic internship, and earning professional certifications along with dual credit.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### 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.

Again, the purpose of the Academies is to provide a pipeline of workers into the region. Specifically, we want to focus on the 5 areas of need which include manufacturing, IT, health services, logistics, and construction.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### 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.

Notable Academy achievements from last school year include; 100% senior graduation rate, 82.3 % of seniors met benchmark on the math portion on the ACT, 71% of all scholars scored proficient/ distinguished on ODW, 92 seniors were career ready, 94 total scholars earned an industry certification, and seniors earned 1.6 million dollars in scholarships. We intend to improve our industry certification offerings to allow more variety and also to improve the number of scholars that pass these certifications making them career ready post high school graduation. Additionally, we want to improve our math scores to help more scholars meet benchmark in that area.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Additional Information



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

Should the Ignite merger be complete, our scholars will have more career pathway options, more industry certifications, and more opportunities to collaborate with businesses. Additionally, we will be helping businesses in the region by providing high quality workers in areas of need.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase Two: The Needs Assessment for Schools\_10082018\_10:15

Phase Two: The Needs Assessment for Schools

Kenton CO Academies of Innovation & Tech

~~Francis Ohara~~ Julie Whitis

3234 Turkey Foot Road

Fort Mitchell, Kentucky, 41017

United States of America

Last Modified: 10/08/2018

Status: Locked

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## Phase Two: The Needs Assessment for Schools

### Understanding Continuous Improvement: The Needs Assessment

**Rationale:** 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 (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 (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

## Protocol

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

The Academies process data monthly with administration and with the teachers. Specifically, the administrative team, consisting of Julie Whitis (principal), Brian Noll (dean of scholar affairs), and Amanda Knochelman (counselor) meet twice monthly to discuss assessments and data. From these discussions, we plan our monthly team meetings where we will meet with each teacher twice. The first meeting that occurs is by content. These meetings include math, english, science, and career teachers (at separate times). The second meeting includes academy teams such as biomedical science, education, engineering, computer science, and military prep. These meetings are geared towards modifying instruction to meet the needs of the scholars as determined by data on their common assessments as well as state and district assessments in each respective area. Each meeting has a detailed agenda.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## 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:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Academic Current State For the 18-19 School Year: 52% of Academy scholars (41% of gap scholars) are at or above benchmark in English on the CERT exam. 31% of Academy scholars (21% of gap scholars) are at or above benchmark in math on the CERT exam. 47% of Academy scholars (39% of gap scholars) are at or above benchmark in reading on the CERT exam. 19% of Academy scholars (12% of gap scholars) are at or above benchmark in science on the CERT exam. For the 17-18 School Year 49.6% of Academy scholars (24.4% of gap scholars) were at or above benchmark in math on the ACT. 57.5% of Academy scholars (42.2% of gap scholars) were at or above benchmark in reading on the ACT. 45.67% of Academy scholars were at or above benchmark in science on the ACT. 59.14% of Academy scholars (64.44%) were at or above benchmark for On Demand Writing. Non-Academic Current State Enrollment is down from 566 in 2017-18 to 516 in 2018-2019. This is due to the consolidation of an environmental academy. Our school is also considering a merge with a Boone County regional school. A survey administered to our scholars indicate that 85% would like to merge with the new school and attend for a full day versus the current half day structure.

## ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.



## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

**Example:** 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

We are targeting our math scores as an area of weakness where 31% of Academy scholars (21% of gap scholars) are at or above benchmark in math on the CERT exam. Additionally, science is an area of concern where 19% of Academy scholars (12% of gap scholars) are at or above benchmark in science on the CERT exam.

## ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.



## Trends

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

Again, we are emphasizing the importance of math and English skills relating to the ACT. Specifically, we are identifying the scholars in the GAP groups to ensure they are getting the remediation they need.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

We are focused on KCWP 5. We have designed curriculum meetings to be informative and productive where teachers meet monthly to discuss student success and areas for improvement. These meetings also help with KCWP 4 where they are analyzing data in the areas of English, math, and science.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

100% of Academy seniors have graduated for the past 4 years. Again, math and science scores indicate clear areas of need. 31% of Academy scholars (21% of gap scholars) are at or above benchmark in math on the CERT exam. This is below the 49.6% of juniors (24.4% GAP) that were at or above benchmark last year. 19% of Academy scholars (12% of gap scholars) are at or above benchmark in science on the CERT exam. This is below the 45.6% of juniors that were at or above benchmark last year.

## ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase Three: Comprehensive Improvement Plan for Schools\_10082018\_10:17

Phase Three: Comprehensive Improvement Plan for Schools

Kenton CO Academies of Innovation & Tech

~~Francis Ohara~~

*Julie White*

3234 Turkey Foot Road

Fort Mitchell, Kentucky, 41017

United States of America

Last Modified: 12/17/2018

Status: Open

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## Phase Three: Comprehensive Improvement Plan for Schools

### Comprehensive Improvement Plan for Schools

**Rationale:** School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

**Operational definitions of each area within the plan:**

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes 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.

**Measure of Success:** The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.


N/A

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.



ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 KCAIT Comprehensive Improvement Plan 18-19	Comprehensive Plan 18-19	



# Comprehensive Improvement Plan for Schools

## Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

## Operational definitions of each area within the plan

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes 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.

**Measure of Success:** the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

## Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:  
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.  
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

## 1: Proficiency Goal

Goal 1 (*State your proficiency goal*): By 2023-24 we will increase reading and math proficiency from Math 49.6% and Reading 57.5%, and to Math 75%, Reading 78.5%, as measured by the ACT.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- KCWP 1: Design and Deploy Standards
- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective: In 2019-2020, scholars reaching proficiency on the math portion of the ACT will increase from 49.6% to 55%. Additionally, scholars reaching proficiency on the English portion of the ACT will increase from 57.5% to 61.75%.	KCWP 1: Design and Deploy Standards	Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Monthly meeting with the school leadership team to review curriculum design and delivery and provide support. Discuss and implement Tier I support using the MTSS model.	Progress monitor from fall to winter to spring CERT along with ACT scores.  Progress Reports, Quarter Reports, and overall scholar observations.	
		Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Monthly meeting with the core subject teachers in Math and English to review curriculum design and delivery with each of them providing support for each other.	Monthly curriculum map revisions and lesson plan reviews.	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	School leadership team to work with the core subject teachers to establish a monitoring system to support planning.	Monthly curriculum map review along with addition of diverse teaching methods.	
		Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Core subject teachers in Math and English to establish a monitoring system with support from district consultants.	Use district consultants to incorporate new teaching methods and strategies. Also, include Dean of Scholar Affairs to support instruction and teaching supports.	
	KCWP 3: Design and Deliver Assessment Literacy	Establish a process (work) to 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.	All teachers will attend PD in the areas of best practices to add in curriculum and methods that adjusts for student failure to meet mastery. All school leaders will attend PD in the areas of best practices to add in curriculum and methods that adjusts for student failure to meet mastery.	Professional Development plan, approved by the Superintendent	

## 2: Separate Academic Indicator

Goal 1 (State your separate academic indicator goal): By 2023-24 we will increase science proficiency from 45.67% to 72.84% as measured by the ACT.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- KCWP 1: Design and Deploy Standards
- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective: Collaborate to increase the percentage of students scoring at least proficient on the science portion of the ACT from 45.67% to 51% in 2019-2020.	KCWP 2: Design and Deliver Instruction	Establish a process (work) to ensure congruency is present between standards, learning targets, and assessment measures.	Monthly meeting with the school leadership team to review curriculum design and delivery and provide support. Again, integrate Tier I supports using the MTSS model supporting scholar's mental health and behavioral needs where appropriate.	Monthly PLC Meetings	
		Establish a process (work) to ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Monthly meeting with science teachers to review curriculum design and delivery with each of them providing support for each other.	Monthly PLC Meetings	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			Ensure deliberate integration of Next Gen Science Standards.		
	KCWP 3: Design and Deliver Assessment Literacy	Ensure that standardized assessment results are used appropriately to propel student achievement.	School leadership team to work with science teachers to analyze data (CERT and ACT scores) to identify areas of need for scholars.	Progress monitor from fall to winter to spring CERT along with ACT scores. Categorize data into groups of scholars to maximize remediation efforts	
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Monthly meeting with the school leadership team to analyze data to establish if formative and summative assessments are aligned to standards and learning targets.	Revised Assessments, Common Assessments	

### 3: Gap

Goal 3 (*State your Gap goal*): By 2023-24 we will focus on increasing proficiency in our free and reduced group of students in the areas of math and reading. Specifically, we would like to increase proficiency in math from 26% to 63% and reading from 40% to 70% over 5 years.

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>• <u>KCWP 1: Design and Deploy Standards</u></li> <li>• <u>KCWP 2: Design and Deliver Instruction</u></li> <li>• <u>KCWP 3: Design and Deliver Assessment Literacy</u></li> <li>• <u>KCWP 4: Review, Analyze and Apply Data</u></li> <li>• <u>KCWP 5: Design, Align and Deliver Support</u></li> <li>• <u>KCWP 6: Establishing Learning Culture and Environment</u></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• <u>KCWP1: Design and Deploy Standards Classroom Activities</u></li> <li>• <u>KCWP2: Design and Deliver Instruction Classroom Activities</u></li> <li>• <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u></li> <li>• <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Goal 3 (*State your Gap goal*): By 2023-24 we will focus on increasing proficiency in our free and reduced group of students in the areas of math and reading. Specifically, we would like to increase proficiency in math from 26% to 63% and reading from 40% to 70% over 5 years.

	<ul style="list-style-type: none"> <li>• <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u></li> <li>• <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u></li> </ul>	
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective: By 2019-2020, we will focus on increasing proficiency in our free and reduced group in the areas of math and reading. Specifically, we will work to increase math from 26% to 33.5%, and reading from 40% to 46%.	KCWP 6: Establishing a Learning Culture and Environment	Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity.	Identification of FRD scholars to provide specific supports ensuring student equity.	Data review three times per year (in alignment with CERT and ACT)	
		Ensure culturally responsive behaviors are modeled among faculty, staff, and students.	All teachers ensure lessons are designed with students' cultural, social, and developmental needs in mind. Again, integrate Tier I supports using the MTSS model supporting scholar's mental health and behavioral needs where appropriate.	Lesson plan reviews	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 4: Review, Analyze and Apply Data	Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Administration engages in discussion and implementation intervention methods	Monthly team meetings	
		Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Support groups that assist scholars struggling with physical and mental health barriers	Bi-yearly needs assessment given to all scholars, counseling sessions	

#### 4: Graduation rate

Goal 4 (*State your Graduation Rate goal*): For the next five years, we will maintain our current graduation rate of 100%.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- KCWP 1: Design and Deploy Standards
- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
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- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective: Consistently achieve 100% graduation rate with Academy seniors each year.	KCWP 4: Review, Analyze and Apply Data	To ensure students are provided a career pathway that motivates and engages them to fulfill requirements to graduate high school.	Teachers and school leadership team will provide curriculum embedded with strategies and methods that engage student to graduate high school.	Weekly team planning meetings	
		Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	Teachers will discuss troubled scholars and report high need scholars to administration	Weekly team meetings, monthly PLC meetings, MTSS reporting and intervention methods	
		Enact communication protocols for parents/guardians regarding	Teachers consistently contact every scholar's parent/guardian to	Once per quarter	



Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		placement and progress in intervention support systems.	establish open lines of communication		

## 5: Transition Readiness

Goal 6 (State your Transition Readiness goal): By 2023-24 we will focus on increasing our transition ready percentage of students from 84% to 92%.

<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <u>KCWP 1: Design and Deploy Standards</u></li> <li>• <u>KCWP 2: Design and Deliver Instruction</u></li> <li>• <u>KCWP 3: Design and Deliver Assessment Literacy</u></li> <li>• <u>KCWP 4: Review, Analyze and Apply Data</u></li> <li>• <u>KCWP 5: Design, Align and Deliver Support</u></li> <li>• <u>KCWP 6: Establishing Learning Culture and Environment</u></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• <u>KCWP1: Design and Deploy Standards Classroom Activities</u></li> <li>• <u>KCWP2: Design and Deliver Instruction Classroom Activities</u></li> <li>• <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u></li> <li>• <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u></li> <li>• <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u></li> <li>• <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the number of academic ready seniors from 81% to 83% in one year then to 91% within 5 years.	KCWP 5: Design, align and deliver support	Encourage participation by all stakeholders in open forums focused on continuous improvement planning, including evaluating the current state, triangulating data sources, identifying of the desired state, and creating action steps for goal attainment.	Establish partnerships with GCTC, NKU, TMC, and Cincinnati State to ensure postsecondary opportunities for high school students that are ready.	Ongoing, senior dual credit coordinator	
Objective 2: Increase the number of career ready seniors from 71% to 74% in one year then to 86% within 5 years.		Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning.	Establish partnerships with professional partners to ensure internships and certifications	Ongoing, internship coordinator, teachers establishing advisory councils	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			lead from school to work successfully		
	KCWP 3: Design and deliver assessment literacy	Use assessment evidence to certify student competency or program effectiveness.	Establish a bi-yearly testing process where students have two chances per year to earn industry certifications. Review EOP curriculum to ensure rigorous instruction.	Testing windows twice yearly	

## Phase Three: Closing the Achievement Gap Diagnostic\_10082018\_10:17

Phase Three: Closing the Achievement Gap Diagnostic

**Kenton CO Academies of Innovation & Tech**

~~Francis Ohara~~ Julie White

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Fort Mitchell, Kentucky, 41017

United States of America

Last Modified: 12/17/2018

Status: Open

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## Phase Three: Closing the Achievement Gap Diagnostic

### I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

The Academies GAP Group consists of 59 scholars out of 127=47% of the total tested population (juniors 17-18). We are currently focusing on the Free/Reduced category of scholars (42 scholars, 33%).

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## II. Achievement Gap Analysis

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

The Academies are a choice school where all scholars are welcome. We accept scholars on a first come, first served basis where there is no GPA requirement. For this reason, we have many scholars who enter with academic deficits. Our culture, therefore, is one that is encouraging to all scholars, including those in gap groups. Our teachers are trained with a "care first, then teach" method so that students feel comfortable asking for help. Additionally, our teams meet weekly to identify struggling scholars as well as gap scholars and discuss how to differentiate instruction based on their needs.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Our GAP group with the most struggles seem to be those in the Free/Reduced GAP group. These scores do not show significant improvement over the past two years.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Our Free/Reduced group is the only GAP group with 10 or more scholars.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Our content specific need within in this GAP group is math. This year, 67% of our GAP scholars scored Apprentice in math, while 0% scored distinguished.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

*(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).*

Our school currently analyzes student data by giving each scholar a red, yellow, green rating based on the CERT assessment. A red scholar is not meeting benchmark remaining 6 or more points away. A yellow scholar is within 5 points of meeting benchmark, and a green scholar is meeting benchmark. Furthermore, specific remediation strategies are developed for these groups by evaluating CERT questions commonly missed by each group in math, science, and English. PD plans were approved by the superintendent in May of 2018.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

Since the Academies are a program and not a "school", it is sometimes difficult for our teachers to evaluate CERT data because it is listed through their home schools.

G. 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 regularly seek the help of our district consultants, offer tutoring regularly after school, and conduct parent meetings when needed to remediate specific scholar issues.



### III. Planning the Work

#### Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

By 2023-24 we will focus on increasing proficiency in our free and reduced group of students in the areas of math and reading. Specifically, we would like to increase proficiency in math from 26% to 63% and reading from 40% to 70% over 5 years.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.



Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Please see attachment

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 KCAIT 18-19 Demographics	Gap Group Demographics for KCAIT	I
 KCAIT 18-19 GAP Goal	KCAIT GAP Goal	III

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
By 2023-24 we will focus on increasing proficiency in our free and reduced group of students in the areas of math and reading. Specifically, we would like to increase proficiency in math from 26% to 63% and reading from 40% to 70% over 5 years.	KCWP 6: Establishing a Learning Culture and Environment KCWP 4: Review, Analyze and Apply Data	Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity. Ensure culturally responsive behaviors are modeled among faculty, staff, and students. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	teachers (implementation) administration (monitor) Consultants (support)	Identification of FRD scholars to provide specific supports ensuring student equity. All teachers ensure lessons are designed with students 'cultural, social, and developmental needs in mind. Again, integrate Tier I supports using the MTSS model supporting scholar's mental health and behavioral needs where appropriate. Administration engages in discussion and implementation intervention methods. Support groups that assist scholars struggling with physical and mental health barriers. In addition, we will conduct monthly content meetings and needs assessments.	N/A

Gap Group/Total number of students	Percentage of Total School Population
African American/15	2.92
American Indian or Alaska Native/2	0.39
Asian/11	2.14
Hispanic/16	3.11
Native Hawaiian or Other/0	0
Two or More Races/9	1.75
Consolidated Student Group/47	9.14

## Phase One: Continuous Improvement Diagnostic\_10012018\_13:56

Phase One: Continuous Improvement Diagnostic

**Kenton CO Academies of Innovation & Tech**

~~Francis Ohara~~ *Julie White*

3234 Turkey Foot Road

Fort Mitchell, Kentucky, 41017

United States of America

Last Modified: 10/01/2018

Status: Open

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## Phase One: Continuous Improvement Diagnostic

### Continuous Improvement Diagnostic

**Rationale:** The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

#### Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys\*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

\*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

The results from our past tell survey indicate areas in need of being addressed include; Integration of community stakeholders, meaningful communication/engagement with parents, teachers maintain parent communication to address scholars currently at the novice level of achievement, and the school encourages parents to participate in school events systemically.

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

The academies have created a parent team to give input regarding scholar achievement and academic planning. Additionally, we host business dinners twice yearly to encourage business integration into our educational program, specifically through mentorships, and guidance for career ready goals.

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase Two: School Safety Report\_10082018\_10:16

### Phase Two: School Safety Report

Kenton CO Academies of Innovation & Tech

~~Francis Ohara~~ Julie Whitis

3234 Turkey Foot Road

Fort Mitchell, Kentucky, 41017

United States of America

Last Modified: 10/08/2018

Status: Locked

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## Phase Two: School Safety Report

### School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

## Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the 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 below.*

*Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.*

The Academies have developed a safety plan in collaboration with local emergency officials and is in accordance with local board policy and specifications in KRS 158.162(3).

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.*

Our plan has been given to our school resource officer.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.*

Evacuation routes have been posted in the doorways.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.*

Severe weather safe zones will be posted in early November 2018.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Was the school's emergency plan reviewed at 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)?

*If the answer is "no," please explain below.*

*Please provide the most recent date of review/revision of the school's emergency plan in the district.*

The Academies met with first responders in July of 2018 to review the safety plan.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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)?

*If the answer is "no," please explain below.*

*Please provide the date the school completed this discussion.*

The principal discussed the emergency plan with all school staff prior to the first instructional day of school on August 13, 2018.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

*If the answer is "no," please explain below.*

*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.*

The principal conducted two severe weather drills, two earthquake drills, and two lockdown drills during the first two weeks of school for the current school year.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

*If the answer is "no," please explain below.*

*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.*

In January of 2018, the director of the Academies conducted two severe weather, earthquake, and lockdown drills.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase Two: School Assurances\_10082018\_10:15

### Phase Two: School Assurances

#### Kenton CO Academies of Innovation & Tech

~~Francis Ohara~~ *Julie White*

3234 Turkey Foot Road

Fort Mitchell, Kentucky, 41017

United States of America

Last Modified: 10/08/2018

Status: Locked

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## Phase Two: School Assurances

### Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

## School Assurances

### Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☐ Yes
- ☐ No
- ☒ N/A

#### COMMENTS

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

#### COMMENTS

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

#### COMMENTS

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No

- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## **Instructional Strategies**

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## **Targeted Assistance Activities**

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## **Parent and Family Engagement**

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### **Teacher Quality**

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### **Title I Application**

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☐ Yes
- ☐ No
- ☒ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### **Paraeducators**

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☐ Yes
- ☐ No

- N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### **Paraeducator Non-Instructional Duties**

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ☐ Yes
- ☐ No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **Scott High School 2018-2019 - Phase Three: Executive Summary for Schools**

### **Phase Three: Executive Summary for Schools**

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

**Last Modified: 12/06/2018**  
**Status: Open**

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## Phase Three: Executive Summary for Schools

### Executive Summary for Schools

#### Description of the School

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

Scott High School is a school of 967 students, located in the Kenton County School District. The school is located on 78 acres in the City of Taylor Mill which has an estimated population of 7000 residents. Scott High School includes one of the most economically diverse student populations in this area of the state. The school's staff includes several veteran teachers as well as many teachers early in their educational career. The staff also includes two National Board-Certified teachers.

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### School's Purpose

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

Our mission at Scott High School is to inspire students to achieve at their highest potential. Our vision at Scott High School is an environment in which educators, staff, and community nurture students' feelings of self-worth through offering opportunity for accomplishment to all. Providing a means for all students to develop a pride in self and a strong affiliation to the various social and academic groups within the school. An environment in which students are encouraged to pursue courses of study which appeal to their specific needs and abilities. Scott High School will provide such courses and opportunities in a manner which are challenging, informative, interesting, and relative to life's demands. Staff will provide a support structure to the educators and students which will ensure each has the right tools, motivation, and skills to effectively achieve success. Proficiency in basic communication, math skills, science, social studies, arts and humanities, as well as, social skills and problem-solving is the goal of Scott High School. The community will be more actively involved in the educational process of our youth. Finally, Scott High is a place where..... -Students have an opportunity to express preferences -Students are encouraged to succeed -Students are challenged in academic classes -Students have an opportunity to compete -Students experience appropriate social interaction 1. Student Achievement 2. Research based practices, including those outlined in Kentucky's Standards and Indicators for School Improvement. 3. Community-wide participation in understanding and meeting school challenges. 4. Positive relationships that support effective teamwork and positive behavior supports.

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Scott High School is a school with great students who do amazing things with the help and support of our teachers, parents, and the community. The following are examples of some of the recent Notable Achievements of which are most proud. Faculty and staff are working very hard to utilize CERT scores in classrooms to create meaningful instruction tailored to the academic needs of individual students. In addition, we are also using those scores to identify areas for improvement in order to increase ACT scores, which play a role in each student's College and Career Readiness. Scott currently boasts one of the highest percentages of students enrolled in dual credit classes in the Northern Kentucky area. We have a college and career coordinator who works in our college and career center to facilitate students reaching college readiness and to supports students as they take their dual credit class. In 2017-2018, Scott High School Students successfully completed 485 dual credits courses. Much of this is a result of seven Scott Teachers who are currently teaching dual credit classes to our students on our campus as adjunct professors. Scott High School will be welcoming the districts JrROTC program for the next school year. Our vision will be to expand our Homeland Security pathway as well as encourage future Military students within this program. Scott High School is also expanding our Career Ready initiative to include Pharmacy Technician, Veterinary Technician as well as the many vocational trades found in our area, including, but not limited to, Welding, Carpentry, Electricity, Masonry, Plumbing, and Automotive Technicians.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### **Additional Information**

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

Scott High School is very proud of our Academic and Athletic achievements. Recently our Volleyball team won the District and Regional Championships for the 4th consecutive year.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **Phase Two: The Needs Assessment Scott High School 18-19**

### **Phase Two: The Needs Assessment for Schools**

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

Last Modified: 10/20/2018  
Status: Locked

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## Phase Two: The Needs Assessment for Schools

### Understanding Continuous Improvement: The Needs Assessment

**Rationale:** 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 (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 (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

## Protocol

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

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

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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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:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Proficiency: School Data Strengths 1) 23% Novice in Reading (Lowest in 3 years; 25.3% in 2017; 29.8% in 2016) 2) 21.9% Novice in Math (21.3% in 2017; 24% in 2016) School Data Growth Areas 1) 44.3% Proficient and Distinguished in Reading (Lowest in last 3 years; 55.3% in 2017; 51.7% in 2016) 2) 40.4% Proficient and Distinguished in Math (Lowest in last 3 years; 44.5% in 2017; 45.5% in 2016) Separate Academic Indicator: School Data Strengths 1) Writing – 62.7% Proficient & Distinguished; 10.7% Novice – best performance in dist. 3 years in a row School Data Growth Areas 1) Science – 19.7% Novice; 52.6% Apprentice Transition Ready School Data Strengths 1) 485 College Courses Completed by Scott Students (Highest in district) 2) 58.5% CCR (Highest for ACT Only in last 3 years) School Data Growth Areas 1) 58.5% CCR 2) Less than 10 Career Ready Students 3) Only 1 career certification available at Scott Graduation Rate: School Data Strengths 1) 90.9% 4 year Graduation Rate in 2018 (up from 89.2% in 2017; 85.3% in 2016) School Data Growth Areas 1) 90.9% 4 year Graduation Rate in 2018 – We are not happy with this.

## ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.



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## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

**Example:** 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Proficiency: School Data Growth Areas 1) 44.3% Proficient and Distinguished in Reading (Lowest in last 3 years; 55.3% in 2017; 51.7% in 2016) 2) 40.4% Proficient and Distinguished in Math (Lowest in last 3 years; 44.5% in 2017; 45.5% in 2016) Separate Academic Indicator: School Data Growth Areas 1) Science – 19.7% Novice; 52.6% Apprentice Transition Ready School Data Growth Areas 1) 58.5% CCR 2) Less than 10 Career Ready Students 3) Only 1 career certification available at Scott Graduation Rate: School Data Strengths School Data Growth Areas 1) 90.9% 4 year Graduation Rate in 2018 – We are not happy with this.

## ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## Trends

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

Percent Novice in Reading is trending up and remains a significant area for improvement. Percent Novice in Math and Reading for students with disabilities is trending up slowly and remains a significant area for needed improvement. Percentage of students obtaining Career Ready status before graduation is not improving and remains a significant area for improvement.

## ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

5-Design, Align, Deliver Support Processes with Sub-group Focus 6- Establish a Learning Culture and Environment Scott High School has a strong implementation of Tier I behavioral and academic support structures in place.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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## Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

-23% Novice in Reading (Lowest in 3 years; 25.3% in 2017; 29.8% in 2016) -21.9% Novice in Math (21.3% in 2017; 24% in 2016) -Writing – 62.7% Proficient & Distinguished; 10.7% Novice – best performance in dist. 3 years in a row -485 College Courses Completed by Scott Students (Highest in district) -58.5% CCR (Highest for ACT Only in last 3 years) -90.9% 4 year Graduation Rate in 2018 (up from 89.2% in 2017; 85.3% in 2016)

## ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **Scott High School - Phase Three: Comprehensive Improvement Plan for Schools 2018-2019**

### **Phase Three: Comprehensive Improvement Plan for Schools**

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

Last Modified: 12/06/2018  
Status: Open

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## Phase Three: Comprehensive Improvement Plan for Schools

### Comprehensive Improvement Plan for Schools

**Rationale:** School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

**Operational definitions of each area within the plan:**

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes 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.

**Measure of Success:** The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.




N/A

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.



**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Read 180 Research Documentation	Read 180 Research Documentation	
 Reading Apprenticeship Research	Reading Apprenticeship Research	
 Scott CSIP 2018-2019	Scott CSIP 2018-2019	

## Comprehensive Improvement Plan for Schools

### Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

### Operational definitions of each area within the plan

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes 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.

**Measure of Success:** the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

### Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

## 1: Proficiency Goal

Goal 1 (*State your proficiency goal*): Collaborate to increase the combined percentage of reading and math proficiency for all students from 62.8 in 2018 to 81.4 by 10/01/2023 as measured by Junior ACT Assessment in Math and Reading.

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Collaborate to increase the combined percentage of reading and math proficiency for all students from 62.8 in 2018 to 66.5 by 10/01/2019 as measured by Junior ACT 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 (72 hours) of English instruction during their sophomore year. Upcoming juniors, who are predicted to be performing below proficient in reading according to each student's CERT assessment, will be placed in an additional 12 weeks (72 hours) of English instruction during their junior year.	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	CERT and Class Grades	Three times a year (August-November-February) BAC	\$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 PLC's Department Heads and Administrators	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 4: Review, analyze, and apply data through utilization of CERT Testing and Resources - Students in Math, English, Science, and Social Studies in grades 9-12 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 (August-November-February) BAC, Department Heads, Administrators	
	KCWP 5: Design, Align, and deliver support through the use of Best Practice Reading and Thinking Strategies of Reading Apprenticeship (West Ed) - Teachers school wide will utilize specific best practice reading and thinking strategies (Think Aloud, Talking to the Text, Marking the Text ). These strategies will be focused on through PLC's and teacher to teacher interactions throughout the year.	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	CERT Scores, Departmental Data, Improved Lessons activities in classroom	Aug 10, Monthly Departmental PLC's, Monthly Cross Curricular PLC's. Department Heads	\$4000 SBDM
	KCWP 4: Review, analyze, and apply data in Response to Intervention Classes - Math - Incoming freshmen, who are predicted to be performing below proficient in math according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of math instruction during their freshman year. Upcoming sophomores, who are predicted to be performing below proficient in math according to each student's CERT assessment, will be placed in an additional 12 weeks (72 hours) of math instruction during their sophomore year. Upcoming juniors and seniors, who are predicted to be performing below proficient in math according to each student's CERT assessment or ACT, will be placed in an additional 12 weeks (72 hours) of math instruction while taking Algebra II.	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	CERT and Class Grades	Three times a year (August-November-February) BAC, Department 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 PLC's. Department Heads	

## 2: Separate Academic Indicator

<p>Goal 2 (<i>State your separate academic indicator goal</i>): Collaborate to increase the percentage of Science students scoring at benchmark for all students from 30% to 65% by 6/1/23 as measured by the ACT Science Assessment; Collaborate to increase writing proficiency for all students from 62.7% proficient and distinguished in 2018 to 81.4% by 10/01/2023 as measured by On-Demand Writing Assessment.</p>		
<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li><a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1 Collaborate to increase the percentage of Science students scoring at benchmark for all students from 30% to 37% by 6/1/18 as measured by the ACT Science Assessment</p>	<p>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.</p>	<p>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</p>	CERT and Class Grades	Three times a year (August-November-February) BAC, Department Head, Administrators	
	<p>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</p>	<p>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.</p>	Data from content specific reading assessments	Monthly Departmental PLC's. Department Head	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	assessed three times each trimester on their ability to read and comprehend				
	KCWP 5: <i>Design, Align, and Delivery</i> of Next Gen Science Standards within Science Classes – Through professional development and department PLC activities, Science will further implement the Next Gen Science Standards within each and every science classroom curriculum with a focus of altering instruction to practice science thinking skills	<i>Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.</i>	Adjusted Curriculum Maps, additional teaching strategies in lessons.	Monthly Departmental PLC's. Department Head	
Objective 2 Collaborate to increase writing proficiency for all students from 62.7% proficient and distinguished in 2018 to 66.4% by 10/01/2019 as measured by On-Demand Writing Assessment.	KCWP 5: <i>Design, Align, and Delivery</i> Instruction through the continued implementation of our planned writing continuum throughout English and Social Studies classrooms	<i>Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.</i>	PLC documents and quality of writing pieces	Monthly Departmental PLC's. Writing Cluster Leader	

### 3: Gap

<p>Goal 3 (<i>State your Gap goal</i>): Collaborate to reduce the overall percentage of novice for students with disabilities in reading and math from 52.5% in 2018 to 26.3% by 6/1/23 as measured Junior ACT Assessment in Math and Reading.</p>		
<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li><a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1 Collaborate to reduce the overall percentage of novice for students with disabilities in reading and math from 52.5% in 2018 to 47.3% by 6/1/19 as measured Junior ACT Assessment in Math and Reading.</p>	<p><b>KCWP 4: Review, analyze, and apply data in Response to Intervention Classes - Reading -</b> Incoming freshmen, who are predicted to be performing below proficient in reading according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of English instruction during their freshman year. Upcoming sophomores, who are predicted to be performing below proficient in reading according to each student's CERT assessment, will be placed in an additional 12 weeks (72 hours)</p>	<p><i>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</i></p>	<p>Increased hours of content instruction to lower performing students, increased student performance on CERT and ACT</p>	<p>Three times a year (August-November-February) BAC, Department Head, Administrators</p>	
		<p><i>Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.</i></p>	<p>Adjusted Curriculum Maps, additional teaching strategies in lessons.</p>	<p>Monthly Departmental PLC's. Department Heads</p>	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	<i>KCWP 4: Review, Analyze, and Apply Data</i> to Scott High School freshmen and sophomores approximately one grade level below current grade will experience a <b>reading apprenticeship</b> class (in addition to core instruction) to support them as they improve their reading abilities.	<i>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</i>	TSI-Evidence Based Practice-Reading Apprenticeship Increased hours of content instruction to lower performing students, increased student performance on CERT and ACT	Three times a year (August-November-February) BAC, Department Head, Administrators	
	<i>KCWP 4: Review, Analyze, and Apply Data</i> to Scott High School freshmen and sophomores reading two or more grade levels below current grade level will experience a <b>reading intervention class</b> (Reading and Comprehension) in addition to their core English, to support them as they improve their reading abilities.	<i>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</i>	TSI-Evidence Based Practice-Read 180 SAM's	Three times a year (August-November-February) BAC, Department Head, Administrators	\$55000 District Funds \$5000 School Council Funds
	<i>KCWP 5: Design, align, and Deliver Support</i> through a <b>Strategies to Success Class</b> -a targeted group of students who were predicted to be novice students, will be scheduled into a Strategies to Success Class at least one trimester to work on identified basic Math, English, and Social Skills.	<i>Create and monitor a "Watch (Cusp) List" for students performing below proficiency.</i>	CERT, Discipline, Grades, and classroom monitoring	Three times a year (August-November-February) PBIS team, KTP Team and Administrators	



Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	<p><b>KCWP 4: Review, analyze, and apply data in Response to Intervention Classes - Math -</b></p> <p>Incoming freshmen, who are predicted to be performing below proficient in math according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of math instruction during their freshman year. Upcoming sophomores, who are predicted to be performing below proficient in math according to each student's CERT assessment, will be placed in an additional 12 weeks (72 hours) of math instruction during their sophomore year. Upcoming juniors and seniors, who are predicted to be performing below proficient in math according to each student's CERT assessment or ACT, will be placed in an additional 12 weeks (72 hours) of math instruction while taking Algebra II.</p>	<p><i>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</i></p>	<p>Increased hours of content instruction to lower performing students, Increased student performance on CERT and ACT</p>	<p>Three times a year (August-November-February) BAC, Department Head, Administrators</p>	

#### 4: Graduation rate

Goal 4 (State your Graduation Rate goal): Collaborate to increase Four/Five Year Graduation Rate from 90.9% in 2018 to 95.5% by 09/01/2023 as measured by Four/Five Year Graduation Rate.

<p>Which <b>Strategy</b> will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase Four/Five Year Graduation Rate from 90.9% in 2018 to 91.8% by 09/01/2019 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. 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 challenges teenagers face today.	Ensure that student conferencing occurs on a regular basis and such discussions support a culture for 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.	Grades, Retention Rate, Discipline Referrals	KTP classes occur daily; FRYSC serve as a support and line of communication between school/families/student.	
		Ensure that all available resources are deployed to assist students in need.	Grades, Retention Rate, Discipline Referrals	FRYSC serve as a support and line of communication between school/families/student.	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	<p><i>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.</i></p>	<p><i>Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.</i></p>	Grades, Retention Rate, Discipline Referrals, Eagle Cash	Aug 10; Monthly Faculty Meetings and Bimonthly cross curricular PLCs.	\$8000 Eagle Club and SBDM Funds
		<p><i>Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.</i></p>	Grades, Retention Rate, Discipline Referrals, Eagle Cash	Aug 10; Monthly Faculty Meetings and Bimonthly cross curricular PLCs;	\$2000 SBDM
	<p><i>KCWP 5: Design, Align, and Deliver Support in Alternative Placement Programs - Students will be provided the option of attending innovative school programs on and off campus.</i></p>	<p><i>Create and monitor a "Watch (Cusp) List" for students performing below proficiency.</i></p>	Grades, Retention Rate, Discipline Referrals	At least three times a year (August- November- February) SWS Coordinator and Administrators	\$60000 School Council Funds,

## 5: Transition Readiness

**Goal 6 (State your Transition Readiness goal):** Collaborate to increase the percentage of seniors who achieve Transition Readiness from 58.5% in 2018 to 79.3% by 05/31/2023 as measured by the College and Career Readiness calculation on the School Report Card.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [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](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase the percentage of seniors who achieve Transition Readiness from 58.5% in 2018 to 62.7% by 05/31/2019 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 and additional ACT assessments during their senior year.	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Transition Readiness level, CERT performance, and Grades	Principal, CCR Coordinator, & Senior English Teachers	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 5: <i>Design, Align, and deliver support through the use of Best Practice Reading and Thinking Strategies of Reading Apprenticeship (West Ed) - Teachers school wide will utilize specific best practice reading and thinking strategies (Think Aloud, Talking to the Text, Marking the Text). These strategies will be focused on through PLC's and teacher to teacher interactions throughout the year.</i>	<i>Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</i>	CERT Scores, Departmental Data, Improved Lessons activities in classroom	August 10, Monthly Departmental PLC's, Monthly Cross Curricular PLC's. Department Heads and Administrators	
	KCWP 1: <i>Design and Deploy Standards for Career Ready Options - Principal, curriculum committee, and department heads will explore multiple options to create and expand offerings for students which could lead to students becoming Career Ready. Additional career ready options will increase student equity to achieving transition readiness. This may include the creation of electives which students could take as part of a program offered at Scott.</i>	<i>Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.</i>	Curriculum meeting minutes, Course Guide, and Career Ready Data	School Level College and Career Coordinator; Monthly Curriculum Committee Meetings	

**Scott High School 2018-2019 - Phase Three: Closing the Achievement Gap  
Diagnostic\_11102018\_17:24**

**Phase Three: Closing the Achievement Gap Diagnostic**

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

**Last Modified: 12/07/2018  
Status: Open**

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## Phase Three: Closing the Achievement Gap Diagnostic

### I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Spreadsheet attached

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.



## II. Achievement Gap Analysis

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

Scott High School's largest Gap group consists of our Free or Reduced Lunch students. These students make up 40.4% of our overall population. Our second largest Gap group are Students with Disabilities. Currently, 12.9% of our population are students with disabilities. Our population of minority students has shown an increase this school year. We are currently at 11.7% non-white students. At Scott, we utilize the PBIS initiative of "We ARE Scott." ARE stands for Accountable, Respectful, and Engaged. Our school culture revolves around this belief. We intentionally teach students what it means to be accountable for their learning (coming to class on time and prepared, etc.), be respectful of their environment and those around them, and to be actively engaged in their learning. These expectations hold true for all students. We also work to foster an environment of trust with our students so they are comfortable taking risks and actively participating in their education. We work hard to ensure all students have a trusted adult advocate. We have developed a multi-faceted, tiered level of interventions to address student needs both academically and emotionally/behaviorally. We have noticed an increase in the number of students who have deficits in the area of social/emotional skills. As a result, we have also focused on providing all our students with intentional social emotional learning lessons weekly, as well as providing them with a continuum of social/emotional supports based on the need of the child. Our culture centers around educating and supporting the whole child.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

In analyzing data from the last three school years, the following trends were identified: 1. Lack of progress in % of Proficient and Distinguished students in the area of reading, 2. Lack of progress in the % of Proficient and Distinguished students in the area of math 3. Substantial progress and growth in the % of students scoring Proficient and Distinguished in writing (2015 - 2016 SY to 2016-2017 SY), and 4. In the 2017-2018 SY, although different assessment measures were used, our measurable gap population of students (F/R lunch, Disability w/ IEP) continued to score well below all students in the areas of reading and math.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

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 science and writing. In the area of writing, our proficiency for gap students increased from 29% in 2015-2016, to 40% in 2016-2017, and to 50% in 2017-2018 for Free/Reduced lunch students, based on the on demand writing assessment. In the area of science, based on the Biology End of Course assessment, our proficiency for gap students increased from 27.6% in 2015-2016, to 47.4% in 2016-2017.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Based upon the analysis of our gap data (Free/Reduced lunch and Disability w/ IEP students), our school has regressed in the following two areas: 1. Reading Proficiency - 42.2% in 2015-2016 to 41.1% in 2016-2017 (Based on English 2 End of Course Assessment) 2. Math Proficiency- 29.9% in 2015-2016, to 28.2% in 2016-2017 (Based on Algebra 2 End of Course Assessment) In analyzing our 2017-2018 data, our gap students continued to score below all students in the areas of reading and math on the Junior ACT. In Reading, 44.3% of all students scored at proficient and distinguished. 35.4% of our Free/Reduced lunch students scored at proficient and distinguished and our 12% of our disability with IEP students scored proficient and distinguished. In Math, 40.4% of all students scored at proficient and distinguished. 27.8% of our Free/Reduced lunch students

scored at proficient and distinguished and 4.3% of our Disability with IEP students scored at proficient and distinguished.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

*(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).*

Scott High School's professional development plan has two main foci for the 2018-2019 school year. First, a strong and continued focus on Quality Instructional Practices in all classrooms everyday. The second focus is Reading Apprenticeship. Both of these areas have a direct impact on the quality of instruction delivered and the reading strategies utilized in all academic areas for students in our achievement gap population. Professional development plan was approved May 2018 and the Extended School Service Plan was approved in November 2018.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

The last several years, our Gap population of students have come to us performing well below benchmark and proficiency standards. While we have not yet improved our students to a level of meeting the minimum percentage of proficient and distinguished required. 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.

G. 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 consultants assist administration with compiling data for analysis. Administration work 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, 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.

### III. Planning the Work

#### Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Collaborate to reduce the overall percentage of novice for students with disabilities in reading and math from 52.5% in 2018 to 26.3% by 6/1/23 as measured Junior ACT Assessment in Math and Reading..

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Closing the Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.

Step 2: Complete your findings and answers.



Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Closing the Achievement Gap Summary report attached

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Group Identification Scott 2018 2019	Achievement Gap Group Data	III
 Measurable Gap Goal - Scott 2018-2019	Measurable Gap Goal	III

Gap Group/Total number of students	Percentage of Total School Population
African American/29	2.9%
Asian/7	0.3%
Hispanic/38	3.8%
Native Hawaiian or Pacific Islander/2	0.2%
Two or More Races/42	4.2%
White/892	88.3%
English Learners/3	0.3%
Free or Reduced Price Meals/408	40.4%
Students with Disabilities/130	12.9%

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 52.5% in 2018 to 47.25% by 6/1/18 as measured Junior ACT Assessment in Math and Reading.	<i>KCWP 4: Review, analyze, and apply data in <b>Response to Intervention Classes</b> - Reading - Incoming freshmen, who are predicted to be performing below proficient in reading according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of English instruction during their freshman year. Upcoming sophomores, who are predicted to be performing below proficient in reading according to each student's CERT assessment, will be placed in an additional 12 weeks (72 hours)</i>	<i>1. Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. 2. Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.</i>	BAC, Administrators, Teachers	1. CERT Three times a year (August-November-February), ACT 2. Monthly Departmental PLC's. Department Heads	
	<i>KCWP 4: Review, Analyze, and Apply Data to Scott High School freshmen and sophomores approximately one grade level below current grade will experience a <b>reading apprenticeship</b> class (in addition to core instruction) to support them as they improve their reading abilities.</i>	<i>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</i>	BAC, Department Head, Administrators	Performance on CERT Three times a year (August-November-February), ACT	

	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 appropriately to determine tiered intervention needs.	BAC, Department Head, Administrators	Performance on CERT and Read 180 SAMs Three times a year (August-November-February), ACT	\$55000 District Funds \$5000 School Council Funds
	KCWP 5: <i>Design, align, and Deliver Support</i> through a <b>Strategies to Success Class</b> -a targeted group of students who were predicted to be novice students, will be scheduled into a Strategies to Success Class at least one trimester to work on identified basic Math, English, and Social Skills	<i>Create and monitor a "Watch (Cusp) List" for students performing below proficiency.</i>	Administrators, Counselors, Teachers, KTP Team, PBIS Team	Progress on CERT Three times a year (August-November- February), Discipline, Grades	

	<p><i>KCWP 4: Review, analyze, and apply data</i> in <b>Response to Intervention Classes - Math</b> - Incoming freshmen, who are predicted to be performing below proficient in math according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of math instruction during their freshman year. Upcoming sophomores, who are predicted to be performing below proficient in math according to each student's CERT assessment, will be placed in an additional 12 weeks (72 hours) of math instruction during their sophomore year. Upcoming juniors and seniors, who are predicted to be performing below proficient in math according to each student's CERT assessment or ACT, will be placed in an additional 12 weeks (72 hours) of math instruction while taking Algebra II.</p>	<p>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</p>	<p>BAC, Department Head, Administrators</p>	<p>Progress on CERT Three times a year (August-November- February), ACT</p>	
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Oct 2018 - Phase One: Continuous Improvement Diagnostic\_09152018\_13:20

Phase One: Continuous Improvement Diagnostic

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

Last Modified: 09/15/2018  
Status: Locked

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## Phase One: Continuous Improvement Diagnostic

### Continuous Improvement Diagnostic

**Rationale:** The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

#### Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys\*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

\*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

**Reading Comprehension Strategies in all classes**-While our students reading abilities has increased in recent years, we are seeing that students continue to come to us with gaps in their reading skills. It is also evident from observation, data review, and teacher focus groups that reading comprehension is hindering our students ability to excel in many of their classes (not just English). **Continued Adjustments/alignments of PBIS and Special Education Supports** - Data is showing an increased need for behavior and social/emotional supports for all of our students. **Continued Focus on our GAP students and Interventions** (academic, social emotional, and behavioral)—While we have seen some improvements in the performance of our GAP students, their is much room for improvement in order to adequately close the performance gap between our GAP and NONGAP student groups. **MTSS/RTI Referral Process/Tracking** - We have seen some success in our students involved in RTI, but plan on increasing the focus and level of student data tracking to better evaluate/direct our resources for assisting our students. **Curriculum Alignment/ Realignment**-with additional focus on Career Ready, new standards, and possible new graduation requirements, we are reviewing our current curriculum in each class to assess if/what changes will need to be made. **College and Career Ready**- While we have done a great job focusing our students on College Ready goals, we have a large number of students who would benefit from more quality Career Ready options. We have recently added some career ready options (Homeland Security, ROTC, and Media Arts), but would like to move toward additional options for our students at local colleges as well as possible new programs at the school.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

A cross curricular team of teachers (led by reading specialists) will plan, train, and monitor implementation of the school wide reading comprehension program. The PBIS committee (led by administrators) along with PBIS teacher specialist in the school will monitor and make adjustments to the PBIS process throughout the year. Members of the admin team will head up specific RTI

groups to monitor and make adjustments to each programs when data indicates the need (Social/emotional, behavioral, academic, truancy). Department heads will facilitate regular department PLC's as they review curriculum and make recommendations to a curriculum committee. Curriculum committee will make final recommendations to SBDM. The college and career ready coordinator will work regularly with teachers and local universities to increase the coordination and opportunities for our students to reach college and career ready status. The administration will hold bi-weekly PLC's with all teachers to support the continued growth of all teachers toward these goals.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **Phase Two: School Safety Report Scott High School 18-19**

### **Phase Two: School Safety Report**

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

**Last Modified: 10/20/2018**  
**Status: Locked**

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## Phase Two: School Safety Report

### School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.



## Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the 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 below.*

*Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Was the school's emergency plan reviewed at 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)?

*If the answer is "no," please explain below.*

*Please provide the most recent date of review/revision of the school's emergency plan in the district.*

Yes 10/13/18

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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)?

*If the answer is "no," please explain below.*

*Please provide the date the school completed this discussion.*

Yes Aug 13, 2018

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

*If the answer is "no," please explain below.*

*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

*If the answer is "no," please explain below.*

*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase Two: School Assurances Scott High School 18-19

### Phase Two: School Assurances

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

Last Modified: 10/20/2018  
Status: Locked

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## Phase Two: School Assurances

### Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

## School Assurances

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### Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☐ Yes
- ☐ No
- ☒ N/A

#### COMMENTS

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☐ Yes
- ☐ No
- ☒ N/A

#### COMMENTS

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☐ Yes
- ☐ No
- ☒ N/A

#### COMMENTS

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No

- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## **Instructional Strategies**

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☐ Yes
- ☐ No
- ☒ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## **Targeted Assistance Activities**

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## **Parent and Family Engagement**



8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## **Teacher Quality**

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## **Title I Application**

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☐ Yes
- ☐ No
- ☒ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## **Paraeducators**

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes
- ☐ No

- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### **Paraeducator Non-Instructional Duties**

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ☐ Yes
- ☐ No
- ☒ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## November 2018 Phase Three: Executive Summary for Schools\_11092018\_09:12

### Phase Three: Executive Summary for Schools

#### **Simon Kenton High School**

John Wayne Popham  
11132 Madison Pike  
Independence, Kentucky, 41051  
United States of America

Last Modified: 12/07/2018

Status: Open

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## Phase Three: Executive Summary for Schools

### Executive Summary for Schools

#### Description of the School

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

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, and current enrollment is 1806. In addition, we service accelerated programs for 26 middle school students as part of a district-integrated gifted and talented program. Our school's demographics have stayed aligned with the make-up of the community. 92.3% of our school is Caucasian, 3.1% identifies as 2 or more races, 2.5% identify as Hispanic, 1.4% 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.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

The goal of Simon Kenton is to prepare all students to 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 our Kenton County Academies of Innovation and Technology program, and we have several hundred annually that do so. Simon Kenton is fully accredited by Advance-Ed (SACS) and all curriculum is aligned to district, state, and national standards.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Simon Kenton is currently in the top 10% for proficiency in Kentucky and the top 15% for English, math, reading, and science according to the KY 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 297 MOS certificates earned by students. We also had 2 students win scholarships at NKU FBLA events. 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 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. The football team was undefeated in the regular season and Coach Jeff Marksberry was named the District Football Coach of the year and the Coach of the Year by the Coaches Association. The volleyball, baseball team, girls basketball team, and boys basketball teams all won the district and participated in the regional tournament. The girls Cross Country team and the girls soccer team qualified for state. The boys soccer team won their district tournament and participated in the regional tournament. The Simon Kenton girls archery team won the KHSAA state championship and finished 14th in the NASP national championship. Additionally, one of Simon Kenton's archers went on to finish 2nd in the world competition held in Canada. 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 11 teachers that are National Board certified and 100% of the staff are certified in their teaching area. Many teachers have had Advanced Placement training in order to teach college level classes. Each teacher strives to meet the learning needs of his/her students. The faculty and administrative staff win awards such as Kim Girard, Karen Kindle, and Christine Hoerlein, and Laura Schneider being awarded the Excellence in Education award, and Reta Vann winning the Golden Apple, awarded by the Northern Kentucky Education Council for exceptional teaching. Assessment scores show steady growth over the past three years. Our main achievement goal is to increase the number of college and career ready graduates. While our score decrease slightly from a 21.5 to a 21.0, we have made progress by having a larger percentage of our students meet benchmarks. Students who have scored a 3 or higher on an Advanced Placement Exam is an average of 65%. 55% of Simon Kenton graduates attend a four year colleges/universities. 18% attend two year or technical/vocational college/universities. Approximately, 4% of our student body joins the military. 19% of graduated went into the work force. Simon Kenton had 18 Governor's Scholars this year, a school record, and has had three students attend Craft or Gatton academies. SK also won the district high attendance award. The Academic team is ranked nationally. The seniors received over 12 million dollars in scholarship money this year. It is important to us that all students achieve at high levels and our staff works hard with each student to help them succeed.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### **Additional Information**

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

Simon Kenton has an involved staff and administration that continues to maintain rigorous instruction and relevant relationships with our students through initiatives such as Simon Kenton

Opportunity to Reach Excellence, which is an enrichment and Intervention program. At Simon Kenton High School we are proud to be Pioneers and work hard every day to prove that WE ARE SK. We strive to be Accountable, Respectful, and Engaged to reach success. We are Accountable by working to promote growth in student achievement through targeted rigorous instruction for all students to reach their potential. At Simon Kenton students are provided with a wide range of courses that build skills and are an introduction to possible career interests. We are Respectful by providing relevant relationships that foster growth and diversity. Through work with community outreach, charities, and within the school we foster an atmosphere of understanding, compassion, and respect. Simon Kenton has numerous opportunities for students to be engaged with a wide range of activities beyond athletics. These include Principal Advisory Club, Ski club, Web team, Academic team, Art club, Future Problem Solving, Drama club, Future Educators of America, Diversity club, Energy Wise, Teen Leadership Council, JAM-C, Guitar club, National Honor Society, Engineering club, Future Farmers of America, Pioneer Pride, Odyssey of the Mind, Scuba club, 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. 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.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.



ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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October 2018 Phase Two: The Needs Assessment for Schools\_10092018\_09:56

Phase Two: The Needs Assessment for Schools

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

Last Modified: 10/19/2018  
Status: Open

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## Phase Two: The Needs Assessment for Schools

### Understanding Continuous Improvement: The Needs Assessment

**Rationale:** 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 (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 (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

## Protocol

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

Data is reviewed consistently throughout the year by a wide variety of groups including teachers, administrators, central office personnel, SBDM, and other as appropriate. A PLC format is generally used with documentation being provided through improvement plans and meeting minutes. Results are shared with appropriate stakeholders for review and suggestions.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## 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:**

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

### **Example of Non-Academic Current State:**

-Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.

-The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Proficiency decreased from 77.9 in 2017 to 73.9 in 2018. Transition Ready Rate decreased from 65.2 in 2017 to 64 in 2018. Graduation decreased from 95.2 in 2017 to 94.6 in 2018. On Demand scores decreased from 64.7 in 2017 to 61.8 in 2018. Number of behavior referrals increased from 1693 in 16-17 to 1921 in 17-18.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

**Example:** 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

69% of disability students were not proficient as measured by ACT in math and reading. 10% of disability students did reach transition ready status as measured by the state accountability measure. Overall transition ready rate was 54% in the state.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## Trends

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

The percent of transition ready students decreased from 65.2 to 64 which continues to be a major area of concern as well as emphasis for improvement. The overall on demand scores decreased from 64.7 to 61.8 which continues to be an area of emphasis as well. Our ACT composite score decreased from 21.5 to 21 last year. Finally, we are a TSI school for disability with IEP students since we were below the cut scores in proficiency, transition rate, and graduation rate. Improving these areas will continue to be emphasized.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.



## Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

We will be focusing on delivery of instruction and analysis of data to improve scores across the board with special emphasis on disability with IEP students and increasing the number of students transition ready. The ultimate goal will be to use available data (ACT scores, CERT scores, diagnostic scores ,etc.) to differentiate tier 1 learning at the classroom level as well as determine appropriate tier 2 and tier 3 interventions for students needing them.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

We were top 10% in the state for proficiency ranking 24th out of 230 schools. We were top 10% in the state for ACT math ranking 23rd out of 228 schools. We were top 15% in the state for ACT English ranking 34th out of 228 schools. We were top 14% in the state for ACT reading ranking 33rd out of 228 schools. We were top 11% in the state for ACT science ranking 26th out of 228 schools. We were top 11% in the state for ACT composite ranking 26th out of 228 schools.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## November 2018 Phase Three: Comprehensive Improvement Plan for Schools\_12022018\_20:51

### Phase Three: Comprehensive Improvement Plan for Schools

#### **Simon Kenton High School**

John Wayne Popham  
11132 Madison Pike  
Independence, Kentucky, 41051  
United States of America

Last Modified: 12/07/2018

Status: Open

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## Phase Three: Comprehensive Improvement Plan for Schools

### Comprehensive Improvement Plan for Schools

**Rationale:** School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

**Operational definitions of each area within the plan:**

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes 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.

**Measure of Success:** The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.



You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

NA

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 READ 180 Intervention data report	READ 180 Intervention data report	
 SK Comprehensive Improvement Plan November 2018	SK Comprehensive Improvement Plan November 2018	

## Comprehensive Improvement Plan for Schools

### Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

### Operational definitions of each area within the plan

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes 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.

**Measure of Success:** the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

### Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:  
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.  
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.



## 1: Proficiency Goal

Goal 1: By 2023, Simon Kenton High School will increase overall proficiency for all students in reading and math from 73.9% in 2018 to 87% in 2023 as measured by the school report card proficiency data.

<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li><a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By 2019, Simon Kenton High School will increase overall proficiency for all students in reading and math from 73.9% in 2018 to 76.5% in 2019 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> <li>Use formative and summative evidence to inform what comes next for individual students and groups of students.</li> <li>Ensure that all users of assessment data use information to benefit student learning.</li> </ul>	Monitor Weekly Goal Sheets for effective planning of tier 1 instruction, analyze CERT test data for student progress, and facilitate PLC meetings to improve tier 1 instruction.	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress	None
	KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> <li>Refine the system for student monitoring using data notebooks.</li> <li>Use assessment data to help students assess and adjust their own learning.</li> </ul>	Monitor Weekly Goal Sheets for effective planning of tier 1 instruction and analyze CERT test data for student progress. Students will set goals for individual progress and monitor progress toward these goals.	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress	None

## 2: Separate Academic Indicator

Goal 2: By 2023, Simon Kenton High School will increase writing proficiency for all students from 57.24% in 2018 to 78.62% in 2023 as measured by the school report card proficiency data.

<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <u>KCWP 1: Design and Deploy Standards</u></li> <li>• <u>KCWP 2: Design and Deliver Instruction</u></li> <li>• <u>KCWP 3: Design and Deliver Assessment Literacy</u></li> <li>• <u>KCWP 4: Review, Analyze and Apply Data</u></li> <li>• <u>KCWP 5: Design, Align and Deliver Support</u></li> <li>• <u>KCWP 6: Establishing Learning Culture and Environment</u></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• <u>KCWP1: Design and Deploy Standards Classroom Activities</u></li> <li>• <u>KCWP2: Design and Deliver Instruction Classroom Activities</u></li> <li>• <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u></li> <li>• <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u></li> <li>• <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u></li> <li>• <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By 2019, Simon Kenton High School will increase writing proficiency for all students from 57.24% in 2018 to 61.51% in 2019 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> <li>• Use formative and summative evidence to inform what comes next for individual students and groups of students.</li> <li>• Ensure that all users of assessment data use information to benefit student learning.</li> </ul>	Monitor Weekly Goal Sheets for effective planning of tier 1 instruction and facilitate PLC meetings to improve tier 1 instruction.	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress	None
	KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> <li>• Develop a system for student monitoring using data notebooks.</li> <li>• Use assessment data to help students assess and adjust their own learning.</li> </ul>	Monitor Weekly Goal Sheets for effective planning of tier 1 instruction Students will set goals for individual progress and monitor progress toward these goals.	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress	None

### 3: Gap

Goal 3: By 2019, Simon Kenton High School will increase overall proficiency for students with disabilities in reading and math from 31% in 2018 to 40% in 2019 as measured by the school report card proficiency data.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- [KCWP 1: Design and Deploy Standards](#)
- [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](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
By 2019, Simon Kenton High School will increase overall proficiency for students with disabilities in reading and math from 31% in 2018 to 40% in 2019 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> <li>• Use formative and summative evidence to inform what comes next for individual students and groups of students.</li> <li>• Ensure that all users of assessment data use information to benefit student learning.</li> <li>• Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.</li> </ul>	Monitor Weekly Goal Sheets for effective planning of tier 1 instruction as well as equal access for all students to the curriculum and analyze CERT test data for student progress. Administrator will lead bi-weekly PLC meetings for best practices to improve tier 1 instructions and monitor teacher data notebooks for effective data collection and analysis.	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress	None
	KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> <li>• Create and monitor a "Watch (Cusp) List" for students performing below proficiency.</li> <li>• Develop a system for student monitoring using data notebooks.</li> <li>• Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc</li> <li>• Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.</li> </ul>	Administrator will lead bi-weekly PLC meetings for best practices to improve tier 1 instruction and monitor teacher data notebooks for effective data collection and analysis. Implement and monitor TSI Evidenced Practice – READ 180. Use MTSS pyramid to monitor student success. Continually review IEP and binders to ensure compliance and IEP implementation.	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress	None

#### 4: Graduation rate

Goal 4: By 2023, Simon Kenton High School will increase the graduation rate from 94.7 % in 2018 to 97.4% in 2023 as measured by the school report card graduation rate.

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>• <u>KCWP 1: Design and Deploy Standards</u></li> <li>• <u>KCWP 2: Design and Deliver Instruction</u></li> <li>• <u>KCWP 3: Design and Deliver Assessment Literacy</u></li> <li>• <u>KCWP 4: Review, Analyze and Apply Data</u></li> <li>• <u>KCWP 5: Design, Align and Deliver Support</u></li> <li>• <u>KCWP 6: Establishing Learning Culture and Environment</u></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• <u>KCWP1: Design and Deploy Standards Classroom Activities</u></li> <li>• <u>KCWP2: Design and Deliver Instruction Classroom Activities</u></li> <li>• <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u></li> <li>• <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u></li> <li>• <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u></li> <li>• <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1</p> <p>Goal 4: By 2019, Simon Kenton High School will increase the graduation rate from 94.7 % in 2018 to 95.2% in 2019 as measured by the school report card graduation rate.</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<ul style="list-style-type: none"> <li>• Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning.</li> <li>• Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.</li> <li>• Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.</li> <li>• Ensure that classroom policies and procedures align with the school's Code of Conduct.</li> </ul>	<p>Administrators will facilitate PLC meetings for best practices, analyze attendance data to identify chronic absences and monitor teacher data notebooks for effective data collection and analysis. Teachers will incorporate social/emotional learning lessons into weekly lessons on Wednesdays. MTSS pyramid will be incorporated to track students at risk to not graduate. PBIS data.</p>	<p>Teachers, FRYSC &amp; Administrators will examine data at midterms and end of grading periods to measure progress. Weekly goal sheets will be reviewed for SEL lessons. Administrators and teachers will review PBIS data in monthly meetings.</p>	<p>None</p>

## 6: Transition Readiness

Goal 6: By 2023, Simon Kenton High School will increase the percentage of students transition ready in grade 12 from 64% in 2018 to 100% in 2023 as measured by Transition Readiness calculations.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- KCWP 1: Design and Deploy Standards
- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By 2019, Simon Kenton High School will increase the percentage of students transition ready in grade 12 from 64% in 2018 to 71.2% in 2019 as measured by Transition Readiness calculations.	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> <li>• Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.</li> <li>• Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.</li> </ul>	Monitor Weekly Goal Sheets for effective planning of tier 1 instruction, analyze CERT test data for student progress, administrator led bi-weekly PLC meetings to improve tier 1 instructions and monitor teacher data notebooks for effective data collection and analysis.	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress	None
	KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> <li>• Develop a system for student monitoring using data notebooks.</li> <li>• Use assessment data to help students assess and adjust their own learning.</li> </ul>	Monitor CERT test data for student progress and teacher data notebooks for effective data collection and analysis.	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress	None
	KCWP 5: Design, Align and Deliver Support	<ul style="list-style-type: none"> <li>• Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.</li> <li>• Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.</li> </ul>	Analyze End of Program test results for success rates and teacher data notebooks for effective data collection and analysis. Review new course descriptions for career certification opportunities. Offer professional development for career certifications and pathways.	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress	None

**November 2018 Phase Three: Closing the Achievement Gap  
Diagnostic\_12032018\_07:34**

**Phase Three: Closing the Achievement Gap Diagnostic**

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

**Last Modified: 12/07/2018  
Status: Open**

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## **Phase Three: Closing the Achievement Gap Diagnostic**

### **I. Achievement Gap Group Identification**

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

See attached spreadsheet

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.



## II. Achievement Gap Analysis

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

Simon Kenton works tirelessly to maintain a positive climate and culture at school. Gap students are not singled out or treated differently from a climate standpoint. Students at Simon Kenton are very accepting and generally well behaved at school. Going into a classroom at SK it would be very difficult to identify gap students.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Closed - Free and Reduced students in math and reading. Persist - Disability with IEP students in math and reading.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Free and reduced students have shown improvement in math, reading, and science as measured by the ACT benchmarks.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Disability students with IEP did not show significant progress in math, reading, science, and on-demand writing as measured by the ACT benchmarks.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

*(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).*

Special education teachers meet regularly to discuss ways to improve instruction for IEP students 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. Students are also being monitored using the Kenton County MTSS model. There is also a district wide plan to improve students with IEP achievement being implemented at the school level. Tutoring is also available for all students and encouraged by teachers especially for gap students. The PD plan was approved in May 2018, while the ESS Plan was approved in November 2018

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

There are not 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 will continue to work in this area and look for practices and processes that show great improvement.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

We continue to utilize as many stakeholders as possible to get ideas and attempt to implement the ideas to improve instruction and achievement in our deficient areas. All teachers are encouraged to be a part of the process. Significant stakeholders involved include: Administrators (John Popham, Georgina Campbell, Michelle Hickey, Craig Reinhart, Trent Steiner, Susan Back, Roy Lucas, Shelley Sizemore), Special Education Department Leads (Cynthia Jones, Alisha Carnes), and SBDM members (Toni Moore, Kris Wicklund, Wendy Lane, Julie Russo, Bridget Dugan, , Leann Lewis, Christine Hoerlein, Adam Abston, Shannon Dunhoft, and Samantha Corwin).

### III. Planning the Work

#### Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

See attachments

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.



Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attachments

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Measurable Gap Goal Worksheet November 2018	Measurable Gap Goal Worksheet November 2018	III
 SK Achievement Gap Group Identification November 2017	SK Achievement Gap Group Identification November 2017	I

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
By 2019, Simon Kenton High School will increase overall proficiency for IEP students from 31% in 2018 to 40% in 2019 as measured by the school report card proficiency data.	<u>KCWP 2: Design and Deliver Instruction</u>	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.	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 and analyze CERT test data for student progress. Administrator will lead bi-weekly PLC meetings for best practices to improve tier 1 instructions and monitor teacher data notebooks for effective data collection and analysis.	None
By 2019, Simon Kenton High School will increase overall proficiency for IEP students from 31% in 2018 to 40% in 2019 as measured by the school report card proficiency data.	<u>KCWP 4: Review, Analyze and Apply Data</u>	Create and monitor a "Watch (Cusp) List" for students performing below proficiency. Develop a system for student monitoring using data notebooks. Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress	Administrator will lead bi-weekly PLC meetings for best practices to improve tier 1 instruction and monitor teacher data notebooks for effective data collection and analysis. Implement and monitor TSI Evidenced Practice – READ 180. Use MTSS pyramid to monitor student success.	None

# GAP Group Identification

Gap Group/Total number of students	Percentage of Total School Population
Disability/ 187 students	10.11%
English Learners/ 7 students	0.38%
Free and Reduced Lunch/ 635 students	34.32%
African American / 30 students	1.62%
Hispanic / 47 students	2.54%
Asian / 9 students	0.49%
American Indian or Alaska Native / 1 students	0.05%
Two or more races / 60 students	3.24%

## October 2018 Phase One: Continuous Improvement Diagnostic\_09192018\_11:41

### Phase One: Continuous Improvement Diagnostic

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

Last Modified: 09/19/2018  
Status: Open

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## Phase One: Continuous Improvement Diagnostic

### Continuous Improvement Diagnostic

**Rationale:** The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

#### Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys\*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

\*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

TELL survey results from 2017 indicated that only 57% of staff members felt class sizes allowed them to meet the needs of all students. As an administrative team we have done and will continue to do several things to address this issue. We have revised our scheduling process to have more accurate data when creating the master schedule as well as using upgraded technology to assist in this process. We have also visited and discussed scheduling with several schools to get ideas that may work for our process at Simon Kenton. We continue to look for ways to have the most manageable class sizes possible. A second area of improvement we are working on is teacher collaboration. Again according to the TELL survey only 62% of the staff felt they had sufficient time to collaborate with colleagues. We are addressing this issue in several ways as well. We are really working on our PLC structure to create more time for teachers to collaborate as well as visiting models in other schools. We have also turned a portion of the monthly faculty meeting into collaboration time. Finally, we are finding multiple ways for teachers to collaborate during the school day such as providing coverage, hiring subs, and having lunch meetings sponsored by the administration. We continue to look for opportunities for teachers to collaborate as we move forward. Finally, we are working on more parent involvement in the school. We do not have a working PTSA due to lack of involvement and requests for information or surveys generally are not well received. We try to combine meetings and events to encourage more parents to show up including displays of student work or student presentations. By combining these events it is more convenient for parents to attend. We are also displaying student work at the parent teacher open house to encourage students to attend. We also offer incentives such as prize drawings for parents that respond to requests for information or attend events. We have also attempted greater advertisement of these events through phone calls home and the use of social media.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

The school will engage stakeholders by establishing methods for input when appropriate. Appropriate stakeholders will be encouraged to express their opinions and participate in the process through a variety of methods (surveys, meetings, committees, etc.) as appropriate. Meetings will be scheduled at the most convenient times for the stakeholders involved. Times will vary depending on who the stakeholders are. The process will be reviewed and shared with our supervisor from central office for feedback and possible changes. We have also been tracking responses from parents to see what incentives are effective and which ones are not. Results are shared and discussed with our SBDM council as well.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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## October 2018 Phase Two: School Safety Report\_10092018\_09:42

### Phase Two: School Safety Report

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

Last Modified: 10/09/2018  
Status: Open

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## Phase Two: School Safety Report

### School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

## Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the 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 below.*

*Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 below.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Was the school's emergency plan reviewed at 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)?

*If the answer is "no," please explain below.*

*Please provide the most recent date of review/revision of the school's emergency plan in the district.*

Yes, August 2018

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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)?

*If the answer is "no," please explain below.*

*Please provide the date the school completed this discussion.*

Yes, August 13, 2018

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

*If the answer is "no," please explain below.*

*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

*If the answer is "no," please explain below.*

*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.



ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## October 2018 Phase Two: School Assurances\_10092018\_09:47

### Phase Two: School Assurances

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

Last Modified: 10/09/2018  
Status: Open

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## Phase Two: School Assurances

### Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

## School Assurances

### Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☐ Yes
- ☐ No
- ☒ N/A

#### **COMMENTS**

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☐ Yes
- ☐ No
- ☒ N/A

#### **COMMENTS**

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

#### **COMMENTS**

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No

- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## **Instructional Strategies**

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☐ Yes
- ☐ No
- ☒ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## **Targeted Assistance Activities**

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## **Parent and Family Engagement**

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☐ Yes
- ☒ **No**
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### **Teacher Quality**

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☒ **Yes**
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### **Title I Application**

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☐ Yes
- ☐ No
- ☒ **N/A**

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### **Paraeducators**

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ **Yes**
- ☐ No

- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### **Paraeducator Non-Instructional Duties**

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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ATTACHMENT SUMMARY

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