2021-22 Phase One: Continuous Improvement Diagnostic for Schools

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

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2021-22 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2021-22 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances
• School Safety Report

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan
• Executive Summary for Schools
• Professional Development Plan for Schools

Phase Four: January 1 - December 31
• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

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Please enter your name and date below to certify.
    Nate Niemi, 9/20/21

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2021-22 Phase Two: The Needs Assessment for Schools

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2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Administrative Team (Principals and Assistant Principals) weekly meetings- Weekly Agendas- Each week the admin team gather to discuss students, teachers, and processes. Information from various comittees are brought to the table to discuss. Principal and Counselor monthly meetings- Monthly Agendas- Administrative team discusses with counselors students who are listed on various concerns or intervention list. The team discusses and develops plans to support students. Instructional Learning Teams (ILT's) weekly PLC meetings- Agendas- ILT's are meeting weekly to discuss curriculum, common assessments and ways to support student learning. Teachers use common assessement data to determine strengths

and needs by teacher, by student, by standard. RBTL monthly meetings (Assistant Principals, Counselors, RBTL specialist, FRYSC, teacher) - agendas and data tracking dashboard- members of the committees bring student names to the table and are reviewed and plans developed to support student needs. MTSS Tier 2 and 3 team meetings (Assistant Principal, College Career Counselor, Counselors)- quarterly meeting agendas- data from tier 2 and tier 3 interventions are analyzed and decisions determined onto next steps if making progress or not making adequate progress. SBDM monthly meetings (Council members)- Agendas- Data is reviewed on a monthly basis for the council to analyze progress in meeting student learning needs.

Trends

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

Example of Trends
- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

When comparing the last state accountability data in 18-19 to this past years data (20-21) we have shown considerable growth in comparison with the state on both the ACT and KPREP scores. A focus for us over the last three years has been improvement in our Economically Disadvantage population and students with IEP's. Our state ranking for composite ACT score for Economically Disadvantage improved from 39th in the state in 18-19 to 20th in 20-21 and from 91 in 18-19 to 8 in 20-21 for our special education students. This improvement in ACT score was shown also in the 4 individual areas of the ACT. Additionally, when comparing our KPREP data between the 2 years, both of these sub populations made considerable gains when compared with others in the state. The attachment shows the specific comparisons. Although we are showing improvement, we have not met our goal for either of these populations as we continue to work on closing the gaps. In regards to non-academic data, we are improving the culture of our building with both teachers and students. The teacher's review survey of the Principal showed more teachers are gaining confidence in the leadership of the Principal. The student survey data shows increases in students feeling safe and supported at school, with 95% of students believing they have someone in the school they can talk with when needed and 95% feeling safe in their class among the highlights of the survey.

ATTACHMENTS

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Attachment Name

State Ranking comparison

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:
- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

54.8 % of students met college readiness in English 42.9 % of students met college readiness in Math 53.1 % of students met college readiness in Reading Combined Reading and Math for all students who are P/D is 41.2 Combined Reading and Math for Students with IEP's who are P/D is 22.2 Dixie Heights 338 54.8 42.9 53.1

Priorities/Concerns

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

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

ACT- Economically Disadvantage: DX Composite= 17.8, State Rank=20th ACT- SPED: DX Math: 15.3, State Rank= 12th KPREP- Economically Disadvantage: DX Writing P/D= 84.7, State Rank= 41st KPREP- SPED- DX Reading P/D, 30.4, state rank= 15 We are making good progress in improving our ability to grow all students. We are trending in the right direction with our gap populations of economically disadvantage and

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special education. However, there is still room to grow as we have not met our goals to reduce the gap completely. The attachment provides detailed comparisions of our specific population of students and KPREP data.

ATTACHMENTS

Attachment Name

⊞ Academic Comparison KCSD schools

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

ACT- Economically Disadvantage: DX English State Ranking Improved from 50th in 18-19 to 22nd in 20-21 ACT- SPED: DX Science: State Ranking improved from 109th in 2018-19 to 5th in 20-21 KPREP- Economically Disadvantage: DX Science P/D= 84.7,State Ranking improved from 50th in 18-19 to 20th in 20-21 KPREP- SPED- DX Math P/D, 30.4,State Ranking improved from 77th in 18-19 to 9th in 20-21 We showed increases in almost all areas of accountability in our sub populations. This is due to our ability to create strong PLC structures within our school where teachers collaborate in teams to answer the four essential questions of a PLC. We have common curriculum maps, common assessments and analyze data to determine teacher effectiveness and specific student needs.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

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

We will continue to have our teachers develop common formative assessments that are then analyzed by teacher, by student, by standard in order to improve teacher effectiveness and student learning.

ATTACHMENTS

Attachment Name

📄 School Key Elements

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Attachment Summary

Attachment Name	Description	Associated Item(s)
⊞ Academic Comparison KCSD schools		° 4
🖹 School Key Elements		° 6
🖹 State Ranking comparison	This compares our state ranking in ACT and KPREP scores from 18-19 to 20-21 including specific demographics of Economic Disadvantage and SPED	° 2

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	Each year our ILT's review their curriculum map and determine the essential standards. This is an on-going process that is done through PD time as well as weekly common planning time.
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	Our school conduct learning walks on every teacher each month to provide feedback on instruction as it relates to student learning.
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	Each ILT has common assessments that are utilized to determine specific students needs and to then utilize this data to provide intervention during our designated PRIDE time.
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	We have weekly ILT meetings, monthly RBTL meetings, quarterly MTSS meetings to examine appropriate data from common assessments, CERT, attendance and grades to determine specific priorities for students success.
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	This is done through our weekly common planning time for each of our ILTs.
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	Our student survey data shows that we are providing a school environment that promotes student learning and safety to assure the greatest success.

2021-22 Phase Two: School Assurances

2021-22 Phase Two: School Assurances

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2021-22 Phase Two: School Assurances

Introduction

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

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- ● Yes
- o No
- o N/A

COMMENTS

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

- ● Yes
- o No
- o N/A

COMMENTS

Title I Programs

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

- o Yes

o No

● N/A

<u>COMMENTS</u>

4. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

o Yes

o No

● N/A

<u>COMMENTS</u>

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

o Yes

o No

● N/A

<u>COMMENTS</u>

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

o Yes

o No

● N/A

COMMENTS

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

o Yes
o No
● **N/A**
COMMENTS

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

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

o Yes
o No
● **N/A**
COMMENTS

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

o Yes

o No

● **N/A**

COMMENTS

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

o Yes

o No

● **N/A**

COMMENTS

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

o Yes

o No

● **N/A**

COMMENTS

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

o Yes

o No

● **N/A**

COMMENTS

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

o Yes
o No
● N/A
COMMENTS

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

o Yes
o No
● N/A
COMMENTS

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

o Yes
o No
● N/A
COMMENTS

Title I Schoolwide Programs

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

o Yes

o No

● N/A

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

o Yes

o No

● N/A

COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

o Yes

o No

● N/A

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

o Yes

o No

● N/A

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

o Yes
o No
● N/A
COMMENTS

21. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

o Yes
o No
● N/A
COMMENTS

22. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to

local elementary school programs.

    o Yes
    o No
    ● N/A
COMMENTS

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

    o Yes
    o No
    ● N/A
COMMENTS

Title I Targeted Assistance School Programs

24. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

    o Yes
    o No
    ● N/A
COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

o Yes

o No

● **N/A**

COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

o Yes

o No

● **N/A**

COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

o Yes

o No

● **N/A**

COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

o Yes

o No

● **N/A**

COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

   o Yes
   o No
   ● N/A
COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

   o Yes
   o No
   ● N/A
COMMENTS

31. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

   o Yes
   o No
   ● N/A
COMMENTS

Schools Identified for Targeted Support and Improvement

32. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was

informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

o Yes

o No

● N/A

COMMENTS

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

o Yes

o No

● N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Two: School Safety Report_10132021_09:31

2021-22 Phase Two: School Safety Report

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2021-22 Phase Two: School Safety Report
School Safety Report

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

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

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

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If the answer is "no", please explain in the comment box.

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

If the answer is "no", please explain in the comment box.

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.

Yes

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7. Was the school's emergency plan reviewed following the end of the _prior_ school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes 7/22/21

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

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

Yes 8/12/21

9. During the first 30 instructional days of the _current_ school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes

10. During the month of January during the _prior_ school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

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Yes

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2021-22 Phase Two: School Safety Report - 2021-22 Phase Two: School Safety Report_10132021_09:31 - Generated on 10/13/2021

Dixie Heights High School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-2022 Phase Three: Comprehensive School Improvement Plan

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

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Dixie Heights High School

2021-22 Phase Three: Comprehensive School Improvement Plan
Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.
   Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

> We will be maintaining our goals for proficiency in math and reading, separate academic indicator, graduation rate, and achievement gap. We made some slight adjustments to our strategies as we continue to grow in our professional learning community approach in our school.

Operational Definitions

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

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separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

The required school goals include the following:
• For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include proficiency, separate academic indicator, achievement gap,

graduation rate, and transition readiness.

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Dixie Heights High School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 CSIP 2021-22		°

Comprehensive School Improvement Plan (CSIP)

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required school goals include the following:
    - For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
    - For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

1: Proficiency

Goal 1: *Increase the reading achievement scores from 34.6% in 2021 to 64.6% in 2024 and the math achievement scores from 38.8% in 2021 to 68.8% in 2024 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the reading achievement scores from *34.6% in 2021 to 44.6% in 2022* as measured by the proficiency/benchmark scores.	KCWP 1: Design and Deploy Standards	Increase collaboration in deconstructing standards and developing congruent learning targets.	All Dixie Teachers will participate in curriculum refinement and alignment activities within Professional Learning Communities (PLC) to ensure the delivery of clear, rigorous, and sequential standards based curriculum.	CERT, PLC meetings minutes Teams will have curriculum maps with identifiable essential standards	
		Use summative evidence to inform what comes next for individual students and groups of students.	Professional Learning Communities will utilize common assessments to assess student learning, collect and analyze data, and develop differentiated strategies to assist the students who are below proficiency standards.	Administration and teachers analyze student work, CERT & ACT data to determine misunderstandings & provide instructional support for struggling students.	
		Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	All CORE English teachers are organized into ILT's to discuss student achievement and lesson design. These teachers are given common planning periods to ensure frequent meeting availability.	Administrative Team oversees ILT's and meets regularly with teams to assure quality curriculum alignment.	

Goal 1: *Increase the reading achievement scores from 34.6% in 2021 to 64.6% in 2024 and the math achievement scores from 38.8% in 2021 to 68.8% in 2024 as measured by the proficiency/benchmark scores.* ·

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align and Deliver Support	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, 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.	MTSS/PBIS/RBTL committees, Principal/Counselor team meeting in regular intervals	
	KCWP 2: Design and Deliver Instruction	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional learning communities will be systematically implemented to analyze and improve classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning.	Regularly scheduled meetings with minutes Improved quality of instruction in all classes	

Goal 1: *Increase the reading achievement scores from 34.6% in 2021 to 64.6% in 2024 and the math achievement scores from 38.8% in 2021 to 68.8% in 2024 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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.	Monthly walkthroughs by administrators to provide instructional feedback to teachers. Weekly instructional learning team meetings to discuss instructional strategies that are effective as shown by data analysis of student formative and summative assessments	Improved quality of instruction in all classes Teacher reflections, Teacher evaluations, walkthroughs	
Objective 2: Increase the math achievement scores from 38.8% in 2021 to 48.8% in 2022 as measured by the proficiency/benchmark scores.	KCWP 1: Design and Deploy Standards	Increase collaboration in deconstructing standards and developing congruent learning targets.	All Dixie Teachers will participate in curriculum refinement and alignment activities within Professional Learning Communities (PLC) to ensure the delivery of clear, rigorous, and sequential standards based curriculum.	CERT, PLC meetings minutes Teams will have curriculum maps with identifiable essential standards	
		Use summative evidence to inform what comes next for individual students and groups of students.	Professional Learning Communities will utilize common assessments to assess student learning, collect and analyze data, and develop differentiated strategies to assist the students who are below proficiency standards.	Administration and teachers analyze student work, CERT & ACT data to determine misunderstandings & provide instructional support for struggling students.	

Goal 1: *Increase the reading achievement scores from 34.6% in 2021 to 64.6% in 2024 and the math achievement scores from 38.8% in 2021 to 68.8% in 2024 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	All CORE Math teachers are organized into ILT's to discuss student achievement and lesson design. These teachers are given common planning periods to ensure frequent meeting availability.	Administrative Team oversees ILT's and meets regularly with teams to assure quality curriculum alignment.	
	KCWP 5: Design, Align and Deliver Support	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Students who are below benchmarks 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.	MTSS/PBIS/RBTL committees, Principal/Counselor team meeting in regular intervals	
		Utilize knowledge of best practice/high yield instructional strategies to aid in	Professional learning communities will be	Regularly scheduled meetings with minutes	

Goal 1: *Increase the reading achievement scores from 34.6% in 2021 to 64.6% in 2024 and the math achievement scores from 38.8% in 2021 to 68.8% in 2024 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	curricular adjustments when students fail to meet mastery.	systematically implemented to analyze and improve classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning.	Improved quality of instruction in all classes	
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Monthly walkthroughs by administrators to provide instructional feedback to teachers. Weekly instructional learning team meetings to discuss instructional strategies that are effective as shown by data analysis of student formative and summative assessments	Improved quality of instruction in all classes Teacher reflections, Teacher evaluations, walkthroughs	

2: Separate Academic Indicator

Goal 2: *Increase achievement on the On Demand Writing (ODW) assessment from 70.6% P/D in 2021 to 79.6% P/D by 2024.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 *Increase achievement on the On Demand Writing (ODW) assessment from 70.6% P/D in 2021 to 73.6% P/D by 2024.*	KCWP 2: Design and Deliver Instruction	Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Explicitly teach appropriate writing strategies throughout all courses and areas of study. Specifically promote and utilize the district approved TECC paragraph model within all course of study.	Curriculum Maps, Syllabus, Writing Plan	
		Construct student-friendly learning targets.	Use a Model-Practice-Reflect instructional cycle to teach writing strategies. Using the district approved "Quality Instruction" to evaluate classroom instruction specifically related to writing.	Monthly Walkthroughs, evaluations, Writing Plan	
		Increase collaboration in deconstructing standards and developing congruent learning targets.	The use of planning period/PLC meetings to train and reemphasize the SBDM approved writing policy for Dixie Heights. Continued discussion and analyzing of data to make recommendations to the current policy to increase achievement.	PLC meeting agendas, Department meetings	
	KCWP 1: Design and Deploy Standards	Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Integrate writing and reading into the classroom setting through the use of	Monthly Walkthroughs, Evaluations	

Goal 2: *Increase achievement on the On Demand Writing (ODW) assessment from 70.6% P/D in 2021 to 79.6% P/D by 2024.*					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			resources such as LDC modules, DBQs, or other standards based writing assignments to emphasize key writing features.		
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery	Students will produce at least one substantial writing piece in all English and Social Studies classes per trimester. Department heads will conduct periodic writing reviews to evaluate student samples using the approved rubric.	Department meetings, Writing Plan, monthly walkthroughs	
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Use frequent formative assessments of student writing to inform instruction and feedback. Through PLC work, common assessments will be created to provide data within departments to gauge writing efficiency.	PLC meetings, Department meetings, evaluations	

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Ensure all students are performing at high levels in the state accountability system by increasing our math proficiency index from 18.2% in 2021 to 25.2% for students in special education in 2022.	KCWP 1: Design and Deploy Standards	Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	All Math and math collaborative teachers will have the opportunity to meet on a weekly basis to discuss mastery of standards, instructional techniques, and data (including specific data targeting specific GAP populations).	PLC meeting minutes, curriculum map documents	
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	In order to provide equitable access to all students, PLC teams will examine instructional strategies to improve student understanding during their monthly meetings.	ILT meetings, Department Meetings	
	KCWP 2: Design and Deliver Instruction	Increase collaboration in deconstructing standards and developing congruent learning targets	The Special Education caseload and content assignments are aligned to allow the collaborators to focus/specialize in math. A schedule is	Master schedule, PLC meeting minutes	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			created 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.		
		Provide student support systems to improve student learning	PRIDE workshops will be utilized by students and staff to provide academic support and tutoring assistance to provide equal access for all student who need help. Peer tutors will be realigned to focus on providing an additional level of support in classes with students struggling to meet benchmark.	Master Schedule, Intervention Program,	
	KCWP 4: Review, Analyze and Apply Data	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	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Assess with formative and summative assessments that are aligned to the standards and learning targets	Teachers will utilize formative assessments to determine student understanding and instructional strategies. PLC teams will utilize some common formative assessments to determine specific student learning gaps.	Develop and Implement Common Assessments, PLC Meetings, Essential Standards, grade reports	
		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 proficiency in 9th-12th grade will be identified and receive targeted interventions that may include: transitions course, English Language Learner resource, collaborative setting, CCR focus classes, study skills class, differentiated instruction, and/or online remedial assistance.	TSI evidence based practice Read 180, Classroom progress, failure reports, RBTL CERT, Progress Monitoring Data	
Objective 2 <mark>Ensure all students are performing at high levels in the</mark>	KCWP 1: Design and Deploy Standards	Ensure regularly-scheduled curriculum meetings to review the alignment	All English, ELL and English collaborative teachers will have the	PLC meeting minutes, curriculum map documents	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<mark>state accountability system by increasing our reading proficiency index from 26.1% in 2021 to 31.1% for students in special education in 2022.</mark>		between standards, learning targets, and assessment measures.	opportunity to meet on a weekly basis to discuss mastery of standards, instructional techniques, and data (including specific data targeting specific GAP populations).		
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	In order to provide equitable access to all students, PLC teams will examine instructional strategies to improve student understanding during their monthly meetings.	ILT meetings, Department Meetings	
	KCWP 2: Design and Deliver Instruction	Increase collaboration in deconstructing standards and developing congruent learning targets	The Special Education caseload and assignments have been aligned to utilize our resources, allowing for collaborators to focus/specialize in English. A schedule 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	
		Provide student support systems to improve student learning	PRIDE workshops will be utilized by students and staff to provide academic support and tutoring assistance to provide equal access for all	Master Schedule, Intervention Program,	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			student who need help. Peer tutors will be realigned to focus on providing an additional level of support in classes with students struggling to meet benchmark.		
	KCWP 4: Review, Analyze and Apply Data	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	
		Assess with formative and summative assessments that are aligned to the standards and learning targets	Teachers will utilize formative assessments to determine student understanding and instructional strategies. PLC teams will utilize some common formative assessments to determine specific student learning gaps.	Develop and Implement Common Assessments, PLC Meetings, Essential Standards, grade reports	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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 proficiency in 9th-12th grade will be identified and receive targeted interventions that may include: transitions course, English Language Learner resource, collaborative setting, CCR focus classes, study skills class, differentiated instruction, and/or online remedial assistance.	TSI evidence based practice Read 180, Classroom progress, failure reports, RBTL CERT, Progress Monitoring Data	

5: Transition Readiness

| Goal 4: *Collaborate to increase the percentage of students who are college and/or career ready from 73.3% in 2019 to 82.3% by 2024 as measured by the Kentucky School Report Card.* |

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the percentage of students who are college and/or career ready from 73.3% in 2019 to 76.0% by 2022 as measured by the Kentucky School Report Card.	KCWP 4: Review, Analyze and Apply Data	Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.	Students in 9-11th grade will have access to CERT Program for practice ACT tests and tutorials. Teachers have access to student results to utilize information to assist in instructional practices.	Trimester CERT data collection, lesson plans	
		Ensure that effective communication to guide instructional planning, student grouping, etc.	Dixie Height's parents and community will become knowledgeable concerning the college readiness benchmarks and Career Pathways through: information sessions provided by Administration, College/Career Coach, Guidance and Advisement days, administrative communications via; twitters, emails, blogs and newsletters.	Parent conferences, Informational meetings, guidance advisement programs	
		Implement student participation in conducting student-led data conferences and goal setting.	Individual learning plans created with Xello will be utilized in helping students create an individualized graduation/career plan. This may include incorporating college fairs, guest speakers, career coach advising, and/or industry mentoring programs.	Completion of ILP, guidance program, College Career Coach	
	KCWP 5: Design, Align and Deliver Support	Increase collaboration in data analysis and student progress	Students not at Math or English proficiency in 9th-12th grade will be	RBTL committee, MTSS process, Guidance/Administration teams	

Goal 4: *Collaborate to increase the percentage of students who are college and/or career ready from 73.3% in 2019 to 82.3% by 2024 as measured by the Kentucky School Report Card.*					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		towards standards mastery, including identification of students in need of intervention supports.	identified receive targeted interventions that may include: transitions course, collaborative setting, CCR focus classes, study skills class, differentiated instruction, and/or online remedial assistance.		
		Develop school culture supports, both academic and behavioral, to promote and support learning for all	RBTL/MTSS team will meet monthly to discuss students at risk. The RBTL team looks at student data and determines obstacles that are in the way and provide necessary assistance to support the students' progress. This could include but not limited to interventions, study skills, counseling, drug assessment recommendations, use of a mentor, SWS options, and FRYSC resources. MTSS team looks at academic data to determine tiered intervention academic supports.	RBTL meeting notes, MTSS, Guidance/Admin team	

Goal 4: *Collaborate to increase the percentage of students who are college and/or career ready from 73.3% in 2019 to 82.3% by 2024 as measured by the Kentucky School Report Card.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Develop school culture supports, both academic and behavioral, to promote and support learning for all	Will utilize PRIDE time every Monday to deliver Social Emotional Learning lessons to develop skills on mindfulness/resiliency/inclusiveness.	Weekly Pride Monday lessons, Guidance/Admin Team	
	KCWP 2: Design and Deliver Instruction	Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.	Dual credit options and Young Scholars Academy are offered through local universities for students to gain access to college curriculum. These opportunities are available for juniors and seniors.	Curriculum Guide, Master Schedule	
		Use PLC's to develop master schedule to create pathways to career options	Support alignment of CTE curriculum with KOSSA and National Industry Certification Standards.	Monthly CTE PLC meetings, Curriculum guide, master schedule	
		Process is used to provide students with advisement on planning for transition to post-secondary goals.	Opportunities and advisement is given to students to seek a rigorous education or align their schedule to meet the needs of a specific career pathway.	Monthly PLC meetings, Master Schedule, Curriculum guide, College Career Coordinator	

Goal 4: *Collaborate to increase the percentage of students who are college and/or career ready from 73.3% in 2019 to 82.3% by 2024 as measured by the Kentucky School Report Card.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Opportunities are provided for students to meet academic goals for college and career pursuits.	College Classes are offered at Gateway Community College for juniors and seniors to earn college credits.	Monthly PLC meetings, Master Schedule, Curriculum guide, College Career Coordinator	
		Access to coursework for students to pursue rigorous curriculum to attain personal goals.	A comprehensive AP program is available for students in all content areas.	Monthly PLC meetings, Master Schedule, Curriculum guide	
		Access to coursework for students to pursue rigorous curriculum to attain personal goals.	Students can attend a program (Welding, Logistics, STNA, Gateway Automotive Pathway, etc.) through the local district to earn high school credits and industry certifications.	Monthly PLC meetings, Master Schedule, Curriculum guide, College Career Coordinator	
		Access to coursework for students to pursue rigorous curriculum to attain personal goals.	Students can earn high school credits doing internships with local businesses.	Monthly PLC meetings, Master Schedule, Curriculum guide, College Career Coordinator	

5: Graduation Rate

Goal 5: *Collaborate to increase the average freshman graduation rate to from 94.5% in 2021 to 96.8% by May 2024 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the average freshman graduation rate to from 94.5% in 2021 to 95.2% by May 2022 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.	KCWP 4: Review, Analyze and Apply Data	Ensure there is a rigorous and viable curriculum.	Professional Learning Communities and departmental teams will meet monthly to discuss curriculum alignment, grading practices, mastery of standards, instructional techniques, and data (including specific data targeting growth components).	Syllabus, Curriculum maps, Essential Standards	
		Implement student participation in conducting student-led data conferences and goal setting	Individual learning plans created with Xello will be utilized in helping students create an individualized graduation/career plan. This may include incorporating college fairs, guest speakers, career coach advising, and/or industry mentoring programs.	ILP, Guidance Office communications, Dixie Dialogue	
		Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc	Principal will utilize various methods of communication (Bright Arrow, Dixie Dialogue, social media, etc.) to keep stakeholders informed of school	IC messenger, Dixie Dialogue, Social Media, Bright Arrow on weekly, monthly and as needed basis.	

Goal 5: *Collaborate to increase the average freshman graduation rate to from 94.5% in 2021 to 96.8% by May 2024 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.*

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

Goal 5: *Collaborate to increase the average freshman graduation rate to from 94.5% in 2021 to 96.8% by May 2024 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.*

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

Goal 5: *Collaborate to increase the average freshman graduation rate to from 94.5% in 2021 to 96.8% by May 2024 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.*

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

Goal 5: *Collaborate to increase the average freshman graduation rate to from 94.5% in 2021 to 96.8% by May 2024 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			and sequential curriculum.		
		Ensure that all users of assessment data use information to benefit student learning	RBTL team will meet monthly to discuss students at risk of failing. The RBTL team looks at student data and 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	

6: Other (Optional)

Goal 6: Improve upon instructional feedback and coaching given to teacher from administrative team from 31% favorable responses in2020 to 70% favorable responses by 2024

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Improve upon instructional feedback and coaching given to teacher from administrative team from 31% favorable responses in2020 to 50% favorable responses by 2022	KCWP 6: Establishing Learning Culture and Environment	District CIA trainings on improving instructional feedback	Monthly Team Leader meetings to get feedback	Monthly tracking of administrator documenting PPR walks.	
		PLC discussion quality instruction in their weekly Instructional Learning Team meetings	Monthly team leader meetings to get feedback, minutes from agendas showing instructional strategies discussed.	ILT Minutes, Team Leader Meetings	
		Administrative team will perform walkthroughs together to assure consistent feedback.	School developed staff survey.	Monthly tracking of administrator PPR walks.	

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

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

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response:**

Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:**

Targeted Subgroups and Evidence-Based Interventions:

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

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge. New York, NY.	☑
		☐
		☐
		☐
		☐

Additional Actions That Address the Causes of Consistently Underperforming Subgroups Of Students

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

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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2021-22 Phase Three: Executive Summary for Schools

2021-22 Phase Three: Executive Summary for Schools

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

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Dixie Heights High School

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Dixie Heights High School

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Description of the School

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

Dixie Heights is located off of I-275 at Dixie Highway in Crestview Hills, and also serves other surrounding communities, including Crescent Springs, Villa Hills, and Edgewood. The school has a current enrollment size of approximately 1,480 students in grades nine through twelve, and reflects the diversity of the surrounding community. Over the past three to five years Dixie has seen a leveling of the number of students who need assistance through our English Language Learners program. The ELL program services all students who speak English as a second language which includes Hispanic, African, French, Arabic, and Southeast Asia. While there are challenges associated with the educating our population of ELL, exposure to new cultures has helped to enrich the student experience for all at DHHS. To meet the needs of these students we have added a full time ELL teacher who meets these students on a daily basis and students are enrolled in coursework that helps to address the needs that have been identified through their personal learning plan (PLP) and work to achieving at the same level as their peers. Additionally, Dixie Heights currently has approximately 40% of their students who receive free or reduced lunch services. To meet the needs of these students a full time Family Resource Center is in place and actively works with these students to provide a wide range of services from weekend meal packs to outside counseling services. Additionally, a school team meet on a bi-monthly basis to discuss students who are at risk for graduation, including students who qualify for free and reduced lunch, and develop specific plans for each student to ensure that they can be successful at Dixie Heights High School. Dixie employs a teaching staff of approximately 100 educators who work tirelessly to offer a rigorous and relevant curriculum to every student. To this end, the staff and administration of Dixie have worked to provide all students with career/ college readiness skills and maintain the current growth trends on state assessments. Our staff uses CERT testing with freshman, sophomores, and juniors twice a year so that our staff can gauge student learning. Our teachers collaborate in Instructional Learning Teams (ILT) to develop common curriculum. The teachers use the common curriculum to develop common assessments of learning and have developed process to analyze this date regularly. 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

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Dixie Heights High School

students need to improve on their understanding. Although we serve a diverse student body and community, Dixie Heights strives to ensure that all students are given an equal opportunity to excel and be involved in all aspects of the educational process. In addition to a wide range of course offerings, a school to work program, academies, dual credit, and advanced placement courses are available to students. Students' diverse strengths and needs are met through a variety of clubs and organizations as well as Extended School Services, remedial, and gifted/ talented programs. Support services are available in special education, credit recovery programs, speech/ language therapy, ESL and occupational/ physical therapy.

School's Purpose

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

Dixie Heights High School's vision statement is "All students, faculty, and staff treat one another with respect and work toward a common goal of academic achievement so that students can be globally-competitive and self-sufficient in the real world." The faculty, staff, and administration collaborated to develop the "Dixie Way" to assure that all students will be supported in the vision statement of Dixie Heights. Goal: We believe that ALL students can be successful. We will utilize Professional Learning Communities (PLCs) to ensure that ALL students will have the skills necessary to achieve their goals after high school. ■ We are the biggest difference maker in each student's life. ■ We can connect, inspire, and energize ALL kids. Commitment: To ensure that all students grow and improve, we commit to being intentional in the following areas: ■ Building authentic relationships: Student relationships contribute to higher achievement. ■ Teaching executive functioning skills: All students need to be effective in organization, planning, & goal setting. ■ Implementing innovative instructional strategies: Engaging instruction empowers students. ■ Utilizing behavior support: Teaching positive expectations through a restorative approach encourages proper student choices. At Dixie Heights, we are a successful school based on overall state assessment data. We have students who are successfully completing college level classes through AP courses and/or dual enrollment courses. However, when you examine the data more closely, we need to improve with students who have specific barriers. The purpose of "The Dixie Way" is to become intentional in doing our business in a way that meets the needs of every student in the building. Students from all demographics come with barriers to their learning and at Dixie, most of them have been able to overcome the barriers to find success in school. However, we must believe that ALL students can be successful and it is our professional obligation to make sure we are providing an atmosphere that will allow ALL students to reach their full potential. "The Dixie Way" has been

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developed through collaboration among teachers at Dixie Heights and is a guideline for the expectations for every person who comes in contact with our students.

Notable Achievements and Areas of Improvement

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

Dixie Heights has many notable achievements that give the students and staff pride. Academic success is visible in several areas at Dixie Heights High School. In 2020-21 State ACT testing results: 1. Our School State Ranking for ACT Composite was 24th 2. Our School State Ranking for economically disadvantage ACT composite was 20th. 3. Our School State Ranking for special education students on ACT composite was 8th. In the 2020-21, the school continued in their tradition of excellence with our AP program as we continue to serve a large number of our students using this rigorous national curriculum. In the 2020-21, the school continued in their tradition of offering Dual Credit courses. 1. Increase the number of Dixie Faculty who can teach dual credit classes through local universities. 2. 4 dual credit partners: NKU, TMU (tied to business, pre-law pathways, & ENG 255), EKU (currently online options only), Gateway (logistics, construction, & automotive career pathways) There is always room for improvement and we have identified for our priority areas that we will focus on are Gap and CCR. In order to obtain this growth we have aligned our master schedule to facilitate teams of teachers working in Professional Learning Communities to focus on four essential questions of a PLC: 1. What do we want students to know? (Essential Standards) 2. How will we know they have learned it? (formative/summative assessments) 3. What will we do when students do not understand it? (interventions) 4. What will we do when students already know it? (enrichment) We have added a full time ELL teacher to work with our English language learners. We have aligned our special education collaborating teachers to have common planning time with their collaborating teachers to improve on instruction for students with IEP's. Next, we are looking at ways to increase the number of students who complete a pathway by having students select a career pathway during student scheduling. We have 4 identified business pathways in our school and offer pathways for career readiness through other programs offered by KCSD programs. We have a College and Career Readiness Coach who is working on adding more opportunities for students to earn certifications in vocational programs.

Additional Information

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

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Dixie Heights High School

Not Applicable

Additional Information

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

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

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Dixie Heights High School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Three: Professional Development Plan for Schools_11122021_12:40

2021-22 Phase Three: Professional Development Plan for Schools

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

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2021-22 Phase Three: Professional Development Plan for Schools

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

Annual Professional Development Plan:

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

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

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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

    1. What is the school's mission?

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

    2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process

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through the development of goals, objectives, strategies and activities.

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

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

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

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

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

We would like to do follow up KAGAN training for all of our teachers to promote engagement, collaboration, high expectations for all students and self-efficacy skills to ensure all students will learn, including our special education students.

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

Through the follow up training from summer of 2021, our teachers would be provided additional tools for various instructional strategies and improve on their skill level to engage all students in their learning.

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

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

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

All teachers on staff including our special education teachers.

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

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

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

We would need to utilize SBDM funds to hire the trainers to conduct the professional development. We would expect to utilize the local NKCES organization to provide the training or possibly contract for the 2nd day training offered by KAGAN.

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

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

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

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

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

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Dixie Heights High School

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

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

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

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

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

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

All teachers on staff including our special education teachers.

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

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

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

We would need to utilize SBDM funds to hire the trainers to conduct the professional development. We would expect to utilize the local NKCES organization to provide the training or possibly contract for the 2nd day training offered by KAGAN.

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

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

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

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

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

NA

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Dixie Heights High School

Attachment Summary

Attachment Name	Description	Associated Item(s)

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Schools_09292021_18:17

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

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

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2021-22 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2021-22 diagnostics is as follows:

Phase One: August 1 - October 1
∘ Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1
∘ The Needs Assessment for Schools
∘ School Assurances
∘ School Safety Report

Phase Three: November 1 - January 1
∘ Comprehensive School Improvement Plan
∘ Executive Summary for Schools
∘ Professional Development Plan for Schools

Phase Four: January 1 - December 31
∘ Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.
Carolyn Stewart, September 29, 2021

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2021-22 Phase Two: The Needs Assessment for Schools

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

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2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Scott High School utilizes multiple groups to review, analyze and apply data results. The administrative team, made up of the Principal, two Assistant Principals and three Counselors assemble the majority of the data in an organized fashion in order to facilitate data review. This data and accompanying information is shared and analyzed further with: administrative staff in regular leadership meetings, teachers in faculty meetings, cross curricular PLCs, department and content specific PLCs, SBDM meetings, lead teacher meetings, RBTL committee meetings, PBIS committee meetings, MTSS committee meetings and curriculum committee meetings. The majority of these groups meet monthly. Administrative staff meet twice weekly and

departments meet twice monthly. Each of these are documented in meeting agendas and minutes.

Trends

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

Example of Trends
- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

We had 451 behavior referrals in the 2019 - 2020 school year and 306 in the 2020 - 2021 school year. Although this number went down, it is still concerning considering the amount of time students were learning remotely due to COVID, and considering over half our students did not attend in person instruction at all during the 2020 - 2021 school year. We have had an increase in our number of students over the last two years who receive school based therapy as well (45 - 47). Our graduation rate decreased from 89.7% in 2019 - 2020 to 84.3% in 2020 - 2021.

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:
- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

37.95% of our students scored at or above benchmark on the ACT in reading. 28.92% of our students scored at or above benchmark on the ACT in math. 2020 - 2021 School year data: 47 students receiving school based therapy services, 40.9%

of students economically disadvantaged, 16.5% receive special education services, 84.3% graduation rate.

Priorities/Concerns

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

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Graduation Rate - Our graduation rate decreased from 92.1% in 2019 to 89.7% in 2020, to 84.3% in 2021. Students with Disabilities - Graduation rate for students with disabilities only 72% in 2020. Students with disabilities received 55% of our behavior referrals last year, even though they only accounted for 16.5% of the population.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

The number of suspensions decreased from 128 in 2019 - 2020 to 37 in 2020 - 2021. Writing proficiency increased in the 2021 school year.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

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

> KCWP 4: Review, Analyze and Apply Data - Create new content specific PLC structure for deconstructing standards, rewriting/adjusting curriculum maps to ensure coverage of standards, creation of standards specific assessments, tracking of mastery of standards by student and by teacher, adjusting instruction based on assessment analysis

ATTACHMENTS

Attachment Name

Scott High School Key Elements

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	Agendas for staff trainings and departmental PLCs including deconstructing standards, curriculum map alignment, assessment development and analysis and instructional adjustments.
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	Classroom walk documents including feedback to teachers either reinforcing good practice or making recommendations to improve practice. Evaluation documents.
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	Common assessment calendar, multiple sources of data: formative assessments, common assessments, CERT assessments and remediation, summative assessments
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	Data analysis form (completed during PLCs by content specific instructional teams), agendas from faculty meetings, PLC meetings, curriculum committee meetings, department meetings
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	Schedule of content specific PLCs, PLC agendas, data analysis documents
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	Agendas and notes from PLC, administrative, curriculum, PBIS, and RBTL meetings. Communication with parents & students, Adult advocacy and mentor programs, FLY lessons

2021-22 Phase Two: School Assurances_10212021_11:31

2021-22 Phase Two: School Assurances

Scott High School
Carolyn Stewart
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2021-22 Phase Two: School Assurances

Introduction

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

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- ● Yes
- o No
- o N/A

COMMENTS

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

- ● Yes
- o No
- o N/A

COMMENTS

Title I Programs

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

- o Yes

o No

● N/A

<u>COMMENTS</u>

4. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

o Yes

o No

● N/A

<u>COMMENTS</u>

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

o Yes

o No

● N/A

<u>COMMENTS</u>

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

o Yes

o No

● N/A

<u>COMMENTS</u>

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

   o Yes
   o No
   ⊜ N/A
   <u>COMMENTS</u>

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

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

   o Yes
   o No
   ⊜ N/A
   <u>COMMENTS</u>

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

o Yes

o No

● N/A

COMMENTS

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

o Yes

o No

● N/A

COMMENTS

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

o Yes

o No

● N/A

COMMENTS

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

o Yes

o No

● N/A

COMMENTS

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

o Yes
o No
● N/A
COMMENTS

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

o Yes
o No
● N/A
COMMENTS

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

o Yes
o No
● N/A
COMMENTS

Title I Schoolwide Programs

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

○ Yes
○ No
● N/A
COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

○ Yes
○ No
● N/A
COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

○ Yes
○ No
● N/A
COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

○ Yes
○ No
● N/A
COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

o Yes
o No
⊛ N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

o Yes
o No
⊛ N/A

COMMENTS

22. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to

local elementary school programs.

o Yes
o No
● N/A
COMMENTS

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

o Yes
o No
● N/A
COMMENTS

Title I Targeted Assistance School Programs

24. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

o Yes
o No
● N/A
COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

o Yes

o No

⦿ N/A

COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

o Yes

o No

⦿ N/A

COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

o Yes

o No

⦿ N/A

COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

o Yes

o No

⦿ N/A

COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

o Yes
o No
● N/A
COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

o Yes
o No
● N/A
COMMENTS

31. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

o Yes
o No
● N/A
COMMENTS

Schools Identified for Targeted Support and Improvement

32. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was

informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).
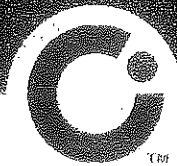
o Yes
o No
● N/A
COMMENTS

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

o Yes
o No
● N/A
COMMENTS

2021-22 Phase Two: District Safety Report_10212021_11:08

2021-22 Phase Two: District Safety Report

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Scott High School

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Scott High School

2021-22 Phase Two: District Safety Report
District Safety Report

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

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

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

Please reference the appropriate board policy number(s) and/or title(s) in the comment box.

Yes

2. Has each school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

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Scott High School

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

3. Has each 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 all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

4. Has each 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 all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

5. Has each school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

6. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

7. Are practices in place to control access to each school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

8. Was each school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

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

Please provide the date each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes, 8/12/21

10. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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Scott High School

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

11. During the month of January during the prior school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?
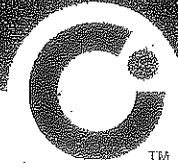
If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

12. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

2021-2022 Phase Three: Comprehensive School Improvement
Plan_12022021_22:21

2021-2022 Phase Three: Comprehensive School Improvement Plan

Scott High School
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2021-22 Phase Three: Comprehensive School Improvement Plan
Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.
> Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

> Objectives and strategies in the areas of graduation rate and GAP will continue to be modified and additional strategies added as needed based on data collected and monitored.

Operational Definitions

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

term targets should be informed by The Needs Assessment for Schools.

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

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

The required school goals include the following:
• For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

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Comprehensive School Improvement Plan (CSIP)

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. No separate Schoolwide Program Plan is required.

Requirements for Building an Improvement Plan
* The required school goals include the following:
    o For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
    o For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

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Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

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1: Proficiency

Goal 1: Collaborate to increase the proficiency index in Reading for all students from 49.6% in 2019 to 80% by 10/1/2024 and the proficiency index in Math for all students from 40.4% in 2019 to 80% by 10/1/2024 as measured by State Assessment in Reading and Math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the proficiency index in Reading for all students from 49.6% in 2019 to 60% by 10/1/2022 and the proficiency index in Math for all students from 40.4% in 2019 to 54% by 10/1/2022 as measured by State Assessment in Reading and Math.	KCWP 5: Design, Align and Deliver supports through a multi-tiered system of supports to target at risk students with Tier II and Tier III interventions earlier in their high school career	Train all teachers on systemic process around referral for Tier 2 & Tier 3 services as well as services provided for student progress	Data specific to the MTSS intervention area being supported/monitored, utilization of MTSS referral system, Student Participation in Tier 2 & 3 Interventions	Team meetings in each MTSS area with administrative lead to review data and student progress	
	KCWP 4:Review, analyze, and apply data & KCWP 2: Design & Deliver Instruction in intentional scheduling of students in additional courses based on data-- Reading -- Incoming freshmen, who are predicted to be performing below proficient in reading according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of English instruction during their freshman year. Upcoming sophomores, who are predicted to be performing below proficient in reading according to each student's CERT assessment, will be placed in an additional 12 weeks of English instruction during their sophomore year. Upcoming Juniors, who are predicted to be performing below proficient in reading according to each student's CERT assessment and/or ACT score, will be placed in an additional 12 weeks of English instruction during their junior year.	Ensure that formative, interim, summative assessment results, Common Assessment data, as well as universal screener data are used appropriately to determine tiered intervention needs	CERT, Common Assessments, and class grades	Three times a year\n\nBAC, Department Heads, Administrators	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment, resource sharing and collaborative lesson creation and analysis of common assessment data	Adjusted Curriculum Maps, creation of Common Assessments and common formative assessments, additional teaching strategies in lessons	Bimonthly Departmental PLCs\n\nDepartment Heads and administrators	

Updated May 2021

KCWP 4:Review, analyze, and apply data & KCWP 2: Design & Deliver Instruction in intentional scheduling of students in additional courses based on data—— Math – Incoming freshmen, who are predicted to be performing below proficient in math according to each student's MAP assessment, will be placed in an additional 12 weeks of math instruction during their freshman year. 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 of math instruction during their sophomore year.	Ensure that formative, interim, summative assessment results, Common Assessment data, as well as universal screener data are used appropriately to determine tiered intervention needs	CERT, Common Assessments, and class grades	Three times a year BAC, Department Heads, Administrators	
	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment, resource sharing and collaborative lesson creation and analysis of common assessment data	Adjusted Curriculum Maps, creation of Common Assessments and common formative assessments, additional teaching strategies in lessons	Monthly Departmental PLCs Department Heads & Administrators	
KCWP 4:Review, analyze, and apply data through utilization of CERT Testing and Resources – Students in Math, English, Science, and Social Studies in grades 9-11 will implement CERT testing and utilization of the CERT resources throughout the school year.	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	CERT, ACT and Class Grades	BAC, Department Heads, Administrators	
KCWP 5: Design, Align, and deliver support by increasing the quality of tier 1 instruction in all classrooms	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	BiMonthly Departmental PLCs, Monthly Cross Curricular PLCs Department Heads	
KCWP 5: Design, Align and Deliver supports through a multi-tiered system of supports to target at risk students with Tier II and Tier III interventions in the areas of reading and math	Provide additional (beyond the core) specific, research based and targeted reading and/or math instruction and ongoing data analysis.	CERT Scores, SRI scores, Delta math data, and other data from reading and math assessments	MTSS team meetings Reading & Math Intervention teachers, Administrators	

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2: Separate Academic Indicator

Goal 2: Collaborate to increase the science proficiency for all students from 28.5% proficient and distinguished in 2019 to 70% by 10/1/24 as measured by the 11th grade Science Assessment; Collaborate to increase writing proficiency for all students from 57.5% proficient and distinguished in 2019 to 80% by 10/1/2024 as measured by On-Demand Writing Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the science proficiency for all students from 28.5% proficient and distinguished in 2019 to 44% by 10/1/22 as measured by the 11th grade Science Assessment	*KCWP 4: Review, analyze, and apply data* through utilization of CERT Testing and Resources – Students in Science in grades 9-11 will implement CERT testing and utilization of the CERT resources throughout the school year.	Ensure that formative, interim, summative assessment results, as well as Common Assessment data, and universal screener data, are used appropriately to determine tiered intervention needs.	CERT, Common Assessment and class grades	Three times a year BAC, Department Heads, Administrators	
	KCWP 5: Design, Align, and delivery of Kentucky Academic Standards for Science within science classes – Through professional development and departmental PLC activities, science will further implement the Kentucky Academic Standards for Science within each and every science classroom curriculum with a focus of altering instruction to practice science thinking skills.	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures; resource sharing and collaborative lesson creation, Common Assessment analysis and analysis of additional data.	Adjusted Curriculum Maps, creation of Common Assessments, creation of common formative assessments, additional teaching strategies in lessons	Bi-Monthly Departmental PLCs Districtwide work on Common Assessment Development Department Head, Administration	
	KCWP 5: Design, Align, and delivery of class curriculum to implement career ready programs within the Science department in the areas of Veterinarian Assistant, Plant and Crop Production, and Pharmacy Technician.	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	Adjusted Curriculum Maps, additional teaching strategies in lessons	Bi-Monthly Departmental PLCs Department Head, BAC	$8000 school funds for certification exams
	KCWP 2: Design and Deliver Instruction through realigning course offerings and requirements within the course catalog to include required courses that focus on and cover the Kentucky Academic Standards for Science.	Create new pathway of science course requirements for graduation. All students must take 3 of 5 offerings: Integrated Science, Biology, Physical Science, Chemistry or Physics	SBDM approved course catalog including new science requirements, master schedule	Student completion of courses	

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Objective 2: Collaborate to increase writing proficiency for all students from 57.5% proficient and distinguished in 2019 to 65% by 10/1/2022 as measured by On-Demand Writing Assessment.	KCWP 5: Design, Align, and delivery Instruction through the continued implementation of our (updated) planned writing continuum throughout English and Social Studies classrooms	Update Writing Policy and develop and deploy a PLC protocol with an effective cyclical process for resource sharing and collaborative writing prompt creation, scoring practices and analysis of data	PLC documents and quality of writing pieces	Bi-Monthly Departmental PLCs Writing Cluster Leader	

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3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to reduce the overall percentage of novice for students with disabilities in reading and novice for students with disabilities in math to 50% by 10/1/22 as measured by State Assessment in Math and Reading	KCWP 4: Review, analyze, and apply data through the use of a data tracking process for monitoring progress on special education students' goals and benchmarks	Update and incorporate Special Ed Tracking Document in special education PLCs	% of students making progress on their IEP goals	Monthly Special Education Teachers, Administration	
		Utilize data to make student specific plans for support and assistance when not making adequate progress	% of students making progress on their IEP goals	Monthly Special Education Teachers, Administration	
	KCWP 5: Design, Align, and deliver Support Processes - Bi-monthly meeting between Special Education Lead teachers and administration to plan for student success (i.e. scheduling of students & teachers, professional development needs of staff, supports needed for students not making progress and/or teachers, etc.)	Bi-weekly Meeting to review data and plan supports	% of students making progress on their IEP goals, CERT, Common Assessment, ACT, Grades	Special Education Lead Teachers, Administration	
	KCWP 4: Review, analyze, and apply data to Scott Freshmen and sophomores who are significantly below grade level will participate in Read 180 or a reading apprenticeship class (in addition to core instruction) to support them as they improve their reading abilities.	Ensure that formative, interim, summative and common assessment results as well as universal screener data are used appropriately to determine tiered intervention needs.	Evidence based practice – Read 180 program, Reading Apprenticeship increased hours of content instruction to lower performing students, increased student performance on CERT and ACT	Three times a year BAC, Department Head, Administrators	
	KCWP 4: Review, analyze, and apply data in scheduling Seniors, who are predicted to be	Ensure that formative, interim, summative, and common	Increased hours of content instruction to lower	Three times a year	

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performing below proficient in math and/ or reading according to each student's ACT, will be placed in math and/or class to specifically target their missing skills (CCR Math and/or CCR English)	assessment results, as well as universal screener data are used appropriately to determine tiered intervention needs.	performing students, Increased student performance on ACT and XYOTE	BAC, Department Head, Administrators	
KCWP 4:Review, analyze, and apply data & KCWP 2: Design & Deliver Instruction in intentional scheduling of students in additional courses based on data– Reading – Incoming freshmen, who are predicted to be performing below proficient in reading according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of English instruction during their freshman year. Upcoming sophomores, who are predicted to be performing below proficient in reading according to each student's CERT assessment, will be placed in an additional 12 weeks of English instruction during their sophomore year. Upcoming Juniors, who are predicted to be performing below proficient in reading according to each student's CERT assessment and/or ACT score, will be placed in an additional 12 weeks of English instruction during their Junior year.	Ensure that formative, interim, summative assessment results, Common Assessment data, as well as universal screener data are used appropriately to determine tiered intervention needs	CERT, Common Assessments, and class grades	Three times a year BAC, Department Heads, Administrators	
	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment, resource sharing and collaborative lesson creation and analysis of common assessment data	Adjusted Curriculum Maps, creation of Common Assessments and common formative assessments, additional teaching strategies in lessons	Bimonthly Departmental PLCs Department Heads and administrators	
KCWP 4:Review, analyze, and apply data & KCWP 2: Design & Deliver Instruction in intentional scheduling of students in additional courses based on data– – Math – Incoming freshmen, who are predicted to be performing below proficient in math according to each student's MAP assessment, will be placed in an additional 12 weeks of math instruction during their freshman year. Upcoming sophomores, who are predicted to be performing below proficient in math according to each student's	Ensure that formative, interim, summative assessment results, Common Assessment data, as well as universal screener data are used appropriately to determine tiered intervention needs	CERT, Common Assessments, and class grades	Three times a year BAC, Department Heads, Administrators	
	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of	Adjusted Curriculum Maps, creation of Common Assessments and common formative assessments,	Monthly Departmental PLCs	

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		CERT assessment, will be placed in an additional 12 weeks of math Instruction during their sophomore year.	assessment, resource sharing and collaborative lesson creation and analysis of common assessment data	additional teaching strategies in lessons	Department Heads & Administrators	

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5: Transition Readiness

Goal 5: Collaborate to increase the percentage of Seniors who achieve Transition Readiness from 53.1% in 2019 to 85% by 6/30/2024 as measured by the College and Career Readiness calculation on the School Report Card.

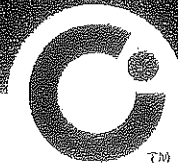| Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the percentage of Seniors who achieve Transition Readiness from 53.1% in 2019 to 65% by 6/30/2022 as measured by the College and Career Readiness calculation on the School Report Card.	KCWP 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.	Counselors inform students of college and career options available and how to pursue areas of interest. (i.e. IGNITE, YSA, Gateway Career Programs, Cincinnati State Career Program, Dual Credit Options, Work Based Learning, Internships, Program Certification Courses, etc.)	Grades, Retention Rate, Enrollment in various options, Certifications obtained by students	% of student Transition Ready, Grades	$8000 school funds to pay for certification exams
	KCWP5: Establish Learning Culture & Environment - Develop culture of expectation for all students to become Transition Ready	Creation of "Transition Ready" Wall for students and parents to see within the school building	Completed Wall with public acknowledgement of students (through website, newsletter & social media)	Completion of "Transition Ready Wall" and ongoing addition of Transition Ready students	$200 SBDM funds for supplies
		Increase communication around Transition Readiness with all Stakeholders: Parent and Student information sessions, creations of resources on transition readiness options for students	Parent attendance at information sessions, Students pursuing transition ready options	Completion of Grade level meetings, Parent information meetings, resources on graduation (transcript reviews, graduation plans, etc.) and transition readiness, information shared through newsletters, website and social media	

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6: Graduation Rate

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By the end of the year, Scott High School's graduation rate will increase to 92% by 6/1/22 from 84.3% in 20-21 (four year rate)	*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.	Counselors inform students of college and career options available and how to pursue areas of interest. (i.e. IGNITE, YSA, Gateway Career Programs, Cincinnati State Career Program, Dual Credit Options, Work Based Learning, Internships, Program Certification Courses, etc.)	Grades, Retention Rate, Enrollment in various options, Certifications obtained by students	% of student Transition Ready, Grades	$8000 school funds to pay for certification exams
	KCWP 5: Design, Align and Deliver supports through a multi-tiered system of supports to target at risk students with Tier II and Tier III interventions earlier in their high school career	Train all teachers on systemic process around referral for Tier 2 & Tier 3 services as well as services provided for student progress	Data specific to the MTSS intervention area being supported/monitored, utilization of MTSS referral system, Student Participation in Tier 2 & 3 Interventions	Team meetings in each MTSS area with administrative lead to review data and student progress	
	KCWP 5: Design, Align and Deliver supports in assisting students who are off track to graduate in getting caught back up	Identify students in all cohorts who are off track to graduate in 4 years	Completed Cohort Tracking Document	Updated tracking documents at each trimester	
		One on one meetings with all students off track to create a plan for success and to review graduation options	Completed Senior Contract & Individualized Graduation Plan	Reduction of the # of students off track to graduate, increase in graduation rate	
	KCWP6: Establish Learning Culture & Environment - Develop culture of expectation for all to become Transition Ready and to Graduate within 4 years	Creation of "Future Graduate" Wall & "Transition Ready" Wall for students and parents to see within the school building	Completed Walls with public acknowledgement of students (through website, newsletter & social media)	Completion of "Walls" and ongoing addition of Transition Ready students	$200 SBDM funds for supplies

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		Parent and Student information sessions and resources on path to graduation and transition readiness	Parent attendance at Information sessions, Students pursuing graduation and transition ready options	Completion of Grade level meetings, Parent information meetings, resources on graduation (transcript reviews, graduation plans, etc.) and transition readiness, Information shared through newsletters, website and social media	

2021-22 Phase Three: Executive Summary for
Schools_12022021_18:24

2021-22 Phase Three: Executive Summary for Schools

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

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2021-22 Phase Three: Executive Summary for Schools
Description of the School

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

Scott High School is located in the Kenton County School District and is comprised of 1081 students. The school is located on 78 acres in the City of Taylor Mill which has an estimated population of just under 7000 residents. Scott High School includes one of the most economically diverse student populations in this area of the state. Over the last few years, we have had a migration of inner city families move into our area, which has altered the overall demographic of our school and region.

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 to culture an environment in which educators, staff, and community nurture students' feelings of self-worth through offering opportunity for accomplishments to all. We work to provide 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 and 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 through becoming either college or career ready by the time they graduate.

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 we are most proud.

Faculty and staff utilize CERT scores in classrooms to create meaningful instruction tailored to the academic needs of individual students. We utilize those scores to identify areas for improvement in order to increase ACT scores. Scott currently boasts one of the highest percentages of students enrolled in dual credit classes in the Northern Kentucky area. We have a counselor who works to facilitate students reaching college readiness and to support students as they take their dual credit classes. In 2020-2021, Scott High School Students successfully completed over 840 dual credit courses. We have several Scott Teachers who are currently teaching dual credit classes to our students on our campus as adjunct professors. Scott High School is also home to the Kenton County School District's JROTC program which draws students from throughout the county and even neighboring districts this year. We are in our fourth year of implementation of a Homeland Security pathway which is expected to certify more than 100 students in Homeland Security through FEMA each school year. Scott High School has also expanded our Career Ready initiatives to include Pharmacy Technician, Veterinary Technician, Plant and Crop Production, Pre-Law, and Law Enforcement programs. We have over 120 Scott students enrolled at the IGNITE Institute, our local Career Tech Center, pursing career certifications. We also work in conjunction with Gateway Community and Technical College and Cincinnati State to provide opportunities for students in various vocational trades including, but not limited to, Welding, Building Maintenance, Automotive Technicians, Logisitics and Aviation Mechanics. Two main areas for future improvement are special education and graduation rate. Although, we are having many successes in the areas mentioned above, our students with special needs are not improving at the same rate as our general population and our graduation rate has declined.

Additional Information

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

N/A

Additional Information

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

Scott High School is very proud of our Academic and Athletic achievements. Our girl's cross country team have been state champs or runners up for the last four years. Many of our teams have won repeated district championships, and even placed in regional competitions. Due to the focus on providing additional social emotional supports to students, Scott SBDM have allocated funding for the addition

of a third counselor to our administrative team for the 2019-2020, 2020 - 2021 and 2021 - 2022 school years. Our school staff also includes two National Board-Certified teachers and one National Board-Certified school psychologist.

2021-22 Phase Three: Professional Development Plan for Schools_12022021_19:50

2021-22 Phase Three: Professional Development Plan for Schools

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

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2021-22 Phase Three: Professional Development Plan for Schools

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

Annual Professional Development Plan:

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

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

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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

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

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

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

Our greatest areas of need are improving our Graduation Rate and proficiency of Students with Disabilities. The two priorities for professional development that will support our continuous improvement in these areas are: 1) Understanding the changing, diverse populations of students we serve and how best to serve them and 2) Working with special education students in the general education classroom

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

Both of these priority areas have a direct impact on all our goals. By working to better understand the changing, diverse demographic of our students and learning how to best serve them, we will improve in all areas, with an emphasis on graduation rate. Improving our practice of working with special education students within the general education classroom will support progress in all areas of improvement as well.

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

By focusing on understanding the changing, diverse populations of students we serve and learning how to best serve them, we should make progress in all areas, specifically Graduation Rate. It is important for staff to understand our own internal biases and understand that our students may have much different perspectives, goals and values. By learning to align student values and priorities with school success, with a specific focus on becoming college and/or career ready by the time they graduate, we can directly improve our graduation rate.

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

The intended result of this focus is for staff to understand the diverse perspectives, goals and values of our students and to be able to identify new strategies when working with students to align their values and priorities with school success, with a specific focus on becmoing college and/or career ready by the time they graduate.

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

Improved graduation rate and improved percentage of students graduating college and/or career ready.

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

The targeted audience are the teachers, instructional assistants, administrators and counselors at Scott High School.

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

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

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

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

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

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

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

Failure rates (end of each trimester), common assessment data, graduation rate, observational and anecdotal data from classroom walkthroughs, college and/or career readiness rates

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

By acquiring the skills and learning techniques and tools to better meet the unique needs of special education students in the general education setting, we will see improvements in all areas! Teachers will be able to make adjustments to their lesson planning and classroom practices in order to better meet the unique needs of these students.

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

The intended result is for staff to better meet the unique needs of special education students within the general education setting, ultimately resulting in a greater level of success for our special education students.

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

Decreased failure rate , increased graduation rate, increased proficiency scores, and overall greater level of success for students with disabilities

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

The targeted audience includes teachers, instructional assistants, administrators and counselors.

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

Students, teachers, instructional assistants, administrators and counselors are impacted by this component of professional development.

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

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

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

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

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

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

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

N/A

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2021-22 Phase One: Continuous Improvement Diagnostic for Schools

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

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Simon Kenton High School

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2021-22 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances
• School Safety Report

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan
• Executive Summary for Schools
• Professional Development Plan for Schools

Phase Four: January 1 - December 31
• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

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Please enter your name and date below to certify.

Craig Reinhart

2021-22 Phase Two: The Needs Assessment for Schools_10132021_09:18

2021-22 Phase Two: The Needs Assessment for Schools

Simon Kenton High School
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United States of America

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2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

   Protocol

      1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

   There are several methods by which we review, analyze, and adjust based on data. Our central office team, composed of consultants and assistant superintendents helps with some aspects of data review. Antoher group responsible for this is SBDM, which reviews assessment data quarterly (or as new data arrives at monthly meetings). A second group that reviews this data is the curriculum leadership team (admin and department chairs), that, after analyzing available data monthly, creates strategies for how their departments will further use the data to adjust instruction. Finally, subject area ILT groups review data from their class and school-wide assessment data to share strategies at least once every two weeks. The discussions

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from these meetings are documented in the minutes from those meetings. Discipline and attendance data is reviewed at least weekly by administration and the RBTL team to identify areas of concern. The MTSS committee reviews data according to the interval prescribed by their level of intervention, 6 or 8 weeks, and makes a determination whether students with interventions are progressing or not.

Trends

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

Example of Trends
- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Our ACT data in Spring of 2021 was lower in all areas. We had a significant number of students on a virtual learning model and many more on a synchronous learning model. These students were never in our building at any point in the year. There were also disruptions due to exposures and positive results of COVID tests which impacted instruction. Our average composite was 18.87 (30% at 22 or higher) while averages in subject areas were math with 18.70 (41.6% at benchmark), science with 18.9 (28% at benchmark), English with 18.28 (49.2% at benchmark), and reading with 19.22 (43.7% at benchmark). For non-academic data, while our Impact Survey showed us to be rated highly compared to high schools in the state in the areas of managing student behavior, school leadership, and staff-leadership relationships, we were rated lower in the areas of Educating all Students, Feedback & Coaching, Professional Learning, and Resources. We were significantly below in the areas of teachers being uncomfortable with having a student who speaks a unique language and cannot communicate effectively, thoroughness and usefulness of feedback and the evaluation process from administrators to teachers, relevance of professional development, and access to resources. Discipline data and attendance data for 2020-2021 is not reflective of any initiatives and any conclusions drawn from that data would be inaccurate due to the number of students who were not in the building.

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

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Example of Current Academic State:
- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

> For each of the following pieces of data, the first number indicated is the performance level (or percent) of all students, while the second number is the performance level (or percent) of students with an IEP. Reported from KY School Report Card. Composite ACT, 18.9/14.2 English ACT, 19.2/13.1 Math ACT, 18.7/14.6 Reading ACT, 18.3/14.5 Science ACT, 18.9/14.4 English ACT Benchmark, 48.5%/11.1% Math ACT Benchmark, 41.5%/6.7% Reading ACT Benchmark, 42.9%/15.6% Writing KPREP, 70.7%/27.9% Math PREP, 40.4%/Not Reported Reading KPREP, 43.9%/16.3% Science KPREP, 33.1%/9.3%

Priorities/Concerns

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

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

> Our biggest areas of disparity comparing all students to students with an IEP are in the percentage of students meeting benchmark scores in ACT English and Math. For English, our students with an IEP performed 77% below the general population, while in math, our students with an IEP performed 84% below the general population.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas

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Simon Kenton High School

of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

We have several areas where we have made progress with our special education population. For overall scores, our students with an IEP performed 32% lower than the total population, in math, 22% lower, in science, 24% lower, and in reading 21% lower. This indicates that our efforts are having some impact at raising scores.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

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

KCWP 4: Review, Analyze and Apply Data: The school, in conjunction with the district, will work to create data tracking sheets for mastery of standards in each course. Teachers and other staff will meet in ILT groups to analyze data and make instructional plans. Students identified as not meeting standards will receive

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additional instruction to learn content that they have not mastered. For our special education students, this additional instruction will help them to meet benchmarks in reading, English, and mathematics at higher rates than we currently have.

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Simon Kenton High School

Attachment Summary

Attachment Name	Description	Associated Item(s)

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	Our school's ILT process continually reviews standards and adjusts instruction. Additionally, we dedicate at least one day per year for professional development to address standards integration into courses.
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	We have a process for PPR walks, where administrators visit each classroom monthly to assess to what extent high leverage practices of providing appropriate tasks for each student, students creating an individual product to show understanding, effective collaboration, and using student products to adjust instruction are taking place.
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	Our district and school have adopted a CBAS accountability model including required state assessments, but also including district common assessments to assess mastery of standards. Additionally, our school is working towards development and implementation of school-based common assessments for each subject area.
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	Our district and school have begun using Performance Matters as an assessment data tool. Additionally, we still analyze CERT data, ACT data, grades, attendance, behavior, and progress toward transition readiness through the use of our dashboard.
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	Student data is monitored through tier 1 instruction and assessment. When students are referred for extra support through our MTSS process, they are provided extra supports necessary to make progress in the curriculum or provided extra support with behavioral and Social Emotional needs.

KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	Our school's main goals are attendance and transition readiness. Transition readiness focuses on the whole child with the learning community as integral partners. Students who struggle are supported throughout MTSS and RBTL process, and students with an identified disability are serviced through special education services which give them equal access to the curriculum.

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2021-22 Phase Two: School Assurances

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2021-22 Phase Two: School Assurances

Introduction

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

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

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

COMMENTS

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

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

COMMENTS

Title I Programs

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

- Yes

○ No
● **N/A**
COMMENTS

4. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

○ Yes
○ No
● **N/A**
COMMENTS

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

○ Yes
○ No
● **N/A**
COMMENTS

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

● **Yes**
○ No
○ N/A

COMMENTS

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

○ Yes
○ No
● **N/A**
COMMENTS

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

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

○ Yes
○ No
● **N/A**
COMMENTS

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

- **Yes**
- ○ No
- ○ N/A
COMMENTS

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

- ○ Yes
- ○ No
- **● N/A**
COMMENTS

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

- **● Yes**
- ○ No
- ○ N/A
COMMENTS

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

- **● Yes**
- ○ No
- ○ N/A
COMMENTS

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

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

COMMENTS

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

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

COMMENTS

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

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

COMMENTS

Title I Schoolwide Programs

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

    ○ Yes

    ○ No

    ● **N/A**

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

    ○ Yes

    ○ No

    ● **N/A**

COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

    ○ Yes

    ○ No

    ● **N/A**

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

    ○ Yes

    ○ No

    ● **N/A**

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

○ Yes
○ No
● **N/A**
COMMENTS

21. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

○ Yes
○ No
● **N/A**
COMMENTS

22. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to

local elementary school programs.

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

Title I Targeted Assistance School Programs

24. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

○ Yes

○ No

● **N/A**

COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

○ Yes

○ No

● **N/A**

COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

○ Yes

○ No

● **N/A**

COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

○ Yes

○ No

● **N/A**

COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

○ Yes

○ No

● **N/A**

COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

    ○ Yes

    ○ No

    ● **N/A**

  COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

    ○ Yes

    ○ No

    ● **N/A**

  COMMENTS

31. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

    ○ Yes

    ○ No

    ● **N/A**

  COMMENTS

Schools Identified for Targeted Support and Improvement

32. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was

informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Two: School Safety Report_10132021_09:35

2021-22 Phase Two: School Safety Report

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Independence, Kentucky, 41051
United States of America

2021-22 Phase Two: School Safety Report - 2021-22 Phase Two: School Safety Report_10132021_09:35 - Generated on 12/15/2021

Simon Kenton High School

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2021-22 Phase Two: School Safety Report

School Safety Report

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

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

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

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If the answer is "no", please explain in the comment box.

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

If the answer is "no", please explain in the comment box.

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.

Yes

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7. Was the school's emergency plan reviewed following the end of the <u>prior</u> school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes, May 20, 2021

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

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

Yes, August 16, 2021

9. During the first 30 instructional days of the <u>current</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes

10. During the month of January during the <u>prior</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

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Yes

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-2022 Phase Three: Comprehensive School Improvement Plan_12052021_16:34

2021-2022 Phase Three: Comprehensive School Improvement Plan

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

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2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Attached

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

2021-2022 Phase Three: Comprehensive School Improvement Plan - 2021-2022 Phase Three: Comprehensive School Improvement Plan_12052021_16:34 - Generated on 12/15/2021

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

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

[KCWP 1: Design and Deploy Standards](#)
[KCWP 2: Design and Deliver Instruction](#)
[KCWP 3: Design and Deliver Assessment Literacy](#)
[KCWP 4: Review, Analyze and Apply Data](#)
[KCWP 5: Design, Align and Deliver Support](#)
[KCWP 6: Establishing Learning Culture and Environment](#)

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

The required school goals include the following:
• For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 CSIP Phase 3 12-5-2021		•

Comprehensive School Improvement Plan (CSIP)

Rationale

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

Operational Definitions

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

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

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Goal 1: By 2026, Simon Kenton High School will increase overall proficiency for all students in reading from 43.9% in 2021 to 100% in 2026 as measured by the school report card proficiency data. By 2026, Simon Kenton High School will increase overall proficiency for all students in mathematics from 40.4% in 2021 to 100% in 2026 as measured by the school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, Simon Kenton High School will increase overall proficiency for all students in reading from 43.9% in 2021 to 72% in 2022 as measured by the school report card proficiency data. By 2022, Simon Kenton High School will increase overall proficiency for all students in mathematics from 40.4% in 2021 to 70% in 2022 as measured by the school report card proficiency data.	KCWP 1: Design and Deploy Standards	• ILT meetings are held bi-weekly to ensure proper use of appropriate standards in courses. • Teachers will give standards-based formative assessments bi-weekly to have data to share with their ILT regarding progress on standards mastery.	• Mastery of content displayed on Performance Matters Reports • Analyze CERT and common assessment test data for student progress • Facilitate PLC and ILT meetings to improve tier 1 instruction. • Monitor notes from ILT meetings and observations from PPR walks.	Administration will work with each ILT to ensure assessments are standards-focused. Data used during ILT meetings is recorded and analyzed. Data from Performance Matters will show standards mastery.	None

Goal 1: By 2026, Simon Kenton High School will increase overall proficiency for all students in reading from 43.9% in 2021 to 100% in 2026 as measured by the school report card proficiency data. By 2026, Simon Kenton High School will increase overall proficiency for all students in mathematics from 40.4% in 2021 to 100% in 2026 as measured by the school report card proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	• Ensure congruency is present between standards, learning targets, and assessment measures. • Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments. • Use formative and summative evidence to inform what comes next for individual students and groups of students. • Ensure that all users of assessment data use information to benefit student learning.	• Mastery of content displayed on Performance Matters Reports • Analyze CERT and common assessment test data for student progress • Facilitate PLC and ILT meetings to improve tier 1 instruction. • Monitor notes from ILT meetings and observations from PPR walks.	Teachers & Administrators will examine data on district and school-based common assessments. Teachers and administrators will consistently monitor data tracking sheets for mastery of content through their ILT work. Administration will complete monthly PPR walks to monitor implementation of the cycle of quality instruction.	None

Goal 1: By 2026, Simon Kenton High School will increase overall proficiency for all students in reading from 43.9% in 2021 to 100% in 2026 as measured by the school report card proficiency data. By 2026, Simon Kenton High School will increase overall proficiency for all students in mathematics from 40.4% in 2021 to 100% in 2026 as measured by the school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data	- Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. - Use assessment data to help students assess and adjust their own learning. - Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. - Ensure that all users of assessment data use information to benefit student learning. - Develop a clearly defined MTSS school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks	- Mastery of content displayed on Performance Matters Reports - Monitor notes from ILT meetings and observations from PPR walks. - Analyze CERT and common assessment test data for student progress - Facilitate PLC and ILT meetings to improve tier 1 instruction. - SAM data for Read 180 students and Reading Inventory Scores for all students.	Teachers & Administrators will examine data on district and school-based common assessments. Teachers and administrators will consistently monitor data tracking sheets for mastery of content through their ILT work. Progress monitoring from MTSS interventions will show progress towards academic standards mastery.	None

Goal 2: By 2026, Simon Kenton High School will increase the separate academic indicator score for all students in science from 33.1% in 2021 to 100% in 2026 as measured by the school report card separate academic indicator data. By 2026, Simon Kenton High School will increase the separate academic indicator score for all students in writing from 70.8% in 2021 to 100% in 2026 as measured by the school report card separate academic indicator data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2022, Simon Kenton High School will increase the separate academic indicator score for all students in science from 33.1% in 2021 to 67% in 2022 as measured by the school report card separate academic indicator data. By 2026, Simon Kenton High School will increase the separate academic indicator score for all students in writing from 70.8% in 2021 to 84.9% in 2022 as measured by the school report card separate academic indicator data.	KCWP 1: Design and Deploy Standards	• ILT meetings are held bi-weekly to ensure proper use of appropriate standards in courses. • Teachers will give standards-based formative assessments bi-weekly to have data to share with their ILT regarding progress on standards mastery.	• Mastery of content displayed on Performance Matters Reports • Analyze CERT and common assessment test data for student progress • Facilitate PLC and ILT meetings to improve tier 1 instruction. • Monitor notes from ILT meetings and observations from PPR walks.	Administration will work with each ILT to ensure assessments are standards-focused. Data used during ILT meetings is recorded and analyzed. Data from Performance Matters will show standards mastery.	None

Goal 2: By 2026, Simon Kenton High School will increase the separate academic indicator score for all students in science from 33.1% in 2021 to 100% in 2026 as measured by the school report card separate academic indicator data. By 2026, Simon Kenton High School will increase the separate academic indicator score for all students in writing from 70.8% in 2021 to 100% in 2026 as measured by the school report card separate academic indicator data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	• Ensure congruency is present between standards, learning targets, and assessment measures. • Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments. • Use formative and summative evidence to inform what comes next for individual students and groups of students. • Ensure that all users of assessment data use information to benefit student learning.	• Mastery of content displayed on Performance Matters Reports • Analyze CERT and common assessment test data for student progress • Facilitate PLC and ILT meetings to improve tier 1 instruction. • Monitor notes from ILT meetings and observations from PPR walks.	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress. Teachers and administrators will consistently monitor data tracking sheets for mastery of content through their ILT work.	None

Goal 2: By 2026, Simon Kenton High School will increase the separate academic indicator score for all students in science from 33.1% in 2021 to 100% in 2026 as measured by the school report card separate academic indicator data. By 2026, Simon Kenton High School will increase the separate academic indicator score for all students in writing from 70.8% in 2021 to 100% in 2026 as measured by the school report card separate academic indicator data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data	- Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. - Use assessment data to help students assess and adjust their own learning. - Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. - Ensure that all users of assessment data use information to benefit student learning.	- Mastery of content displayed on Performance Matters Reports - Analyze CERT and common assessment test data for student progress - Facilitate PLC and ILT meetings to improve tier 1 instruction. - Monitor notes from ILT meetings and observations from PPR walks.	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress. Teachers and administrators will consistently monitor data tracking sheets for mastery of content through their ILT work.	None

3: Achievement Gap

Goal 3: By 2026, Simon Kenton High School will increase overall proficiency for students with disabilities in reading from 15.7% in 2021 to 100% in 2026 as measured by the school report card proficiency data. By 2026, Simon Kenton High School will increase overall proficiency for students with disabilities in mathematics from 25.5% in 2021 to 100% in 2026 as measured by the school report card proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2025, Simon Kenton High School will increase overall proficiency for students with disabilities in reading from 15.7% in 2021 to 57% in 2022 as measured by the school report card proficiency data. By 2025, Simon Kenton High School will increase overall proficiency for students with disabilities in mathematics from 25.5% in 2021 to 62.5% in 2022 as measured by the school report card proficiency data.	KCWP 1: Design and Deploy Standards	• ILT meetings are held bi-weekly to ensure proper use of appropriate standards in courses. • Teachers will give standards-based formative assessments bi-weekly to have data to share with their ILT regarding progress on standards mastery.	• Mastery of content displayed on Performance Matters Reports • Analyze CERT and common assessment test data for student progress • Facilitate PLC and ILT meetings to improve tier 1 instruction. • Monitor notes from ILT meetings and observations from PPR walks.	Administration will work with each ILT to ensure assessments are standards-focused. Data used during ILT meetings is recorded and analyzed. Data from Performance Matters will show standards mastery.	None

Goal 3: By 2026, Simon Kenton High School will increase overall proficiency for students with disabilities in reading from 15.7% in 2021 to 100% in 2026 as measured by the school report card proficiency data. By 2026, Simon Kenton High School will increase overall proficiency for students with disabilities in mathematics from 25.5% in 2021 to 100% in 2026 as measured by the school report card proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	• Use formative and summative evidence to inform what comes next for individual students and groups of students. • Ensure that all users of assessment data use information to benefit student learning. • Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	• Mastery of content displayed on Performance Matters Reports • Analyze CERT and common assessment test data for student progress • Facilitate PLC and ILT meetings to improve tier 1 instruction. • Monitor notes from ILT meetings and observations from PPR walks.	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress. Teachers and administrators will consistently monitor data tracking sheets for mastery of content through their ILT work. Caseload managers will update and monitor progress monitoring data at each midterm and end of term. Administrators, teachers, and special education department leads will analyze this data.	None

Goal 3: By 2026, Simon Kenton High School will increase overall proficiency for students with disabilities in reading from 15.7% in 2021 to 100% in 2026 as measured by the school report card proficiency data. By 2026, Simon Kenton High School will increase overall proficiency for students with disabilities in mathematics from 25.5% in 2021 to 100% in 2026 as measured by the school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data	• Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.	• Implement and monitor proven strategies for students with disabilities. • Mastery of content displayed on Performance Matters Reports • Analyze CERT and common assessment test data for student progress • Facilitate PLC and ILT meetings to improve SDI. • Monitor notes from ILT meetings and observations from PPR walks.	Teachers & Administrators will examine data at midterms and end of grading periods to measure progress. Teachers and administrators will consistently monitor data tracking sheets for mastery of content through their ILT work. Caseload managers will update and monitor progress monitoring data at each midterm and end of term. Administrators and special education department leads will analyze this data.	None

Goal 5: By 2026, Simon Kenton High School will increase the percentage of students transition ready in grade 12 from 77.8% in 2019 (no 2021 state calculations available) to 100% in 2026 as measured by CBAS Transition Readiness criteria.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, Simon Kenton High School will increase the percentage of students who are transition ready in grade 12 from 77.8% in 2019 (no state calculations in 2021) to 100% in 2022 as measured by Transition Readiness calculations.	KCWP 1: Design and Deploy Standards	• Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. • Use summative evidence to inform what comes next for individual students and groups of students. • Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. • Recruit students into pathway courses, align standards of pathway courses to EOP assessments, and ensure EOP assessments are completed.	• Mastery of content displayed on Performance Matters Reports • Analyze CERT and common assessment test data for student progress • Facilitate PLC and ILT meetings to improve tier 1 instruction. • Monitor notes from ILT meetings and observations from PPR walks. • Increase career-ready students; especially those who are not otherwise college ready.	Administrators will examine data at reporting periods throughout the year for CBAS transition readiness. Administration will report out to teachers, students and to the community on the students who are transition ready. Review progress toward pathway completion data quarterly. Intentionally schedule students so that they are on a pathway beginning in 9th grade and following through completion.	None

Goal 5: By 2026, Simon Kenton High School will increase the percentage of students transition ready in grade 12 from 77.8% in 2019 (no 2021 state calculations available) to 100% in 2026 as measured by CBAS Transition Readiness criteria.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data	• Assess with formative and summative assessments that are aligned to the standards and learning targets. • Assure consideration and addressment of non-academic barriers to learning. • Use assessment data to help students assess and adjust their own learning.	• Monitor CERT test data for student progress. • Facilitate PLC and ILT meetings to improve tier 1 instruction.	Administrators will examine data at reporting periods throughout the year for CBAS transition readiness. Administration will report out to teachers, students and to the community on the students who are transition ready.	None
	KCWP 5: Design, Align and Deliver Support	• Utilize daily formative data collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and/or learning walk details to ensure high levels of teacher effectiveness and student achievement. • Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement. • Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning. • Recruit students into pathway courses, align standards of pathway courses to EOP assessments, and ensure EOP assessments are completed. Individual student meetings with staff to identify	• Analyze End of Program test results for success rates. • Review new course descriptions for career certification opportunities. • Offer professional development for career certifications and pathways. • Increase career-ready students; especially those who are not otherwise college ready.	Administrators will examine data at reporting periods throughout the year for CBAS transition readiness. Administration will report out to teachers, students and to the community on the students who are transition ready. Review progress toward pathway completion data quarterly. Intentionally schedule students so that they are on a pathway beginning in 9th grade and following through completion. Analysis of monthly PPR data to ensure adherence to the cycle of quality instruction.	None

Goal 5: By 2026, Simon Kenton High School will increase the percentage of students transition ready in grade 12 from 77.8% in 2019 (no 2021 state calculations available) to 100% in 2026 as measured by CBAS Transition Readiness criteria.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		future goals and paths to transition readiness.			

6: Graduation Rate

Goal 6: By 2026, Simon Kenton High School will increase the graduation rate from 95.6 % in 2021 to 100% in 2026 as measured by the school report card graduation rate.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, Simon Kenton High School will increase the graduation rate from 95.6% in 2021 to 97.7% in 2022 as measured by the school report card graduation rate.	KCWP 6: Establishing Learning Culture and Environment	• Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning. • Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc. • Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations. • Ensure that classroom policies and procedures align with the school's Code of Conduct. • Implementation of a team to manage transfer students at the school level. • Individual student meetings with staff to identify future goals and paths to transition readiness/graduation requirements.	• Administrators will analyze attendance/participation data to identify chronic absences. • Teachers will incorporate social/emotional learning lessons into weekly SKORE lessons. • RBTL team will offer support and services to at-risk students. • PBIS data will be analyzed. • Administrators and AD will review the district extracurricular participation student data to encourage all students to be involved in an activity at school.	Teachers, Counselors, FRYSC & Administrators will examine data at midterms and end of grading periods to measure progress. SEL lessons will be provided weekly or more frequently as needed to teachers for SKORE. Administrators and teachers will review MTSS data, PBIS data, and RBTL data in monthly meetings. Students who transfer to or from SK will be monitored for school attendance and completion. Services will be offered for students at-risk of not graduating.	None

Goal 7: By 2025, Simon Kenton will increase the favorable ratings on the Impact Survey from 43% to 83% in the area of feedback and coaching.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, Simon Kenton High School will increase the favorable ratings from 43% in 2020 to 51% in 2021 in the area of feedback and coaching as measured by the Impact Survey.	KCWP 5: Design, Align and Deliver Support	• Continue utilization of scheduled learning walks utilizing the cycle of quality instruction.	• Completion of learning walks for each teacher at least once per month by an administrator.	Progress will be monitored on the Principal Tracking Sheet maintained by the principal and updated by the administrative team.	None
		• Administrators attend regular curriculum, instruction, and assessment meetings to calibrate feedback provided to teachers during the PPR walk/feedback process.	• Completion of learning walks for each teacher at least once per month by an administrator.	Principal supervisor collects samples of quality feedback from principal and discusses them with colleagues. Principal supervisor gives feedback to the principal on the implementation of the PPR process.	None
	KCWP 6: Establishing Learning Culture and Environment	• Scheduled PLCs to target areas of growth in areas of the cycle of quality instruction.	• All teachers are trained on the PPR process—how to offer feedback, the aspects of quality feedback, and the scripting process. • Teachers receive training to target school-wide areas for improvement based on PPR needs.	Exit slip from PLC trainings that demonstrate the level of understanding. Impact Survey results.	None
		• Department chairs and ITL leaders participate in learning walks to provide feedback to other teachers and model	• Teachers self-reporting their visits via a Google form.	PPR walks done by administration show improvement in identified areas for recommend/reinforce.	None

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

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

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Description of the School

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

Simon Kenton is a four-year public high school serving the city of Independence and surrounding locations in southern Kenton County. The school's population has continued to grow at a steady pace with an enrollment of over 1800 students. In addition, we service accelerated programs for 25 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. 90.1% of our school identifies as Caucasian, 3.7% identify as 2 or more races, 3.8% identify as Hispanic, 1.6% identify as African American, and less than 1% identify as Asian, Native American, or Pacific Islander. The staff and administration is very proud to have the opportunity to serve the young people of Independence and southern Kenton County and strive to provide a world-class education to all students.

School's Purpose

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

The goal of Simon Kenton is to prepare all students for a successful transition to adulthood. We are a community of students, parents, families, and teachers. All of the people in our community are valued and have unique physical, social, emotional, and intellectual strengths and needs. We want all members of the community to work together to provide high-quality, equitable educational programs. Students at Simon Kenton have the opportunity to pursue a standard diploma or an honor's diploma. Additionally, several certifications are available for students, such as agriculture and Microsoft Office. We provide and have many students take advantage of our dual credit and Advanced Placement initiatives, whereby students earn college credit during high school. Our special education department strives to have all students fully integrated with similar-aged peers according to their level of need, and we have created a program of collaboration, resource, consultation, and community-based initiatives to serve the large variety of student needs. Our students are also encouraged to explore career fields through application to the IGNITE program, and we have several hundred students currently enrolled there. Our district goals are to have an attendance rate of 96.25% or higher

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and to have 100% of our students graduate while being qualified as transition ready.

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.

As of the last statewide accountability ratings pre-pandemic, Simon Kenton was in the top 15% for proficiency in Kentucky and the top 15% for overall score according to the latest Kentucky accountability standards. One of the areas in which Simon Kenton excels is educating students in the areas of the arts/performing arts and practical living/career studies. At a time when these two types of programs are being cut across the nation, Simon Kenton has maintained high standards in both areas. Students from Simon Kenton graduate with an arts and humanities credit and a business credit. Simon Kenton has an maintained a band program throughout the pandemic and shutdown. Band students may participate in marching band, jazz band, percussion, and color guard. The chorus program is also intact. Students are able to participate in a minimum of 2 school plays and 1 school musical. The art department had several students recognized in both the Regional and Scholastic Art competitions. The Simon Kenton athletic program is stellar. Many athletes receive athletic scholarships for college. Each team competes with school pride and achieves at extremely high levels. Football, Girls Soccer, Boys Soccer, Wrestling, Basketball, Bowling, and Archery all had teams and/or individuals win championships at various levels. Simon Kenton is most proud of the teaching staff. They are highly qualified, continually seek professional growth opportunities, and make connections with students and families. Simon Kenton currently has 8 teachers that are National Board certified and 100% of the staff are certified in their teaching area. Many teachers have had Advanced Placement training or additional college coursework in order to teach college level classes. Each teacher strives to meet the learning needs of his/her students. Assessment scores show steady growth over the past three years. Our main achievement goal is to increase the number of transition ready graduates. This year, seniors were transition ready at a lower rate than previous years due to the number of students that were not able to attend school in-person for various circumstances. 55% of Simon Kenton graduates attend a four year colleges/universities. 18% attend two year or technical/vocational college/universities. Approximately, 2% of our student body joins the military. 19% of graduated went into the work force. Simon Kenton had 13 Governor's Scholars this year, and has one student at Craft academy. We also had 2 National Merit Semi-Finalists. The seniors received over 20 million dollars in scholarship dollar offers this

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year. It is important to us that all students achieve at high levels and our staff works tirelessly with each student to help them succeed.

Additional Information

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

N/A

Additional Information

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

Our school community is making changes to align to the KCSD CBAS model of accountability. This is going to enable our students to be competitive with graduates from the region for college admission and/or employment opportunities. Simon Kenton has an involved staff and administration that continues to maintain rigorous instruction and relevant relationships with our students through initiatives such as Simon Kenton Opportunity to Reach Excellence, which is an enrichment and Intervention program. At Simon Kenton High School we are proud to be Pioneers and work hard every day to prove that WE ARE SK. We strive to be Accountable, Respectful, and Engaged to reach success. We are Accountable by working to promote growth in student achievement through targeted rigorous instruction for all students to reach their potential. At Simon Kenton students are provided with a wide range of courses that build skills and are an introduction to possible career interests. We are Respectful by providing relevant relationships that foster growth and diversity. Through work with community outreach, charities, and within the school we foster an atmosphere of understanding, compassion, and respect. Simon Kenton has numerous opportunities for students to be engaged with a wide range of activities beyond athletics. These include Principal Advisory Club, Ski club, Web team, Academic team, Art club, Future Problem Solving, Drama club, Diversity club, Energy Wise, JAM-C, Guitar club, National Honor Society, Engineering club, Future Farmers of America, Pioneer Pride, Spanish club, Newspaper, Bridge club, Fellowship of Christian Athletes, First Priority, French Club, Book club, Student council, Cappies, Science club, and Future Business Leaders of America. We continue to add clubs and activities of student interest every year. Students may also participate in band, chorus, and in our highly competitive athletic program. Our school has something for every interest to make sure the students are involved in the classroom and outside the classroom as well.

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Three: Professional Development Plan for Schools_12092021_09:17

2021-22 Phase Three: Professional Development Plan for Schools

Simon Kenton High School
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Independence, Kentucky, 41051
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2021-22 Phase Three: Professional Development Plan for Schools

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

Annual Professional Development Plan:

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

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

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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

The goals of KCSD and Simon Kenton High School are to have an attendance rate of 96.25% or higher and to have 100% of our students graduate as college and/or career ready. Simon Kenton High School is a community of students, educators, administrators, parents, and families. Each member of this community is a valued individual with unique physical, social, cultural, emotional, and intellectual needs, as well as strengths. With all partners working together, the mission of Simon Kenton High School is to provide quality and equitable educational programs and

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opportunities for all students. Our focus is to promote life-long learning, social well-being and responsible global citizenship among our students. We are working to increase achievement scores in math, reading, social studies, science, and writing. We are also working to increase the graduation rate and to improve our already good school culture.

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

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

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

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

Both of the priorities listed above contribute directly to improvement in our school goals because thy directly address transition readiness and especially focus on our population of studnets with disabilities, which have been more likely to not meet transition readiness benchmarks than their same-aged peers based on historic data.

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

1) Continues education of staff, students, parents, and community members about transition readiness. 2) Improve systems for promoting transition readiness from 8th grade through graduation. 3) Continued implementation of PLC/ILT work to more effectively teach standards for mastery and to remediate as necessary. 4) Use of MTSS to support students who are not making adequate progress. 5) Celebrations of successfully becoming transition ready.

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

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The intended results are that everyone, including administration, staff, students, parents, and community members to be pulling in the same direction with a common goal of transition readiness. Also, that staff understands their unique role in promoting transition readiness with every student they impact. After that, they will use their expertise and the collective knowledge of other staff to improve teaching and learning.

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

We measure progress towards our goal of 100% transition readiness at several points throughout the year and report them to our stakeholders. The indicator of success that is most visible will be to see an increase in the percentage of students who are transition ready throughout their high school career and also throughout their senior year.

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

All staff members will be targeted by this professional development, since everyone is important to make these improvements.

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

All stakeholders will be impacted by this component of professional development since the staff impacts every student.

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

This professional development will need staff to implement trainings. The funding necessary for this includes some funds for substitute teachers, food and drinks, various materials for trainings, and some of the 24 hours of outside professional development. It also will include time within the school day such as planning period meetings to implement this professional development effectively.

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

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Professional Learning Communities will need ongoing support as they continue to develop at SK. Administration is attached to each ILT to support and assist as necessary.

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

Our professional development effectiveness will be measured in two ways. First, progress is shared at regular intervals through the CBAS dashboard process. Intermittently, progress will be measures by data for district and school-based common assessments and through minutes from ILT meetings.

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

We are undergoing an internal review of special education practices and implementation. The changes made from this review will help us to streamline services and promote transition readiness for students with disabilities.

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

The intended results are to have 100% of our students with disabilities become transition ready. All stakeholders should believe that this is possible and that they have a role in making this happen. Teaching and learning will be done with high expectations that allow students to master standards.

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

The indicator of success in this area will be measured by the percentage of students with disabilities becoming transition ready and mastering grade level standards.

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

Any staff member that works with students with disabilities will have a role in this professional development.

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

All staff members will be impacted by this professional development. Students with disabilities are impacted by this professional development since the staff members who work with them are learning how to more effectively serve their needs. All staff will become more effective in providing targeted support to students with disabilities.

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

This professional development will need staff to implement trainings. The funding necessary for this includes some funds for substitute teachers, food and drinks, various materials for trainings, and some of the 24 hours of outside professional development. It also will include time within the school day such as planning period meetings to implement this professional development effectively.

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

Professional Learning Communities will need ongoing support as they continue to develop at SK. Administration is attached to each ILT to support and assist as necessary. Additionally, administration meets with spacial educators at their PLC meetings specific to that department to discuss IEP goal progress and progress towards mastery of grade level standards.

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

Our professional development effectiveness will be measured in two ways. First, progress is shared at regular intervals through the CBAS dashboard process. Intermittently, progress will be measures by data for district and school-based common assessments and through minutes from ILT meetings. The progress made by students with disabilities will also be measured by the progress that make on their IEP goals.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers

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to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

n/a

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