

STRATEGIC **PLAN** 2021-22

Woodford County High School

Opening Letter--explains history, how the document is put together, who worked on it and why you thought it was important to write it.

Our District Mission

Our School Mission

Purpose Statement

The vision of Woodford County High School is to engage students in authentic learning experiences that best equip students with content knowledge, the ability to apply their learning, and the soft skills necessary for success in the global economy. We are committed to developing students into life-long learners and positive contributors to our county, state, and nation.

We will ensure this through

- authentic learning experiences to equip students with content knowledge
- application experiences that promote deeper learning
- soft skills that ensure success across all post-secondary settings

SHORT-TERM VISION (2 YEAR VISION - 2023)

We have a vision for authentic learning experiences to equip students with content knowledge.

80% of graduates meet the benchmark on a college or military readiness measure with a score that matches their career goal. Specifically, 9th graders: increase composite score from a 16 to a 17 or 18. 10th graders: increase reading percentage at benchmark to 50% (currently at a 42.6%); math benchmark to 40% (currently at 4.7%) 11th graders: increase reading benchmark to 50% (currently at 39.2%); math benchmark to 35% (currently at 23.3%)

PLC structures to be determined as proficient or advanced according to district PLC standards. Quarterly student sampling data shows growth in student learning perceptions.

We have a vision for application experiences that promote deeper learning.

100% of students successfully complete learning application experience including the following:

- Meet all ACT college readiness benchmarks
- 6 hours of dual credit courses with a B or higher

LONG-TERM VISION (5 YEAR VISION - 2026)

We have a vision for authentic learning experiences to equip students with content knowledge.

90% of graduates meet the benchmark on a college or military readiness measure with a score that matches their career goal.

Quarterly student sampling data shows high levels of satisfaction in student learning perceptions.

We have a vision for application experiences that promote deeper learning.

100% of students successfully complete 2 or more learning application experiences including the following:

- Meet all ACT college readiness benchmarks
- 6 hours of dual credit courses with a B or higher

<ul style="list-style-type: none"> • CTE pathway completion with successful industry certification or EOP test • 2 AP courses with a score of 3 or better • 4 course arts & humanities sequence with capstone project • Career-goal based job-shadowing or internship experience • Military readiness completion with successful ASVAB 	<ul style="list-style-type: none"> • CTE pathway completion with successful industry certification or EOP test • 2 AP courses with a score of 3 or better • 4 course arts & humanities sequence with capstone project • Career-goal based job-shadowing or internship experience • Military readiness completion with successful ASVAB
<p>We have a vision for soft skills that ensure success across all post-secondary settings.</p> <p>97% graduation rate within a 5-year cohort.</p> <p>WCHS will have a fully-implemented positive behavior and support program with measures for success.</p> <p>95% of students will have a medium or high attendance rate.</p>	<p>We have a vision for soft skills that ensure success across all post-secondary settings.</p> <p>97% graduation rate within a 5-year cohort.</p> <p>90% of students have fewer than three behavioral events that result in an office referral within one school year.</p> <p>97% of students will have a medium or high attendance rate.</p>

Theory of Action

Strands of Action	If Administrators will...	Then Teachers will...	Then Our Students will...
Authentic learning experiences to equip students with content knowledge	Ensure teacher participation within PLC system and monitor effectiveness in the classroom; consistently implement, monitor and refine the system for post-secondary readiness;	Effectively participate in PLC system and implement their action plans in the classroom, use authentic learning experiences to equip students with content knowledge, and preparation for post-secondary readiness	Graduate from WCHS with a "ticket" to personal post-secondary success--be proficient on grade-level standards and on-track to be life-ready and have the essential employability skills they need to be successful.
Content application experiences that promote deeper learning	Ensure opportunity for content application for all students and develop an advisory system in which stakeholders are	Work within the advisory system to ensure that students are matched to the	

	counseled in their content application options;	appropriate content application opportunities,	
Soft skills that ensure success across all post-secondary settings	Collaborate with community members and employers to implement and monitor quality systems around behavior, attendance and employability;	Engage students in the systems that grow skills around behavior, attendance and employability; then monitor student success and intervene as needed;	

30/60/90 Planning for 2021-2022 School Year

Big Idea 1: Authentic learning experiences to equip students with content knowledge (_____, Process Owner)

KEY CORE WORK PROCESS CONNECTION(S)

	Design and Deploy Standards		Review, Analyze, and Apply Data
X	Design and Deliver Instruction	X	Design, Align, and Deliver Support Processes
	Design and Deliver Assessment Literacy		Establish Learning Culture and Environment

STATE IMPROVEMENT PLANNING GOAL CONNECTION(S)

X	Proficiency (ES, MS, HS) = 45% <i>State assessment results in Reading and Mathematics</i>		Quality of School Climate and Safety (ES, MS, HS) = 4%
X	Proficiency (ES, MS, HS) = 20% <i>State assessment results in Science, Social Studies, and Writing (20)</i>	X	Post-Secondary Readiness (HS) = 20%
	English Learner Progress (ES, MS, HS) = 5%		Graduation Rate (HS) = 6%
	Other: _____		Other: _____

Horizon Goal:

By 2022, 80% of graduates meet the benchmark on a college or military readiness measure with a score that matches their career goal. Specifically, 9th graders: increase composite score from a 16 to an 17 or 18.

10th graders: increase reading percentage at benchmark to 50% (currently at a 42.6%); math benchmark to 40% (currently at 4.7%) 11th graders: increase reading benchmark to 50% (currently at 39.2%; math benchmark to 35% (currently at 23.3%)

PLC structures are rated as proficient or advanced based on district PLC standards. Quarterly student sampling data shows growth in student learning perceptions.

By 2026, 90% of graduates meet the benchmark on a college or military readiness measure with a score that matches their career goal.

Quarterly student sampling data shows high levels of satisfaction in student learning perceptions.

180 Day Goals:

70% of graduates meet the benchmark on a college or military readiness measure with a score that matches their career goal.

50% categories for PLC proficiency on PLC systems check based on baseline data.

List Evidence-Based Focus Strategy(ies) for 180 Day Goals:

- **PLC effectiveness**
- **High yield practices in all classrooms**
- **Authentic learning experiences**

In the first 30 days, we will know we are successful when:

Benchmarks that Match Their Career Goal

- Students meet benchmark on ACT in order to provide opportunities in college, career or military.

PLC Proficiency

- PLC structure during common planning gets started with focus on student achievement on common assessments.
- PLC template developed to document the progress towards mastery of standards.

The measures/evidence we will use are:

Benchmarks that Match Their Career Goal

- ACT and CERT data
- HIVE

PLC Proficiency

- PLC Template created and implemented by the second PLC day.

First 30 days activities:	Who is on point?	By When?	Communication Plan/Progress Notes
Create a PLC Data Template	Admin and Dept Chairs	10/1/21	Admin along with Dept Chairs will create a template to gather data and next steps for teachers as it relates to student mastery of standards
Install PLC structure during common planning time	Admin and Counselors	8/1/21	Two days a month will be reserved for PLC time with each content area to discuss the progress of the instruction in their classrooms.
Reestablish HIVE to support students with remediation and enrichment	All Staff	9/1/21	HIVE has been established using a new program entitled Enriching Students.
CERT Assessment		9/15/21	CERT has been administered to students 9-11 and baseline data is provided for students on ACT benchmarks.

If we are not successful, we will:

Refocus on the goal and adjust the process for completion.

In 60 days, we will know we are successful when:

Benchmarks that Match Their Career Goal

- All seniors have reached benchmark on the ACT.
- Students will be able to identify their program and the progress towards reaching benchmark.

PLC Proficiency

- PLC structure is fully defined in each department

The measures/evidence we will use are:

Benchmarks that Match Their Career Goal

- Student conferences to gauge student understanding of their program and associated benchmarks.

PLC Proficiency

- All PLCs are at least meeting twice monthly, unit planning and are creating and implementing common assessments.
- PLC members will post updates in the Data Template to document progress of students from previous PLC observations.

60 days activities:	Who is on point?	By When?	Communication Plan/Progress Notes
PLC Data Templates in Google Team Drive with updates	Admin and Dept Chairs	11/15	Data templates are uploaded to Google Team Drive before PLC meetings and discussed at the monthly PLC.

If we are not successful, we will:

Ensure that the PLC data templates are uploaded and completed with fidelity by discussing with Dept Chairs.

In 90 days, we will know we are successful when:

Benchmarks that Match Their Career Goal

- All seniors have an established benchmark on assessment that is specific to their identified Multi-Year Academic Planner program.

PLC Proficiency

- PLCs are reflecting on the data from the Data Template to improve instruction and demonstrate overall student mastery levels.

The measures/evidence we will use are:

Benchmarks that Match Their Career Goal

- 100% of 2022 graduates have been given their specific career goal assessment benchmarks and working towards achieving those benchmarks.

PLC Proficiency

- PLC data has been analyzed with specific next steps acted upon with positive results.

90 days activities:	Who is on point?	By When?	Communication Plan/Progress Notes
Reexamine HIVE and making any adjustments for 2nd semester	Admin and M. Romine	1/3	Plan to target failures and students who are not taking advantage of HIVE.
PLC data analyzed at monthly PLC meetings	Admin and Dept Chairs	1/16	PLC Data Templates will be stored in the Google Drive and progress communicated via PLC meetings.
CERT Assessment	BAC	1/7	CERT has been administered to students 9-11 and baseline data is provided for students on ACT benchmarks.

In 120 days, we will know we are successful when:

Reexamine CERT data when offered on 1/7/21
Prepared for the adjustments to the PLC structure for the 2022-2023 school year.

Working towards the changes that need to occur with HIVE for the 2022-2023 school year.

The measures/evidence we will use are:

120 days action strategies:	Who is on point?	By When?	Communication Plan/Progress Notes
Begin the conversation with Dept Chairs concerning the future of the PLC structure	Admin and Dept Chairs	2/27	PLC
HIVE	Admin and M. Romine	2/27	RTI PLCs and Admin Team

If we are not successful, we will:

In 150 days, we will know we are successful when:

The measures/evidence we will use are:

150 days activities:	Who is on point?	By When?	Communication Plan/Progress Notes

Outline 2021-2022 PLC structure identifying different goals and objectives of each PLC meeting	Admin and Dept Chairs	April 17	PLC
HIVE	Admin and M. Romine	4/17	RTI PLCs and Admin Team
If we are not successful, we will:			
Continue the work in the 180 day cycle			
In 180 days, we will know we are successful when:			
<ul style="list-style-type: none"> • A complete PLC structure is established for the 2022-2023 school year with specific goals and objectives outlined. • 80% of the class of 2022 has met post-secondary measures • A plan for the class of 2023 is fully fleshed out for increased percentage of students who are post-secondary ready 			
The measures/evidence we will use are:			
Post-Secondary Ready data Dept Chair feedback on PLC structure			
180 days activities:	Who is on point?	By When?	Communication Plan/Progress Notes
HIVE	Admin and M. Romine	5/30	RTI PLCs and Admin Team

Complete plan for 2021-2022 PLC Structure Formalized	Admin	5/30	Produced through the Dept Chairs and communicated through the PLCs
If we are not successful, we will:			
Continue the work through the summer to ensure that all plans are set for the 2022-2023 school year.			

Projected Next Steps:

BIG IDEA 2: CONTENT APPLICATION (_____-PROCESS OWNER)

KEY CORE WORK PROCESS CONNECTION(S)

	Design and Deploy Standards		Review, Analyze, and Apply Data
X	Design and Deliver Instruction		Design, Align, and Deliver Support Processes
	Design and Deliver Assessment Literacy	X	Establish Learning Culture and Environment

STATE IMPROVEMENT PLANNING GOAL CONNECTION(S)

	Proficiency (ES, MS, HS) = 45% <i>State assessment results in Reading and Mathematics</i>		Quality of School Climate and Safety (ES, MS, HS) = 4%
	Proficiency (ES, MS, HS) = 20% <i>State assessment results in Science, Social Studies, and Writing</i>	X	Post-Secondary Readiness (HS) = 20%
	English Learner Progress (ES, MS, HS) = 5%		Graduation Rate (HS) = 6%
	Other: _____		Other: _____

Horizon Goal:

By 2023, 100% of students successfully complete two or more learning application experiences including the following: Meet all ACT college readiness benchmarks, 6 hours of dual credit courses with a B or higher, CTE pathway completion with successful industry certification or EOP test, 2 AP courses with a score of 3 or better, 4

course arts & humanities sequence with capstone project, career goal based job-shadowing or internship experience, and/or military .

By 2026, 100% students successfully complete a minimum of one learning application experience including the following: Meet all ACT college readiness benchmarks, 6 hours of dual credit courses with a B or higher, military readiness, CTE pathway completion with successful industry certification or KOSSA test, 2 AP courses with a score of 3 or better, 4 course arts and humanities sequence with capstone project, and career- goal based job-shadowing or internship experience.

180 Day Goals: 90% of students successfully complete a minimum of one learning application experience.

List Evidence-Based Focus Strategy(ies) for 180 Day Goals:

- One-on-one counseling
- Communication with parents and students about opportunities for application experiences

In the first 30 days, we will know we are successful when:

More than 90% of our students are in the process of completing one of the application learning experience.

The measures/evidence we will use are:

Student schedules and long term goals.

First 30 days activities:	Who is on point?	By When?	Communication Plan/Progress Notes
Intentionally schedule students in application experiences	Counselors	9/27	As evidenced in master schedule with follow-up for each student

Progress monitoring of students indicates students are being successful in enrolled area.	Classroom teachers, counselors, and admin team	9/27	Counselor checks of student schedules and completion rate
CERT Assessment	BAC	9/15/21	CERT has been administered to students 9-11 and baseline data is provided for students on ACT benchmarks.
If we are not successful, we will:			
Refocus and ensure students are being enrolled in the courses that are needed to achieve the goal.			
In 60 days, we will know we are successful when:			
End of quarter data verifies successful projected completion for 90% of students in application experiences listed.			
The measures/evidence we will use are:			
Progress reports and teacher/counseling monitoring of student mastery.			
60 days activities:	Who is on point?	By When?	Communication Plan/Progress Notes
Check progress of students	Admin & Counselors	11/15	Administration and counselor PLC

Individual student conversations about progress toward individual goals.	Teachers, Counselors , and admin	11/15	Document conversations about progress
If we are not successful, we will:			
Advise student interventions, such as SWS, HIVE, and intentional conversations.			
In 90 days, we will know we are successful when:			
Progress towards the goal has maintained.			
The measures/evidence we will use are:			
Progress reports and teacher/counseling monitoring of student mastery.			
90 days activities:	Who is on point?	By When?	Communication Plan/Progress Notes
Check progress of students	Admin & Counselors	1/16	Administration and counselor PLC
Individual student conversations about progress toward individual goals.	Teachers, Counselors , and admin	1/16	Document conversations about progress
CERT assessment	BAC	1/7/21	CERT has been administered to students 9-11 and baseline data is provided for students on ACT benchmarks.
In 120 days, we will know we are successful when:			

Progress towards the goal has maintained			
The measures/evidence we will use are:			
CERT and HIVE data/planning documents			
120 days activities:	Who is on point?	By When?	Communication Plan/Progress Notes
Check Progress of students	Admin & counselors	2/27	Administrator and counselor PLC
If we are not successful, we will:			
Continue to work towards the goal in the 150 day cycle			
In 150 days, we will know we are successful when:			
Students are on track with post-secondary readiness			
The measures/evidence we will use are:			
CERT and HIVE data/planning documents			
150 days activities:	Who is on point?	By When?	Communication Plan/Progress Notes

Check Progress of students	Admin & counselors	4/17	Administrator and counselor PLC
If we are not successful, we will:			
Continue the work in the 180 day cycle			
In 180 days, we will know we are successful when:			
Post-secondary readiness goal has been met			
The measures/evidence we will use are:			
CERT and HIVE data/planning documents			
180 days activities:	Who is on point?	By When?	Communication Plan/Progress Notes
Check Progress of students	Admin & counselors	5/30	Administrator and counselor PLC
If we are not successful, we will:			

Continue the work in the summer and beginning of the 2022-2023 school year.

Projected Next Steps:

BIG IDEA 3: SOFT SKILLS (----- --PROCESS OWNERS)

KEY CORE WORK PROCESS CONNECTION(S)

	Design and Deploy Standards	X	Review, Analyze, and Apply Data
	Design and Deliver Instruction	X	Design, Align, and Deliver Support Processes
	Design and Deliver Assessment Literacy	X	Establish Learning Culture and Environment

STATE IMPROVEMENT PLANNING GOAL CONNECTION(S)

	Proficiency (ES, MS, HS) = 45% <i>State assessment results in Reading and Mathematics</i>	X	Quality of School Climate and Safety (ES, MS, HS) = 4%
	Proficiency (ES, MS, HS) = 20% <i>State assessment results in Science, Social Studies, and Writing</i>		Post-Secondary Readiness (HS) = 20%
	English Learner Progress (ES, MS, HS) = 5%	X	Graduation Rate (HS) = 6%
	Other: -----		Other: -----

Horizon Goal:

By 2023,

97% graduation rate with a 5-year cohort

80% have fewer than 3 behavioral events that result in an office referral within one school year.

95% of students will have a medium or high attendance rate

By 2026,
98% graduation rate with a 5-year cohort
WCHS will have a fully implemented PBIS program with measures for success
97% of students will have a medium or high attendance rate

180 Day Goals:

Regularly scheduled Discipline/Safety committee meetings that will meet to develop the PBIS program
Regularly scheduled Attendance committee meetings that will meet to develop the PBIS program
Share discipline and attendance data with faculty each month in order to promote a shared understanding

List Evidence-Based Focus Strategy(ies) for 180 Day Goals:

PBIS program
TDP

In the first 30 days, we will know we are successful when:

Committees are formed and at least one meeting has been held
Data is shared with faculty

The measures/evidence we will use are:

Sign-in sheets and minutes of meetings are shared with faculties

First 30 days activities:	Who is on point?	By When?	Communication Plan/Progress Notes
Coordination of PBIS/discipline committee	Admin and Basanta	9/26	Email, face-to-face, program minutes,
Share discipline data	Admin and Basanta	9/7	Email, face-to-face, program minutes
If we are not successful, we will:			
Reconvene meetings, restructure meeting times and dates, assess effectiveness of data dissemination and ways of transmission.			
In 60 days, we will know we are successful when:			
<p>Meeting structures are set: Discipline: The committee will decide next steps with regards to discipline focus using a survey that will be given in Jan 2022.</p> <p>Data is effectively disseminated Discipline data is sent to the faculty at the end of the month. This same data is shared with the committee each month</p>			

The measures/evidence we will use are:			
<p>Good participation at committee meetings</p> <p>Teachers and students have a working understanding of the discipline procedures and attendance procedures.</p>			
60 days activities:	Who is on point?	By When?	Communication Plan/Progress Notes
Committee meeting convened	Admin and Basanta	11/15	Meeting sign in sheets, committee notes
If we are not successful, we will:			
<p>Reconvene committee meetings</p> <p>Reevaluate discipline plan</p>			
In 90 days, we will know we are successful when:			
<p>Structures are formed for committee meetings and have been held regularly with teacher participation</p> <p>PBIS tiers are partially developed</p>			

The measures/evidence we will use are:			
Committee meeting minutes PBIS, Discipline, Attendance data			
90 days activities:	Who is on point?	By When?	Communication Plan/Progress Notes
Committee meetings convened	Admin and Basanta	1/16	Give notice to all meeting times/dates Use information to reevaluate programming
Discipline Data disseminated	Admin	1/16	Emailed to staff/ shared through staff meetings
In 120 days, we will know we are successful when:			
PBIS training scheduled 2022 Graduation rates are reviewed and analyzed			
The measures/evidence we will use are:			
PBIS procedural information Current dropout list Current senior failure list Attendance data			
120 days activities:	Who is on point?	By When?	Communication Plan/Progress Notes

Meeting with students regarding senior failures	Admin	2/27	Made individual plans for senior students who have a failing grade
The discipline committee begins implementing next steps for positive reinforcement strategy for student behavior	Admin and Basanta	2/27	Postcards have been developed, discussed at faculty meeting, and have been utilized by teachers. Continue to promote post cards at staff meetings and order more as needed.
If we are not successful, we will:			
Continue in 150 days planning			
In 150 days, we will know we are successful when:			
Data reflects increase in attendance, Dropout list remains short, behavior data reflects lower number of incidents.			
The measures/evidence we will use are:			
Behavior data Attendance Data Dropout/Failure data			
150 days activities:	Who is on point?	By When?	Communication Plan/Progress Notes
Meet with discipline/safety committee to generate ideas various student recognition activities for the upcoming school year	Admin and Basanta	4/17	

If we are not successful, we will:			
Continue efforts into 180 day strategic planning, reflect upon data, determine if there are any new effective strategies which may impact attendance efforts and discipline/behavior.			
In 180 days, we will know we are successful when:			
Attendance rate improves Dropout listing is low Behavior data reflects fewer teacher referrals and/or fewer student behavioral issues			
The measures/evidence we will use are:			
Attendance rate Behavior reports in IC Dropout listing Discipline survey			
180 days activities:	Who is on point?	By When?	Communication Plan/Progress Notes
Review dropout list in administrative meetings	Admin and counselors	4/30	Get in touch with those students who we can reach to discuss re-enrollment

Send out discipline survey to assess strengths and weaknesses and to plan for any changes related to discipline for the upcoming school year	Admin	5/11	Meet with discipline/safety committee to communicate results of survey and to gather ideas about discipline/safety related strategies for next school year
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If we are not successful, we will:

Continue efforts into the 22-23 school year
 Reflect upon data
 Prepare initiatives for new school year.

Projected Next Steps:

Continue to review all attendance and behavior data to look for trends.

Determine rollout of PBIS structures for 21-22
