



2024-2025 Phase One: Continuous Improvement Diagnostic for Schools_09092024_13:21

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools

Dixie Heights High School
Roger Stainforth
3010 Dixie Hwy
Fort Mitchell, Kentucky, 41017
United States of America

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2024-2025 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 2024-2025 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)

- 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.

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).

Please enter your name and date below to certify.

Roger Stainforth 9/9/24



2024-2025 Phase One: Executive Summary for Schools_09092024_13:23

2024-2025 Phase One: Executive Summary for Schools

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2024-2025 Phase One: Executive Summary for Schools

Description of the School

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

Dixie Heights is located off of I-275 at Dixie Highway in Crestview Hills. Our high school services students from surrounding communities, including; Crescent Springs, Lakeside Park, Villa Hills, Ft. Wright, Park Hills, Edgewood, Erlanger, Crestview Hills, and Florence. The school has a current enrollment size of approximately 1,502 students in grades nine through twelve, and reflects the diversity of the surrounding community.

Over the past three years Dixie Heights has seen an increase in the number of students who need assistance through our English Language Learners program. The ELL program serves all students who speak English as a second language which includes (but not limited to) Hispanic, African, French, Arabic, and Southeast Asia. While there are challenges associated with educating the ELL population, exposure to new cultures has enriched the experience for all students and staff 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. Students are enrolled in coursework that helps to address the needs that have been identified through their personal learning plan (PLP) and work to achieve academic success at the same level as their peers.

Additionally, approximately 40% of the Dixie Heights student population receive free or reduced lunch services. A full time Family Resource Center is in place and actively works to meet the needs of these students. From weekend meal packs to outside counseling services, our FRYSC provides a wide range of services. Additionally, the Reducing Barriers to Learning team meets bi-weekly to discuss students who are at risk, including those who qualify for free and reduced lunch. The RBTL team works to develop specific plans for each student to support them in being successful at Dixie Heights High School.

Dixie Heights employs approximately 100 educators who work tirelessly to offer a rigorous and relevant curriculum to every student. To this end, the staff and administration have worked to provide all students with career/ college readiness skills while maintaining the current growth trends on state assessments. Our staff uses MAP/ACT testing with freshman, sophomores, juniors, and seniors annually to allow our staff to gauge student learning. Our teachers collaborate in Instructional Learning Teams (ILT) to implement a common curriculum. ILT's have developed common formations that connect to district common assessments to measure mastery of essential standards.

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. Ensuring that ALL students succeed will continue to be our mission.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Dixie Heights works closely with students, teachers, parents, and community leaders to ensure growth, innovation, and equity. All stakeholders are invited to be active participants in the following school organizations:

- SBDM Council
- Colonel Club PTO
- Guiding Coalition
- CTE Advisory Council
- PBIS Committee

Dixie Heights utilizes a district led rubric to determine the effectiveness of increasing stakeholder engagement. The rubric focuses on two essential components, Relationship-Building and Communication. We use data collected and this rubric to guide next steps in improving stakeholder engagement. Parent input is crucial to an effective school and the Principal works in tandem with these committees to elicit feedback on school improvement, engage families, and enhance the learning environment for all students. Each year Dixie Heights uses feedback and data gathered from all stakeholder interactions to influence the development of the School Action Plan and CSIP.

ATTACHMENTS

Attachment Name



Dixie Communications & Relationship-Building

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/ or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Mission, Vision, & Goals - Reviewed and Reivised April 2024

Mission: Through collaboration and meaningful engagement, the Dixie Heights mission is to foster a learning community that provides ALL students with the necessary tools to discover their purposes on a chosen path and to become contributing members of society.

Vision: Dixie Heights High School will be a high functioning professional learning community that will graduate ALL students college and/or career ready, prepared to contribute to their community.

Goals:

- 100% Transition Readiness Rate
- 96.25 Attendance Rate

To achieve our Mission Dixie Heights High School is committed to the following: Working in collaborative teams with collective responsibility for student learning. Using common formative assessments to monitor student learning. Using common assessment data to strengthen teaching and learning. Dixie Heights works closely with students, teachers, parents, and community leaders to ensure growth, innovation, and equity. All stakeholders are invited to be active participants in all school initiatives.

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, most importantly in our postsecondary readiness rates. This past year, 2023-2024 Dixie Heights had a:

- KCSD Community Based Accountability Transition Readiness Rate: 97%
- Kentucky State Assessment Transition Readiness Rate: 82.3%
- Graduation Rate: 99.5%

In addition, also during the 2023-2024 school year, Dixie Heights had several notable areas of academic success:

- We saw improved data in EL students showing growth and exiting the program year over year. 76% of our ELL students demonstrated growth and 11% exited the program.
- The percentage of students achieving proficient or distinguished in Math KSA increased 10 points from the 2022-2023 scores to 45% and exceeded district averages. However, these scores only demonstrate a 1% increase from its 2021-2022 averages.

- The percentage of students achieving proficient or distinguished in Reading KSA increased 17 points from the 2022-2023 scores to 60% and exceeded district averages. In comparison, these scores demonstrate a 11% increase from its 2021-2022 averages.
- The percentage of students achieving proficient or distinguished in ODW KSA increased 23 points from the 2022-2023 scores to 63% and exceeded district averages. In comparison, these scores demonstrate a 24% increase from its 2021-2022 averages.

In the 2023-2024 academic year, the school continued in their tradition of excellence with our advanced college coursework options. The AP program continues to expose a large number of students to this rigorous national curriculum. Dixie Heights continues to prioritize college and career readiness through its Dual Credit offerings.

- We continue to Increase the number of Dixie Faculty who can teach dual credit classes through local universities.
- We continue to foster relationships with our dual credit partners: NKU, TMU (tied to business, pre-law pathways), EKU (currently online options only), Gateway (logistics, nursing, construction, & automotive career pathways)
- Dixie Heights had 184 students take dual-credit college level courses at various institutions of higher learning.
- Dixie Heights administered 350 AP exams to 262 students and maintained a pass rate of 76%.

We maintain a College and Career Readiness Coach and Center to work on adding more opportunities for students to earn certifications in vocational programs. We have allocated portions of our budget to expand the CTE opportunities, allowing for more students to complete a pathway. Over the last year we have expanded to 8 identified CTE pathways in our school and continue to offer pathways for career readiness through other programs offered by the KCSD and local universities.

There is always room for improvement. We have identified closing the learning gap and increasing transition readiness to 100% as the priority areas that we place an intentional focus on. Over the next three years Dixie Heights will strive to achieve the following goals:

- A 90% transition readiness rate as determined by the KDE, representing a 7% growth.
- The percentage of students achieving proficient or distinguished in Reading KSA will increase 7 points to 67%
- The percentage of students achieving proficient or distinguished in Math KSA will increase 10 points to 55%

In order to grow in these areas 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:

- What do we want students to know? (Essential Standards)

- How will we know they have learned it? (formative/summative assessments)
- What will we do when students do not understand it? (interventions)
- What will we do when students already know it? (enrichment)

Through this work we will continue to build our capacity in effective lesson planning, assessment data analysis, and standards based grading. We will lean on the culture we built last year around teaching and learning to fuel our growth.

Additional Information


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

Through collaboration and meaningful engagement, the Dixie Heights mission is to foster a learning community that provides ALL students with the necessary tools to discover their purposes on a chosen path and to become contributing members of society.

Generated on 09/29/2024

Dixie Heights High School

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Dixie Communications & Relationship-Building	Rubric	<ul style="list-style-type: none">



2024-2025 Phase One: School Safety Report_09172024_10:36

2024-2025 Phase One: School Safety Report

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2024-2025 Phase One: 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) and is a copy maintained on file in the school office?

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, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

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

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

Yes

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

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

Yes

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

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

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

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

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) and is a copy maintained in the school office?

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.

July 17th, 2024

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

Yes

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) and are the drills maintained in the appropriate drill log for the given school year?

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) and is a copy maintained on file in the school office?

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.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: The Needs Assessment for Schools_10182024_10:51

2024-2025 Phase Two: The Needs Assessment for Schools

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2024-2025 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 they will address 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 as you conducted 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 were documented.

KSA Analysis:

The Administrative team analyzes all KSA indicators as soon as the data becomes available. First we measure the results in comparison to our school wide goals that were established the prior year and make a determination on where we succeeded and fell short. In October 2024, immediately following the release of KSA, an administrator and department head met with each Individual Learning Team to review individual student data, trends, strengths, and weaknesses. These teams then take the KSA content data and compare it to common assessment data, ACT scores, and other diagnostic measures. We use this triangulated approach to determine next steps in regards to student interventions and instructional strategies. We use the post-secondary indicator results to determine the health of our CTE pathways, work based learning program, and academic proficiency

benchmarks (ACT, KYOTE, AP, Dual Credit). All of these efforts were documented through meeting agendas, minutes, and analysis notes.

Administrative Team (Principals and Assistant Principals):

- Weekly agendas with Social Emotional, Behavior, and Attendance being standing items reviewed weekly. Other items added as needed.
- Review Committee Reports (MTSS, PBIS, Curriculum, and Student Services) on a bi-weekly basis.
- Reviewing learning walk data, every teacher walks once a month. The admin team maintains a dashboard indicating progress in each of the four elements of the Cycle of Quality Instruction (see attached).
- Administrators will focus PPR walks, evaluative feedback, and academic progress meetings on mastery of standards. Are student tasks up to the level of the standard and does student products show mastery of standard or discrepancies?
- Identify trends, strengths, and deficiencies based on KSA, MAP, and ACT data.
- Administration will review CFA data the first Monday following the completion of each assessment.
- Administration will review last month's PPR data the first Monday of every Month.
- Administration will complete a data analysis for KSA/ACT/MAP upon release.

Principal/Counselor Meeting:

- Bi-weekly meeting to discuss students of concerns or the progress of those receiving interventions.
- Review/Update of student hospitalizations, threat or suicide assessments, and recent traumatic events.
- Develop individual support plans for students and assign responsibilities.

Individual Learning Teams (ILTs):

- Content specific PLC meetings focused on instruction and assessments
- Weekly meeting with admin approved agenda.
- Teams review common assessment data to determine strengths/needs by student, by teacher, and by standard.
- Identify trends, strengths, and deficiencies based on KSA, MAP, and ACT data.
- Teams use the weekly data analysis to assign students to PRIDE workshops for either remediation, RTI, or tutoring.
- Monthly "Data Dig" meeting on current failure data.

Reducing Barriers to Learning (RBTL) (Assistant Principals, Counselors, RBTL, FRYSC):

- Bi-weekly with district approved agenda.

- Develop attendance plans, court liaison, and needs assessments for students.
- Attendance tracking dashboard.
- Administration will review missing children, hospitalizations, and threat assessments every Monday.
- Administration will review school based counseling, KTP, and CICO data every other Monday.
- Administration will review last month's PBIS behavior report the first Monday of each month.

MTSS Tier 2 and 3 team meetings (Assistant Principal, College Career Counselor, Counselors, SPED):

- 8-10 Week progress check meetings.
- Data from tier 2 and tier 3 interventions are analyzed and decisions determined based on the level of progress displayed by students.

SBDM monthly meetings (Council members):

- Publicly displayed Agendas.
- Academic, attendance, and SEB data is reviewed monthly for the council to analyze progress in meeting student learning needs.

Curriculum Committee (admin, parents, teachers, students):

- Reviews instructional materials, curriculum, and data to determine instructional needs.
- Reviews and develops a plan of action based on CSIP goals and results

PBIS Committee (admin, teachers, students, bus drivers, FRYSC, Attendance Clerk):

- Meets monthly with an approved agenda.
- Reviews current behavior data to identify trends and problem areas.
- Collaborated to create solutions and plans to improve student experience.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Goal 1: Increase the reading achievement scores from 44% in 2023 to 55% in 2026 and the math achievement scores from 35% in 2023 to 55% in 2026 as measured by the proficiency/benchmark scores.

Goal 1 Implementation:

- Increased collaboration in developing congruent learning targets that met the level of the standard.

- Utilized job embedded training to improve the quality and frequency of student products. Intentionality worked with teachers to ensure all students are creating a product every day and every class to allow "real-time" adjustment of instruction based on student needs.
- Developed clear expectations to ensure productive discussion during regularly scheduled ILT meetings to review the alignment between lessons, curriculum, and assessments.
- Intentionally monitored and evaluated how formative and summative assessment results, as well as universal screener data, were being used appropriately to determine tiered intervention needs.
- Administration monitored and assisted in ensuring that PRIDE is used effectively to address the appropriate standards/skills that individual students are struggling with in an effort to provide targeted support.
- Placed intentional focus on the culture surrounding assessments and proper implementation of the KCSD Balanced Assessment model.

Goal 1 Results:

- We did meet, and exceed, our objective for reading proficiency. The objective was to increase from 44% to 50%. Dixie Heights increased 16% to 60% proficient and distinguished.
- While we did show growth, we did not meet our objective for math proficiency. The target was to increase from 35% to 50% proficient and distinguished. Dixie Heights increased 10% to 45% proficient and distinguished.

Goal 2: Increase the science achievement scores from 9% in 2023 to 30% in 2026, the social studies achievement scores from 42% in 2023 to 55% in 2026, and the writing achievement scores from 35% in 2023 to 55% in 2026 as measured by the proficiency/benchmark scores.

Goal 2 Implementation:

- Increased collaboration in developing congruent learning targets that met the level of the standard.
- Utilized job embedded training to improve the quality and frequency of student products. Intentionality worked with teachers to ensure all students are creating a product every day and every class to allow "real-time" adjustment of instruction based on student needs.
- Developed clear expectations to ensure productive discussion during regularly scheduled ILT meetings to review the alignment between lessons, curriculum, and assessments.
- Intentionally monitored and evaluated how formative and summative assessment results, as well as universal screener data, were being used appropriately to determine tiered intervention needs.
- Administration monitored and assisted in ensuring that PRIDE is used effectively to address the appropriate standards/skills that individual students are struggling with in an effort to provide targeted support.

- Placed intentional focus on the culture surrounding assessments and proper implementation of the KCSD Balanced Assessment model.

Goal 2 Results:

- We did not meet our science objective, the percentage of proficient and distinguished decreased from 9% to 5%
- We did not meet our social studies objective, the percentage of proficient and distinguished students decreased from 42% to 39%.
- We did meet, and exceed, our objective for writing proficiency. The objective was to increase from 35% to 45%. Dixie Heights increased 25% to 60% proficient and distinguished.

Goal 3: Achievement Gap: Objective 1: Ensure all students are performing at high levels in the state accountability system by increasing our math proficiency index from 3% in 2023 to 25% for students in special education in 2024. Objective 2: Ensure all students are performing at high levels in the state accountability system by increasing our reading proficiency index from <1% in 2023 to 25% in 2024 for special education students.

Goal 3 Implementation:

- All general and collaborative teachers met on a weekly basis to discuss mastery of standards, instructional techniques, and data (including specific data targeting specific GAP populations)
- Special Education caseload and content assignments were aligned to allow the collaborators to focus/specialize in math and english.
- ILT's utilized some common formative assessments to determine specific student learning gaps.
- PRIDE workshops were utilized by students and staff to provide academic support and tutoring assistance to provide equal access for all students who need help.

Goal 3 Results:

- While Dixie Heights was not TSI or CSI with any subgroup, we did not meet our objectives in closing the achievement gap amongst special education students. Although we did demonstrate significant growth. Amongst special education students we increased our math proficiency from 3% to 11% and our reading proficiency from <1% to 21%.

Goal 4: Increase the number of EL students who score proficient or above from <1% in 2023 to 15% in 2026 and increase the number of EL students who make one year's worth of growth from 23.6% in 2023 to 30% in 2026 as measured by ACCESS for ELs English Language Proficiency Test

Goal 4 Implementation

- Ensured all teachers can identify their EL students and know their English proficiency levels.
- Ensured all teachers had an understanding of and access to the KCSD EL Toolkit.
- EL teacher collaborated in ELA classes in order to provide structured support to EL students and gen ed teachers.
- Review each student's ACCESS report from the previous year to see scores in each domain - listening, writing, reading, and speaking. Students' scores will help to guide instruction .

Goal 4 Results:

- Dixie Heights, as indicated by the KSA, maintained an indicator score of 37 and was classified as green, high performing.

Goal 5: Increase the school climate & safety achievement index score from 65.5 in 2023 to 70.0 in 2026

Goal 5 Implementation:

- Prioritized more tier 1 behavior support throughout our classes and SEB Block. Utilizing Core Project to provide intentional evidence based SEB lessons that are grade specific.
- Active Supervision: Faculty will actively supervise all areas (bathrooms, hallways, commons, etc) With a focus on positive (PBIS) interactions with ALL students. Will incorporate the Smart Pass system to monitor who is out of class.
- Adult Advocacy meetings: Every student will be assigned an adult advocate and will have scheduled progress checks to discuss transition readiness, on-track to graduate, extra-curricular participation, behavior, and attendance.
- Increased the faculty's capacity to understand and implement restorative practices.

Goal 5 Results:

- We did meet, and exceed, our objective for school climate and safety. The objective was to increase the index from 65.5 to 68. Dixie Heights increased 4.5 to 70.

Goal 6: Collaborate to increase the percentage of students who are college and/or career ready from 78.6% in 2023 to 88% by 2026 as measured by the Kentucky School Report Card.

Goal 6 Implementation:

- Ensured that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.
- Incorporate professionally recognized best practices and high yield strategies with knowledge of personalized students needs to procure a unique plan propelled student achievement.
- School Counselors visited with PRIDE groups for career/academic advising. This included discussions of ILP, career pathways, ACT scores, and financial aid information. School Counselors offered various workshops for career and academic information.

Goal 6 Results:

- We did meet, and exceed, our objective for post-secondary readiness. The objective was to increase the percentage transition ready from 78.6% to 82%. Dixie Heights increased 10.4% to 89%.

Goal 7: Collaborate to increase the average graduation rate from 97% in 2023 to 98% by May 2026 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.

Goal 7 Implementation:

- Ensured that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.
- Maintained and monitored a "Watch List" for students performing below proficiency.
- Provide behavior-specific praise and reinforcement.

Goal 7 Results:

- We did meet, and exceed, our objective for post-secondary readiness. The objective was to increase the percentage transition ready from 97% to 97.5%. Dixie Heights increased 1.5% to 99%.

The results of last year's plan show we made significant growth in Math, Reading, Writing, Post-Secondary Readiness, and Graduation Rate. This demonstrates that the implementation of our growth strategies was effective. We will use triangulated data to review and adjust, but we will continue with the strategies implemented last year.

We saw a decline in Science and Social Studies. Given the success we had in other content areas, we will first conduct a structural analysis on our course setup. We work hard to evaluate Kentucky standards, curriculum maps, and course sequences to ensure we have a vertical alignment that promotes student growth.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Dixie Heights Trends:

- Math P/D increased from 35% in 22-23 to 45% in 23-24
- Reading P/D increased from 43% in 22-23 to 60% in 23-24
- Science P/D decreased from 9% in 22-23 to 5% in 23-24
- Social Studies P/D decreased from 42% in 22-23 to 39% in 23-24
- Writing P/D increased from 40% in 22-23 to 63% in 23-24
- School Climate & Safety index increased 65.5 in 22-23 to 70 in 23-24
- Post-Secondary Readiness increased from 79% in 22-23 to 89% in 23-24

Based on our current trend data, Science and Social Studies have become an area of focus and improvement for Dixie Heights High School.

Current State

4. Describe in narrative form the current state 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 Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.

- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State – Kentucky State Accountability

- Math and Reading Indicator: Currently Dixie Heights improved their previous rating from "low" to "High" after seeing a significant increase to a 68.5 (+12.3) status score.
- Science, Social Studies, and Writing Indicator: Dixie Heights improved their previous rating of "medium" to high by increasing the status score to 55.3 (+4.4).
- EL Learner Progress: The score maintained at 37.4 and Dixie Heights was still rated "high".
- Post-Secondary Readiness: Dixie Heights improved their previous rating from "medium" to "high" by increasing their status score to 89.4(+10.8).
- Graduation Rate: Dixie Heights maintained their previous rating from "high" to "very high" by increasing their status score to 99(+2).

Current Non-Academic State

- Attendance: Dixie Heights had an increased student attendance rate of 94.76% (+.36).
- KSA Quality of School Climate & Safety Indicator: Dixie Heights improved their previous rating from "high" to "very high" by increasing their status score to 68.3(+1.9).

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Sumr gap learners.

Closing the achievement gap remains a top priority/concern for Dixie Heights High school, specifically in reading and math. Their remains significant gap between students with a disability and students without disability when demonstrating proficiency on the KSA, specifically math and reading as indicated bt the following data:

KSA Math:

- < 11% of SWD achieved benchmark (%P/D) in mathematics compared to 45% of the entire student body.

KSA Reading:

- <21% of SWD achieved benchmark (%P/D) in reading compared to 45% of the entire student body.

In addition to closing the learning gap in reading and math, Dixie Heights has identified science and social studies as an overall concern for the entire student population. The data for both science and social studies indicates a downward trend. In comparison to other KSA indicators, science and social studies has lagged behind as demonstrated by the following data:

KSA Science

- 5% of ALL students achieved benchmark (%P/D) on the KSA Science assessment, indicating a decreased performance of 4%.

KSA Social Studies

- 39% of ALL students achieved benchmark (%P/D) on the social studies assessment, indicating a decreased performance of 3%.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

Dixie Heights has seen an increase in post-secondary readiness to 89% and graduation rate to 99%. The systems of support we've implemented to monitor off-track students has helped improve our readiness and graduation rates. These systems and structures have ensured no off-track student is missed, and individualized interventions are implemented..

Our continuous and intentional work to improve and strengthen the collaborative work of our PLC/ILTs has led to significant growth in mathematics (+10%), Reading (+16%), and Writing (+28%). In addition, our intentional focus on the culture surrounding ALL assessments has given the data we use greater validity. We will be able to leverage this success and structures more efficiently in our areas identified for improvement. More concise systems and structures surrounding planning, data analysis, and alignment will aid in closing the achievement gap among SWD in math and reading, while improving the percentage of students achieving proficient or distinguished in social studies and science.

Evaluate the Teaching and Learning Environment

7. 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 Results

KCWP 5: Design, Align and Deliver Support Processes

KCWP 6: Establish Learning Environment and Culture

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 directly below.**

ATTACHMENTS

Attachment Name

 24-25 DHHS Key Elements

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

We've established a recursive data process. We have weekly ILT meetings, monthly RBTL meetings, and quarterly MTSS meetings to examine appropriate data from common assessments, MAP, attendance, and grades to determine specific priorities for student's success. This recursive process focuses on academics and SEL. Previously, the recursive process was instituted more at an administrative level. As a school we have placed an intentional focus on teachers analyzing data more consistently. We have prioritized the following:

- Common formative assessments that measure mastery of standard by teacher, by student, by target.
- A uniform data analysis tool that breaks down data collected from the common assessments allowing teachers to be informed real-time about the effectiveness of instruction and level of student understanding.

- Consistent and reoccurring use of common formative assessment and diagnostic tools to maximize the use and development of "Tier 1" interventions during class and PRIDE (RTI) time.

KCWP 4: Review, Analyze and Apply Data


We've established a recursive data process. We have weekly ILT meetings, monthly RBTL meetings, and quarterly MTSS meetings to examine appropriate data from common assessments, MAP, attendance and grades to determine specific priorities for student's success. This recursive process focuses on academics and SEL. The recursive process is instituted more at an administrative level. As a school we have placed an intentional focus on teachers analyzing data more consistently. We have made the following commitments:

- We are committed to using common formative assessments to monitor student learning.
- We are committed to using common assessment data to strengthen teaching and learning.

KCWP 5: Design, Align and Deliver Support

This is done through our weekly common planning time content specific ILT meetings. This data analysis is the basis for placing students in specific intervention workshops every week. Through our PPR walk data, the administration has noticed that workshops have been assigned primarily based on missing assignments (will). Our goal is to continue to improve on our data analysis and collection to ensure students are being assigned to workshops based on mastery of the standard being assessed. We believe that significant improvements within KCWP 4 (as outlined above) allow teachers to maximize intervention time, shifting the cultural mindset from "completion" to "mastery". Increased effectiveness in data collection and analysis will provide teachers with information necessary to meet students where they are (current level of understanding).

Attachment Summary

Attachment Name	Description	Associated Item(s)
 24-25 DHHS Key Elements	Dixie HEights High School Key Elements for the 2024-2025 School Year.	• 7

Key Elements of the Teaching and Learning Environment – School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	Yes	Each year our ILT's review their curriculum maps and determine the essential standards. This is an on-going process that is done through PD time as well as weekly common planning time. We're in the process of creating "ILT Playbooks" that have placed an intentional focus on collaborative and consistent lesson planning, unit mapping, and common assessments.
KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Yes	Our school conducts learning walks on every teacher each month to provide feedback on instruction as it relates to student learning. We collaborate with the district team and department heads to calibrate the feedback. This calibration ensures teachers are receiving consistent and actionable feedback. This year we will be focusing our walks on the use of instructional technology and effective co-teaching to ensure: <ol style="list-style-type: none"> 1) All student complete tasks that meet the level of the standard. 2) All students create a product that demonstrates level of understanding. 3) Teachers have the ability to evaluate and adjust instruction real-time.
KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	Yes	This year ILTs are being asked to place an intentional focus on the scheduling, administering, and analyzing assessments. Each ILT has common formative assessments that are utilized to determine specific students' needs and to then utilize this data to provide intervention during our designated PRIDE time. ILT's analyze data by student, by teacher, and by standard. We use district common assessment data to identify learning

Key Elements of the Teaching and Learning Environment – School

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		gaps between our students and other high schools. We utilize the KCSD “Balanced Assessment” approach that prioritizes effective use of: <ol style="list-style-type: none"> 1. Universal Screeners 2. Diagnostic testing 3. Curriculum Assessment
KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	Yes	We’ve established a recursive data process. We have weekly ILT meetings, monthly RBTL meetings, and quarterly MTSS meetings to examine appropriate data from common assessments, MAP, attendance and grades to determine specific priorities for student’s success. This recursive process focuses on academics and SEL. The recursive process is instituted more at an administrative level. As a school we have placed an intentional focus on teachers analyzing data more consistently. We have made the following commitments: <ul style="list-style-type: none"> • We are committed to using common formative assessments to monitor student learning. • We are committed to using common assessment data to strengthen teaching and learning.
KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	Yes	This is done through our weekly common planning time content specific ILT meetings. This data analysis is the basis for placing students in specific intervention workshops every week. Through our PPR walk data, administration has noticed that workshops have been assigned primarily based on missing assignments (will). Our goal is to continue to improve on our data analysis and collection to ensure students are being assigned to workshops based on mastery of the standard being assessed.
KCWP 6: Establishing Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?	Yes	Our student survey data shows that we are providing a school environment that promotes student learning and safety to assure the greatest success. In addition, we’ve prioritized the following: <ul style="list-style-type: none"> • Teacher Advisory Committee • Student Advisory Committee • Hope Squad

Key Elements of the Teaching and Learning Environment – School

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		<ul style="list-style-type: none">• Diversity• PBIS



2024-2025 Phase Two: School Assurances_10182024_10:42

2024-2025 Phase Two: School Assurances

Dixie Heights High School
Roger Stainforth
3010 Dixie Hwy
Fort Mitchell, Kentucky, 41017
United States of America

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2024-2025 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 distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, 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

5. 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

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). 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

7. The school provides parents of participating children in a targeted assistance program, 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

8. 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

9. 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

10. 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

11. The school educates teachers, specialized instructional support personnel, principals, 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

12. 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

13. 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

14. 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

15. In a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) 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

16. In a schoolwide program, the school developed a comprehensive plan (CSIP) 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

17. In a schoolwide program, the school developed a comprehensive plan (CSIP) 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

18. In a schoolwide program, the school developed a comprehensive plan (CSIP) 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

19. In a schoolwide program, the school developed a comprehensive plan (CSIP) 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

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) 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

21. In a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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

22. 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**

23. In 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

24. In 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

25. In 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

26. In 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

27. In 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

28. In 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

29. In 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

30. In 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

31. If identified for targeted support and improvement in the previous year, 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

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

33. If identified in the previous year 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

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Three: Comprehensive School Improvement Plan_11182024_10:01

2024-2025 Phase Three: Comprehensive School Improvement Plan

Dixie Heights High School
Roger Stainforth
3010 Dixie Hwy
Fort Mitchell, Kentucky, 41017
United States of America

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2024-2025 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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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*, *Baldrige*, 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 Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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

Measure of Success: Criteria that shows how well the school is accomplishing their action steps. 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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

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 (CSIP) Template.

• **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name



DHHS CSIP Goals

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.

While we have adjusted percentages to reflect current progress and potential growth, we have maintained the same goals in regards to Reading/Math proficiency, separate academic indicators, gap groups, graduation, and school climate. We have added additional strategies to help achieve these goals. Dixie Heights has prioritized the balanced assessment model in regards to common assessments, state testing, and universal screeners. Through the creation and implementation of our "ILT Playbooks" we are placing an intentional focus of unit alignment, lesson planning, and common assessments.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 DHHS CSIP Goals	Dixie Heights CSIP Goals	.

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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 goals for **elementary/middle schools** include the following:
 - o State Assessment Results in reading and mathematics
 - o State Assessment Results in science, social studies and writing
 - o Achievement Gap
 - o English Learner Progress
 - o Quality of School Climate and Safety

- The required goals for **high schools** include the following:
 - o State Assessment Results in reading and mathematics
 - o State Assessment Results in science, social studies and writing
 - o Achievement Gap
 - o English Learner Progress
 - o Quality of School Climate and Safety
 - o Postsecondary Readiness
 - o Graduation Rate

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Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

- 1) Students with disabilities achieved proficient or distinguished status in mathematics at a rate significantly lower than the entire student body, <11% (P/D) compared to 45% (P/D).
- 2) Students with disabilities achieved proficient or distinguished status in reading at a rate significantly lower than the entire student body, <21% (P/D) compared to 60% (P/D).

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

- 1) We're in the process of creating "ILT Playbooks" that have placed an intentional focus on collaborative and consistent lesson planning, unit mapping, and common assessments.
- 2) Our school conducts learning walks on every teacher each month to provide feedback on instruction as it relates to student learning. We collaborate with the district team and department heads to calibrate the feedback. This calibration ensures teachers are receiving consistent and actionable feedback. This year we will be focusing our walks on the use of instructional technology and effective co-teaching to ensure:
 - a. All students complete tasks that meet the level of the standard.
 - b. All students create a product that demonstrates level of understanding.
 - c. Teachers have the ability to evaluate and adjust instruction real-time.
- 3) This year ILTs are being asked to place an intentional focus on the scheduling, administering, and analyzing assessments. Each ILT has common formative assessments that are utilized to determine specific students' needs and to then utilize this data to provide intervention during our designated PRIDE time. ILT's analyze data by student, by teacher, and by standard. We use district common assessment data to identify learning gaps between our students and other high schools. We utilize the KCSD "Balanced Assessment" approach that prioritizes effective use of:
 - a. Universal Screeners
 - b. Diagnostic testing
 - c. Curriculum Assessment

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Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	68.5 – High	Significantly Increase: +12.3
State Assessment Results in science, social studies and writing	55.3 – High	Increased: +4.4
English Learner Progress	37.4 – High	Maintained: +0.0
Quality of School Climate and Safety	68.3 – Very High	Increased: +1.9
Postsecondary Readiness (high schools and districts only)	89.4 – High	Increased: +10.8
Graduation Rate (high schools and districts only)	99 – Very High	Increased: +2

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1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): *Increase the reading achievement scores from 60% in 2024 to 65% in 2027 and the math achievement scores from 45% in 2024 to 55% in 2027 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the reading achievement scores from 60% in 2024 to 62% in 2025 as measured by the proficiency/benchmark scores.	<u>KCWP 1: Design and Deploy Standards</u>	Through the process of creating "ILT Playbooks" that have placed an intentional focus on collaborative and consistent lesson planning, unit mapping, and common assessments.	All individual learning teams (ILTs) will have a common unit map, pacing guide, lesson plans, and assessment plan.	Administrative Team (AT) will review "ILT Playbooks" once a month and lesson plans weekly. We will use that data to determine next steps and guide feedback. AT will review walkthrough data and meet with ILTs regularly to discuss trends and lesson calibration.	
		Utilize the key principles of the KCSD Lesson Internalization training to increase collaboration and effectiveness in deconstructing standards and developing congruent learning targets and rigorous, appropriate tasks.	All Dixie teachers will participate in curriculum refinement and calibration activities within Instructional Learning Teams (ILT) to ensure the delivery of clear, rigorous, and sequential standards-based curriculum.	Administrative Team (AT) will review "ILT Playbooks" once a month and lesson plans weekly. We will use that data to determine next steps and guide feedback. AT will review walkthrough data and meet with ILTs regularly to discuss trends and lesson calibration.	
		Ensure productive discussion during regularly scheduled ILT meetings to review the alignment between lessons, curriculum, and assessments.	All CORE English teachers are organized into ILTs to discuss student achievement and lesson design. These teachers are given common planning periods to ensure frequent meeting, data analysis, and discussion.	An administrator oversees each ILT and meets regularly with teams to assure quality curriculum alignment. The administrator will review curriculum maps and assessments to determine efficient and appropriate connection to standards.	
	<u>KCWP 2: Design and Deliver Instruction</u>	On-going and needs based job embedded training to improve upon the cycle of quality instruction	Teachers will be assigning tasks and students will be generating products that	Monthly learning walks to provide feedback on instruction as it relates to student learning. We collaborate with the district team and department heads to calibrate the feedback. This	

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Goal 1 (State your reading and math goal.): *Increase the reading achievement scores from 60% in 2024 to 65% in 2027 and the math achievement scores from 45% in 2024 to 55% in 2027 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			consistently meet the level of the standard.	calibration ensures teachers are receiving consistent and actionable feedback. This year we will be focusing our walks on the use of instructional technology and effective co-teaching to ensure: <ol style="list-style-type: none"> 1. All students complete tasks that meet the level of the standard. 2. All students create a product that demonstrates level of understanding. 3. Teachers have the ability to evaluate and adjust instruction real-time. 	
	<u>KCWP 3: Design and Deliver Assessment Literacy Classroom Activities</u>	This year ILTs are being asked to place an intentional focus on the scheduling, administering, and analyzing assessments. Each ILT has common formative assessments that are utilized to determine specific students' needs and to then utilize this data to provide intervention during our designated PRIDE time.	PRIDE Time, tutoring, and interventions will all be assigned on a need basis as demonstrated by common assessment data.	Administrators and ILTs will monitor/analyze data to determine how to most efficiently use PRIDE time for supports, re-teaching, and reassessment.	
		On-going and needs based job embedded training to improve upon the understanding and implementation of the KCSD Balanced Assessment Model.	Teachers will demonstrate understanding of the difference between "Assessments of Learning" and "Assessments for Learning". Teachers will utilize recommended practices and meet expectations with fidelity.	Administrators and ILTs will work together to analyze universal screeners, state assessments, and common assessment data, to determine skill deficits and provide individualized instructional support for struggling students through the MTSS process.	

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Goal 1 (State your reading and math goal.): *Increase the reading achievement scores from 60% in 2024 to 65% in 2027 and the math achievement scores from 45% in 2024 to 55% in 2027 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<u>KCWP 4: Review, Analyze, and Apply data</u>	Assess with formative and summative assessments that are aligned to the standards and learning targets.	PRIDE Time, tutoring, and interventions will all be assigned on a need basis as demonstrated by common assessment data.	Administrators and ILTs will monitor/analyze data to determine how to most efficiently use PRIDE time for supports, re-teaching, and reassessment.	
		Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered interventions.	Teachers will demonstrate understanding of the difference between "Assessments of Learning" and "Assessments for Learning". Teachers will utilize recommended practices and meet expectations with fidelity.	Administrators and ILTs will work together to analyze universal screeners, state assessments, and common assessment data, to determine skill deficits and provide individualized instructional support for struggling students through the MTSS process.	
	<u>KCWP 5: Design, Align, and Deliver Support</u>	Ensure that formative and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Teachers will demonstrate understanding of the difference between "Assessments of Learning" and "Assessments for Learning". Teachers will utilize recommended practices and meet expectations with fidelity.	Administrators and ILTs will work together to analyze universal screeners, state assessments, and common assessment data, to determine skill deficits and provide individualized instructional support for struggling students through the MTSS process.	
		Ensure that PRIDE is used effectively to address the appropriate standards/skills that individual students are struggling with in an effort to provide targeted support.	Enrichment/Intervention time is built into the schedule as PRIDE. Teachers have the ability to pull students who aren't meeting standards or appropriate progress and students have the ability to sign themselves up for sessions where	Administrator oversees ILTs and meets regularly with them to review data and determine next steps. Administrators will check the frequency of students pulled for PRIDE and compare that to student's grades bi-weekly. AT will provide job embedded training and support for ILTs not using PRIDE time appropriately.	

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Goal 1 (State your reading and math goal.): *Increase the reading achievement scores from 60% in 2024 to 65% in 2027 and the math achievement scores from 45% in 2024 to 55% in 2027 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			they sense they need help with skills and/or standards.		
	<u>KCWP 6: Establish Learning Environment and Culture</u>	Maintain and improve upon our PBIS like system to recognize, celebrate, and promote high academic achievement on assessments.	Create teacher/student testing teams that allow for teachers to build lasting relationships with students to help them navigate the barriers associated with "high stakes" testing.	KSA, ACT, Common Formative Assessments, MAP results. "Good Faith" Rubric	
Objective 2: Increase the math achievement scores from 45% in 2024 to 59% in 2025 as measured by the proficiency/benchmark scores.	<u>KCWP 1: Design and Deploy Standards</u>	Through the process of creating "ILT Playbooks" that have placed an intentional focus on collaborative and consistent lesson planning, unit mapping, and common assessments.	All individual learning teams (ILTs) will have a common unit map, pacing guide, lesson plans, and assessment plan.	Administrative Team (AT) will review "ILT Playbooks" once a month and lesson plans weekly. We will use that data to determine next steps and guide feedback. AT will review walkthrough data and meet with ILTs regularly to discuss trends and lesson calibration.	
		Utilize the key principles of the KCSD Lesson Internalization training to increase collaboration and effectiveness in deconstructing standards and developing congruent learning targets and rigorous, appropriate tasks.	All Dixie teachers will participate in curriculum refinement and calibration activities within Instructional Learning Teams (ILT) to ensure the delivery of clear, rigorous, and sequential standards-based curriculum.	Administrative Team (AT) will review "ILT Playbooks" once a month and lesson plans weekly. We will use that data to determine next steps and guide feedback. AT will review walkthrough data and meet with ILTs regularly to discuss trends and lesson calibration.	
		Ensure productive discussion during regularly scheduled ILT meetings to review the alignment between lessons, curriculum, and assessments.	All CORE Math teachers are organized into ILTs to discuss student achievement and lesson design. These teachers are given common planning periods to	An administrator oversees each ILT and meets regularly with teams to assure quality curriculum alignment. The administrator will review curriculum maps and assessments to determine efficient and appropriate connection to standards.	

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Goal 1 (State your reading and math goal.): *Increase the reading achievement scores from 60% in 2024 to 65% in 2027 and the math achievement scores from 45% in 2024 to 55% in 2027 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			ensure frequent meeting, data analysis, and discussion.		
	<u>KCWP 2: Design and Deliver Instruction</u> <u>KCWP 3: Design and Deliver Assessment Literacy Classroom Activities</u>	On-going and needs based job embedded training to improve upon the cycle of quality instruction	Teachers will be assigning tasks and students will be generating products that consistently meet the level of the standard.	Monthly learning walks to provide feedback on instruction as it relates to student learning. We collaborate with the district team and department heads to calibrate the feedback. This calibration ensures teachers are receiving consistent and actionable feedback. This year we will be focusing our walks on the use of instructional technology and effective co-teaching to ensure: <ul style="list-style-type: none"> 4. All students complete tasks that meet the level of the standard. 5. All students create a product that demonstrates level of understanding. 6. Teachers have the ability to evaluate and adjust instruction real-time. 	
		This year ILTs are being asked to place an intentional focus on the scheduling, administering, and analyzing assessments. Each ILT has common formative assessments that are utilized to determine specific students' needs and to then utilize this data to provide intervention during our designated PRIDE time.	PRIDE Time, tutoring, and interventions will all be assigned on a need basis as demonstrated by common assessment data.	Administrators and ILTs will monitor/analyze data to determine how to most efficiently use PRIDE time for supports, re-teaching, and reassessment.	
	<u>KCWP 4: Review, Analyze, and Apply data</u>	On-going and needs based job embedded training to improve upon the understanding and	Teachers will demonstrate understanding of the difference between	Administrators and ILTs will work together to analyze universal screeners, state assessments, and common assessment data, to	

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Goal 1 (State your reading and math goal.): *Increase the reading achievement scores from 60% in 2024 to 65% in 2027 and the math achievement scores from 45% in 2024 to 55% in 2027 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		implementation of the KCSD Balanced Assessment Model.	"Assessments of Learning" and "Assessments for Learning". Teachers will utilize recommended practices and meet expectations with fidelity.	determine skill deficits and provide individualized instructional support for struggling students through the MTSS process.	
		Assess with formative and summative assessments that are aligned to the standards and learning targets.	PRIDE Time, tutoring, and interventions will all be assigned on a need basis as demonstrated by common assessment data.	Administrators and ILTs will monitor/analyze data to determine how to most efficiently use PRIDE time for supports, re-teaching, and reassessment.	
		Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered interventions.	Teachers will demonstrate understanding of the difference between "Assessments of Learning" and "Assessments for Learning". Teachers will utilize recommended practices and meet expectations with fidelity.	Administrators and ILTs will work together to analyze universal screeners, state assessments, and common assessment data, to determine skill deficits and provide individualized instructional support for struggling students through the MTSS process.	
	<u>KCWP 5: Design, Align, and Deliver Support</u>	Ensure that formative and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Teachers will demonstrate understanding of the difference between "Assessments of Learning" and "Assessments for Learning". Teachers will utilize recommended practices and meet expectations with fidelity.	Administrators and ILTs will work together to analyze universal screeners, state assessments, and common assessment data, to determine skill deficits and provide individualized instructional support	

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Goal 1 (State your reading and math goal.): *Increase the reading achievement scores from 60% in 2024 to 65% in 2027 and the math achievement scores from 45% in 2024 to 55% in 2027 as measured by the proficiency/benchmark scores.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				for struggling students through the MTSS process.	
		Ensure that PRIDE is used effectively to address the appropriate standards/skills that individual students are struggling with in an effort to provide targeted support.	Enrichment/Intervention time is built into the schedule as PRIDE. Teachers have the ability to pull students who aren't meeting standards or appropriate progress and students have the ability to sign themselves up for sessions where they sense they need help with skills and/or standards.	Administrator oversees ILTs and meets regularly with them to review data and determine next steps. Administrators will check the frequency of students pulled for PRIDE and compare that to student's grades bi-weekly. AT will provide job embedded training and support for ILTs not using PRIDE time appropriately.	
	<u>KCWP 6: Establish Learning Environment and Culture</u>	Maintain and improve upon our PBIS like system to recognize, celebrate, and promote high academic achievement on assessments.	Create teacher/student testing teams that allow for teachers to build last relationships with students to help them navigate the barriers associated with "high stakes" testing.	KSA, ACT, Common Formative Assessments, MAP results. "Good Faith" Rubric	

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2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): Increase the science achievement scores from **5% in 2024 to 30% in 2027**, the social studies achievement scores from **39% in 2024 to 55% in 2027**, and the writing achievement scores from **63% in 2024 to 70% in 2027** as measured by the proficiency/benchmark scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the science achievement scores from 5% in 2024 to 15% in 2025 as measured by the proficiency/benchmark scores.	<u>KCWP 1: Design and Deploy Standards</u>	Through the process of creating "ILT Playbooks" that have placed an intentional focus on collaborative and consistent lesson planning, unit mapping, and common assessments.	All individual learning teams (ILTs) will have a common unit map, pacing guide, lesson plans, and assessment plan.	Administrative Team (AT) will review "ILT Playbooks" once a month and lesson plans weekly. We will use that data to determine next steps and guide feedback. AT will review walkthrough data and meet with ILTs regularly to discuss trends and lesson calibration.	
		Utilize the key principles of the KCSD Lesson Internalization training to increase collaboration and effectiveness in deconstructing standards and developing congruent learning targets and rigorous, appropriate tasks.	All Dixie teachers will participate in curriculum refinement and calibration activities within Instructional Learning Teams (ILT) to ensure the delivery of clear, rigorous, and sequential standards-based curriculum.	Administrative Team (AT) will review "ILT Playbooks" once a month and lesson plans weekly. We will use that data to determine next steps and guide feedback. AT will review walkthrough data and meet with ILTs regularly to discuss trends and lesson calibration.	
	<u>KCWP 2: Design and Deliver Instruction</u>	Ensure productive discussion during regularly scheduled ILT meetings to review the alignment between lessons, curriculum, and assessments.	All CORE Science teachers are organized into ILTs to discuss student achievement and lesson design. These teachers are given common planning periods to ensure frequent meeting, data analysis, and discussion.	An administrator oversees each ILT and meets regularly with teams to assure quality curriculum alignment. The administrator will review curriculum maps and assessments to determine efficient and appropriate connection to standards.	
		On-going and needs based job embedded training to improve upon the cycle of quality instruction	Teachers will be assigning tasks and students will be generating products that consistently meet	Monthly learning walks to provide feedback on instruction as it relates to student learning. We collaborate with the district team and department heads to calibrate the feedback. This	