



Comprehensive School Improvement Plan

Warren East High School
Warren County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

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Phase I - Equitable Access to Effective Educators School Diagnostic

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Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

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Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		School Equity Diagnostic

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

It appears every student has equitable access to effective educators. Although 45% of the teachers in the building have one to three years experience, we believe we are working to make up that gap with strategic supports we have in place to train the new teachers in the building.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

At this time there are no identified glaring barriers for students at Warren East High where it pertains to equitable access for students.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-

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embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Decrease the overall percentage of students scoring novice in reading and math by 50% as reported in 2019-2020 (Fall 2020 report)

Measurable Objective 1:

demonstrate a proficiency by decreasing the number of students scoring novice by 06/15/2017 as measured by Algebra II and English II EOC assessments.

Strategy1:

Target at-risk students - The interventionist will work with guidance counselors to provide a list of students who are in need of focus intervention in reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language Arts and Math teachers will provide extra assistance to those students who are struggling through small group work, individualized instruction when possible, and encouragement to attend ESS and ESS Credit Recovery for extra support.	Academic Support Program Direct Instruction	01/03/2017	01/02/2018	\$0 - No Funding Required	Math and Language Arts teachers, Interventionist

Phase I - The Missing Piece

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Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

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Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Nicole Clark, Principal

Matt Bastin, Assistant Principal/Curriculum

Emily Thompson, Interventionist

Melissa Marr, Social Studies Teacher/PD Rep

Jennifer Skaggs, Science Teacher/BAC

Kim Frasier, CTE Teacher

Christal Raley, English Teacher/SBDM Rep

Amanda Dennison, Special Education Teacher

Cyndi Mann, Math Teacher/SBDM Parent Rep

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Relationship Building

Overall Rating: 2.43

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 2.14

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff rarely provides general information to the community about academic expectations of students.	Novice

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Optional parent-teacher conferences are offered at school and parents are notified if a teacher wants to conference.	Novice

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

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Decision Making

Overall Rating: 1.43

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council are invited to attend basic district training. No effort to include other parents on SBDM committees.	Novice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

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Advocacy

Overall Rating: 1.83

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Some teachers provide additional help or strategies to novice learners in their classroom but do not inform the parents about strategies used.	Novice

Learning Opportunities

Overall Rating: 1.67

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Some student work of various levels is exhibited in the classroom.	Novice

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers some information to parents to learn how to support their child's learning.	Novice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.33

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff rarely updates or communicates with local agencies or programs that provide learning services.	Novice

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

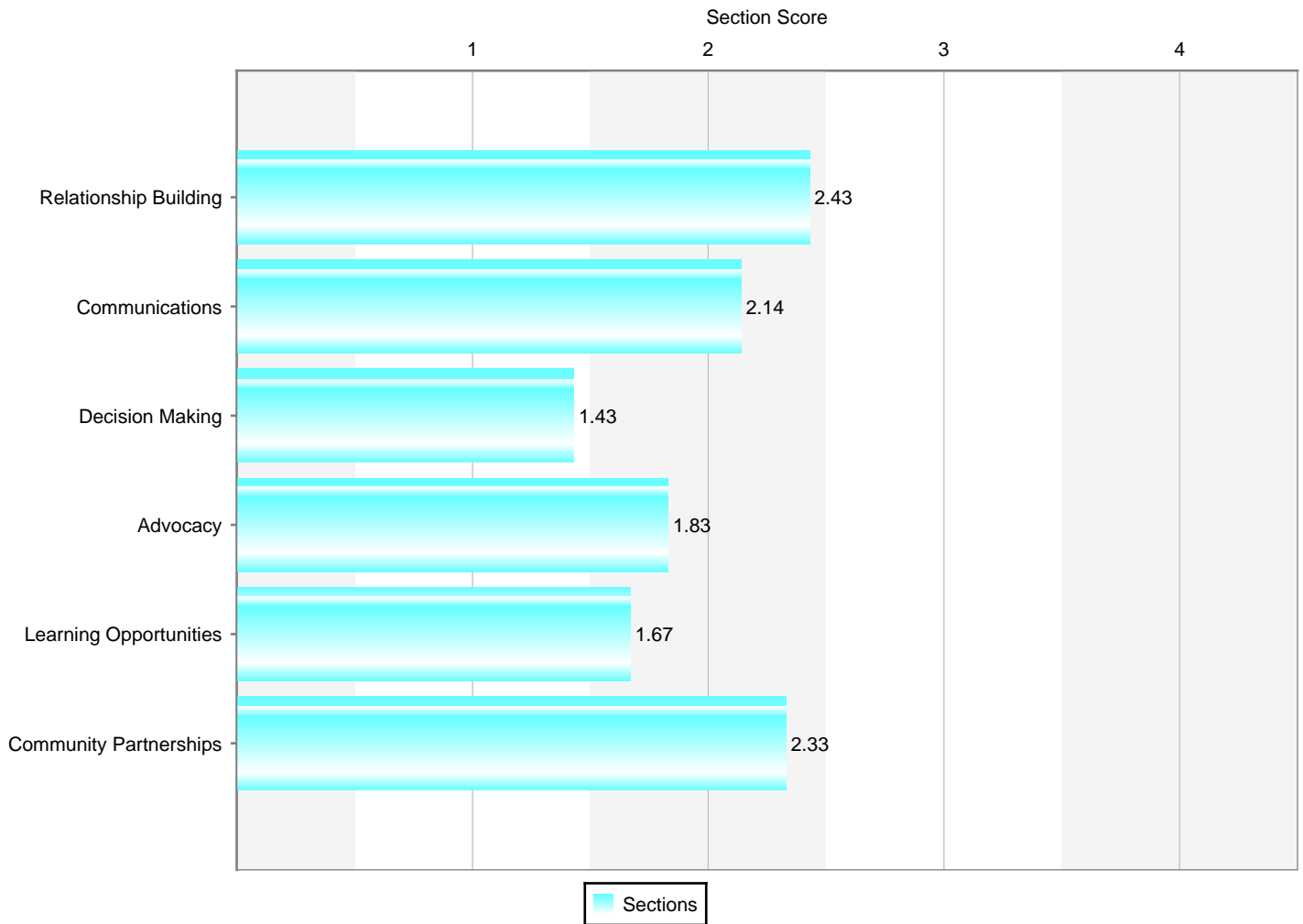
Although focusing on our strengths first, we recognize there are also some areas of weakness that make up the Missing Piece. We know our greatest area of strength is informing parents of the progress of their students. Although we do not always get the response we would like, we are diligent in making them aware.

Most of our weaknesses involve the lack of parental involvement. We continue to work on, but still lack in, involving parents and community members. We cannot continue to have a laissez faire attitude about about parental and/or community involvement. We are beginning to work with the Bowling Green Area Chamber of Commerce and several local businesses. We have high hopes and are working on a strategic plan on getting parents educated on the opportunities for their students. We continue to publish a weekly newsletter, utilize our WEHS2014 Twitter account and several Remind accounts throughout the building.

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Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

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Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Warren East High School SBDM Council formed a CSIP/PD Committee on January 17th to address the 2017 Warren East CSIP. Ms. Clark selected committee members from across the school to include all areas of the school and those involved in curriculum oversight including the Assistant Principal/Curriculum Coordinator and the District Response to Intervention staff member. Committee members were emailed on January 19, 2017 regarding their appointment to the committee. The parents of the council were given the option to selection a parent representative should they choose to do so. The meeting calendar was set at the first meeting of the council on January 25, 2017. On January 30th, SBDM Parent Rep, Amy Stillwell communicated with Mrs. Clark, via email, that the parent members of SBDM were choosing to have Mrs. Cyndi Mann, representative for the Math department, serve as the parent rep for purposes of the CSIP/PD standing committee. Future meetings were scheduled for January 30, February 1, and February 7 at 2:45. The tentative goal will be to finish the CSIP on February 7 to submit to SBDM for final approval.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Ms. Melissa Marr	PD Coordinator/Social Studies
Ms. Jennifer Skaggs	Building Assessment Coordinator/Science
Ms. Christal Raley	SBDM Rep./English
Ms. Amanda Dennison	Special Education
Ms. Emily Thompson	Response to Intervention
Ms. Kim Frasier	CTE/Chamber of Commerce Initiative Member
Ms. Cindy Mann	Math/SBDM Parent Rep
Mr. Matt Bastin	Assistant Principal/Curriculum Coordinator
Ms. Nicole Clark	Principal

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan will be presented to SBDM at its February Meeting. The CSIP will be posted to the school's website. The plan will be presented to staff members at the first faculty meeting following SBDM approval.

Phase I - Needs Assessment

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Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

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Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

The first question we want to answer with the data is which student groups made the most gains and in which category. We also want to answer which student scores fell and in which categories. We also want to analyze the data to see if our GAP group students made gains and if we have reduced our novice numbers in any of our categories. It answers questions concerning the performance of our various sub-populations in terms of reaching proficiency compared to the entire population. The data does not indicate strengths/weaknesses in specific students and/or instructional practices.

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Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

We seem to have a real handle on Language Mechanic as we increased our proficient/distinguished percentage from 66.1 to 78.3. In the area of Gap we were able to decrease our Novice in Writing On-Demand from 38.9 to 29.4. We also decreased the Gap in Reading, Science and social studies. We also increased our score in achievement in Math by 1.7.

We will continue to work on increasing our scores in each area. One thing we are hoping will help sustain strengths is the disaggregation of data with the entire faculty. Requiring them to comb through the individual department data was eye-opening for many of the teachers.

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Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

As much as we celebrated the increase in Language Mechanics, we mourned the increase in Novice in the same area with our non-duplicated gap groups. We increased our gap score by 13.5! We had been making so many strides in math, but this year the Algebra II EOC turned out a 7.1 point increase in Novice.

We have an opportunity to improve in every area in achievement, as the majority of our scores decreased.

One of the main things we are working on for the 2017-2018 school year is the plan to implement specific standards work with specific instructional strategies.

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Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Warren East will continue to inform students and make them more of a part of their own learning. We have implemented the student Roadmap to Success and provided each student with all assessment scores thus far in their high school career. This has not only informed the students, it has sparked conversations between students and teachers.

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Plan for Comprehensive School Improvement Plan February 2017

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Overview

Plan Name

Plan for Comprehensive School Improvement Plan February 2017

Plan Description

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Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-Prep scores from 45.5 in 2015-2016 to 71.2 in 2018-2019 (Fall 2019 report)	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
2	Increase the percentage of students who are college and career ready from 61.0 to 75.8 by 2017.	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$0
3	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 37.5 as reported on the 2015-2016 school report card to 67.6 in 2018-2019 (Fall 2019 report)	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$0
4	Decrease the overall percentage of students scoring novice in reading and math by 50% as reported in 2019-2020 (Fall 2020 report)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Increase the average freshmen graduation rate from 92.5% to 97.5% in 2019-2020 (Fall 2020 report)	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0

Goal 1: Increase the averaged combined reading and math K-Prep scores from 45.5 in 2015-2016 to 71.2 in 2018-2019 (Fall 2019 report)

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient/distinguished on the English II and Algebra II EOCs by 06/15/2017 as measured by the goal of 59.7% of students scoring proficient/distinguished on the 2016-2017 EOCs.

Strategy 1:

Literacy Initiative - Teachers will use research based instructional strategies/programs to meet the literacy needs of students.

Category: Continuous Improvement

Activity - Research Based Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate strategies into daily classroom instruction. Emphasis will be given to Thinking Strategies, standards work, and other literacy strategies.	Direct Instruction, Academic Support Program	01/03/2017	01/02/2018	\$0	No Funding Required	All certified teachers

Strategy 2:

Curriculum and Assessment Alignment - Teachers will ensure that classroom instruction and assessments align with local, state, and national standards.

Category: Continuous Improvement

Activity - Common Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities (PLC) will design and teachers will administer common summative assessments. Teachers will also administer where appropriate the district common assessments.	Professional Learning	01/03/2017	01/02/2018	\$0	No Funding Required	All certified teachers

Activity - Quality Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate EOC released items into regular classroom instruction through the use of bell ringers.	Professional Learning	01/03/2017	01/02/2018	\$0	No Funding Required	EOC teachers

Activity - Common Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Core Standards will be used as the primary guide in language arts and math.	Professional Learning	01/03/2017	01/02/2018	\$0	No Funding Required	English and Math Teachers

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Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with IEPs will be scheduled in resource or co-taught classes as required in their IEPs.	Academic Support Program	01/02/2017	01/02/2018	\$0	No Funding Required	Special Education and Co-teaching Faculty

Goal 2: Increase the percentage of students who are college and career ready from 61.0 to 75.8 by 2017.

Measurable Objective 1:

collaborate to increase the College and Career Readiness score to 75.8 by 06/15/2017 as measured by the CCR formula set forth by the state.

Strategy 1:

Professional Learning Communities - Teachers will engage in common groups based on classes taught to perform data analysis as it pertains to assessment data, students needs, and classroom instructional strategies.

Category: Continuous Improvement

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school community will align PD with content area needs and the teachers' Professional Growth Plans	Professional Learning	01/03/2017	01/02/2018	\$0	District Funding	School Leadership Team and Certified Teachers.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE teachers will attend the KACTE conference to learning about recent trends and developments in the area of CTE. Teachers will incorporate knowledge gained into instructional strategies and daily lesson planning.	Professional Learning, Career Preparation/Orientation	07/21/2017	01/02/2018	\$0	Career and Technical Education Funds	CTE Teachers & CTE Coordinator

Strategy 2:

Academic/Career Advising - Students will be exposed to career opportunities and requirements

Category: Persistence to Graduation

Activity - Individualized Learning Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Warren East High School

Students will be exposed to career opportunities and requirements through ILP career exploration.	Recruitment and Retention, Career Preparation/Orientation	01/03/2017	01/02/2018	\$0	No Funding Required	All certified teachers
Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, promote, and implement Operation Preparation for 10th grade students.	Parent Involvement, Recruitment and Retention, Career Preparation/Orientation, Community Engagement	01/03/2017	01/02/2018	\$0	No Funding Required	Guidance Counselors, Youth Service Center, KHEAA Coach

Strategy 3:

Career Readiness Pathways - CTE teachers and guidance counselors will advise students on career readiness. Students will have opportunities for industry certifications, Work Keys, KOSSA certificates, and ASVAB requirements.

Category: Career Readiness Pathways

Activity - Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Business, Agriculture, and Family/Consumer Science teachers will offer multiple career majors and focus on courses that are completers for multiple majors.	Direct Instruction, Academic Support Program, Career Preparation/Orientation	01/03/2017	01/02/2018	\$0	Career and Technical Education Funds	CTE
Activity - TEDS data entry/follow-up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data entry will be used to identify students who are program completers or lack completion. Students will be recognized and awarded by school once they complete a CTE major.	Recruitment and Retention, Career Preparation/Orientation	01/03/2017	01/02/2018	\$0	No Funding Required	CTE teachers, CTE coordinator, RTI specialist

Comprehensive School Improvement Plan

Warren East High School

Strategy 4:

Response to Intervention (RtI) - Utilizing the school's current RtI model, targeted students will receive intervention based on individual identified needs.

Category: Continuous Improvement

Activity - Intervention Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seniors not meeting EPAS benchmarks will be scheduled into intervention English and math classes. ACT and KYOTE scores will increase and students will show progress toward benchmarks.	Academic Support Program	01/03/2017	01/02/2018	\$0	No Funding Required	RTI specialist, Guidance Counselors, Transition English IV teachers, and Algebra III teachers
Activity - RIFLE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-wide RtI program and schedule will be utilized to target students in an effort to increase students' college and/or career readiness.	Direct Instruction, Academic Support Program	01/03/2017	01/02/2018	\$0	No Funding Required	All certified staff
Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended School Services (ESS) will be offered for all students who need Tier I instruction. ESS will also be utilized as Credit Recovery following mid-term reports and quarterly report cards for students who have scored below a passing grade.	Parent Involvement, Recruitment and Retention, Academic Support Program, Tutoring	01/03/2017	01/02/2018	\$0	District Funding	Identified teachers/staff

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 37.5 as reported on the 2015-2016 school report card to 67.6 in 2018-2019 (Fall 2019 report)

Measurable Objective 1:

collaborate to increase the percentage of GAP students scoring proficient/distinguished in combined reading and math scores by 06/15/2017 as measured by EOC assessments in Algebra II and English II.

Comprehensive School Improvement Plan

Warren East High School

Strategy 1:

Professional Learning Communities - Teachers will engage in common groups based on classes taught to perform data analysis as it pertains to assessment data, student needs, and classroom instructional strategies.

Category: Professional Learning & Support

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school community will align PD with content area needs and the teachers' Professional Growth Plans as it pertains to reading and math standards.	Professional Learning	01/03/2017	01/02/2018	\$0	District Funding	School Leadership Team and Teachers

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze common assessment data results and modify as needed classroom instructional practices.	Professional Learning	01/03/2017	01/02/2018	\$0	No Funding Required	All certified teachers

Strategy 2:

Response to Intervention (Rtl) - Continuing with the current Rtl model students will receive intervention based upon individual identified needs.

Category: Continuous Improvement

Activity - Accommodations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education, ESL, and Intervention Staff will provide teachers with information outlining all accommodations, modifications, and resources to be used in instruction and assessment of special populations including those with behavior improvement plans.	Academic Support Program	01/03/2017	01/02/2018	\$0	No Funding Required	Special Education, ESL, Intervention Staff, Identified Teachers

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL and Special Education students' progress will be monitored and support will be given to classroom teachers and students.	Academic Support Program	01/03/2017	01/02/2018	\$0	No Funding Required	ESL, Special Education, Identified Teachers

Activity - RIFLE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-wide Rtl program and schedule will be utilized daily to target students in an effort to increase college and career readiness.	Academic Support Program	01/03/2017	01/02/2018	\$0	No Funding Required	All certified and classified staff

Strategy 3:

Best Practice - Language Arts and Math teachers will develop a plan to implement research based instructional strategies.

Category: Continuous Improvement

Activity - Analyze assessment to modify instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Make on-going modifications to instruction based on data from previous EOC scores in reading and math.	Professional Learning	01/03/2017	01/02/2018	\$0	No Funding Required	Math and Language Arts teachers

Goal 4: Decrease the overall percentage of students scoring novice in reading and math by 50% as reported in 2019-2020 (Fall 2020 report)

Measurable Objective 1:

demonstrate a proficiency by decreasing the number of students scoring novice by 06/15/2017 as measured by Algebra II and English II EOC assessments.

Strategy 1:

Target at-risk students - The interventionist will work with guidance counselors to provide a list of students who are in need of focus intervention in reading and math.

Category: Continuous Improvement

Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language Arts and Math teachers will provide extra assistance to those students who are struggling through small group work, individualized instruction when possible, and encouragement to attend ESS and ESS Credit Recovery for extra support.	Direct Instruction, Academic Support Program	01/03/2017	01/02/2018	\$0	No Funding Required	Math and Language Arts teachers, Interventionist

Goal 5: Increase the average freshmen graduation rate from 92.5% to 97.5% in 2019-2020 (Fall 2020 report)

Measurable Objective 1:

improve graduation rate to 97.5% by 09/30/2020 as measured by the student success measures from the 2019-2020 school report card (Fall 2020 report).

Comprehensive School Improvement Plan

Warren East High School

Strategy 1:

Career Readiness Pathways - All students will choose a career or arts pathway upon enrollment at Warren East High School or transitioning from Warren East Middle School.

Category: Persistence to Graduation

Activity - Align student interest with career majors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to career opportunities and requirements through ILP career explorations and as well as the registration fair held in spring.	Career Preparation/Orientation	01/03/2017	01/02/2018	\$0	No Funding Required	Youth Service Center, Guidance Counselors, CTE teachers, Interventionist

Strategy 2:

Targeted Intervention - Students identified as at-risk for failing to meet EPAS benchmarks will receive targeted intervention and academic support through RIFLE.

Category: Continuous Improvement

Activity - Student Assistance Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-risk students will meet during the school day to check and connect. Students may receive specific course intervention as well as behavior assistance.	Behavioral Support Program, Academic Support Program	01/03/2017	01/02/2018	\$0	No Funding Required	Student Assistance Counselor, Guidance Counselors, PBIS Coach, Interventionists, School Leadership Team, Youth Service Coordinator

Activity - Increased Public Relations with Warren East Middle School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Warren East High School

Increase activities done with the middle school/incoming ninth graders including school tours, presentations on careers, presentations from CTE teachers/students, and ILP planning.	Parent Involvement, Recruitment and Retention, Career Preparation/Orientation, Community Engagement	01/03/2017	01/02/2018	\$0	No Funding Required	Guidance Counselors, Interventionist, CTE teachers
Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS Tier I and II Committees will meet monthly to discuss discipline and academic issues and propose strategies to address areas of need as based upon the presented monthly data.	Behavioral Support Program, Academic Support Program	01/03/2017	01/02/2018	\$0	No Funding Required	PBIS Tier I and II Committee, Interventionist, Youth Service Coordinator

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Core	Common Core Standards will be used as the primary guide in language arts and math.	Professional Learning	01/03/2017	01/02/2018	\$0	English and Math Teachers
RIFLE	School-wide RtI program and schedule will be utilized daily to target students in an effort to increase college and career readiness.	Academic Support Program	01/03/2017	01/02/2018	\$0	All certified and classified staff
Increased Public Relations with Warren East Middle School	Increase activities done with the middle school/incoming ninth graders including school tours, presentations on careers, presentations from CTE teachers/students, and ILP planning.	Parent Involvement, Recruitment and Retention, Career Preparation/Orientation, Community Engagement	01/03/2017	01/02/2018	\$0	Guidance Counselors, Interventionist, CTE teachers
Targeted Intervention	Language Arts and Math teachers will provide extra assistance to those students who are struggling through small group work, individualized instruction when possible, and encouragement to attend ESS and ESS Credit Recovery for extra support.	Direct Instruction, Academic Support Program	01/03/2017	01/02/2018	\$0	Math and Language Arts teachers, Interventionist
Analyze assessment to modify instruction	Make on-going modifications to instruction based on data from previous EOC scores in reading and math.	Professional Learning	01/03/2017	01/02/2018	\$0	Math and Language Arts teachers
TEDS data entry/follow-up	Data entry will be used to identify students who are program completers or lack completion. Students will be recognized and awarded by school once they complete a CTE major.	Recruitment and Retention, Career Preparation/Orientation	01/03/2017	01/02/2018	\$0	CTE teachers, CTE coordinator, RTI specialist
Align student interest with career majors	Students will be exposed to career opportunities and requirements through ILP career explorations and as well as the registration fair held in spring.	Career Preparation/Orientation	01/03/2017	01/02/2018	\$0	Youth Service Center, Guidance Counselors, CTE teachers, Interventionist

Comprehensive School Improvement Plan

Warren East High School

Collaboration	Teachers will analyze common assessment data results and modify as needed classroom instructional practices.	Professional Learning	01/03/2017	01/02/2018	\$0	All certified teachers
Collaboration	Students with IEPs will be scheduled in resource or co-taught classes as required in their IEPs.	Academic Support Program	01/02/2017	01/02/2018	\$0	Special Education and Co-teaching Faculty
PBIS	PBIS Tier I and II Committees will meet monthly to discuss discipline and academic issues and propose strategies to address areas of need as based upon the presented monthly data.	Behavioral Support Program, Academic Support Program	01/03/2017	01/02/2018	\$0	PBIS Tier I and II Committee, Interventionist, Youth Service Coordinator
Intervention Courses	Seniors not meeting EPAS benchmarks will be scheduled into intervention English and math classes. ACT and KYOTE scores will increase and students will show progress toward benchmarks.	Academic Support Program	01/03/2017	01/02/2018	\$0	RTI specialist, Guidance Counselors, Transition English IV teachers, and Algebra III teachers
Operation Preparation	Develop, promote, and implement Operation Preparation for 10th grade students.	Parent Involvement, Recruitment and Retention, Career Preparation/Orientation, Community Engagement	01/03/2017	01/02/2018	\$0	Guidance Counselors, Youth Service Center, KHEAA Coach
Individualized Learning Plans	Students will be exposed to career opportunities and requirements through ILP career exploration.	Recruitment and Retention, Career Preparation/Orientation	01/03/2017	01/02/2018	\$0	All certified teachers
Accommodations	Special Education, ESL, and Intervention Staff will provide teachers with information outlining all accommodations, modifications, and resources to be used in instruction and assessment of special populations including those with behavior improvement plans.	Academic Support Program	01/03/2017	01/02/2018	\$0	Special Education, ESL, Intervention Staff, Identified Teachers
Common Assessment	Professional Learning Communities (PLC) will design and teachers will administer common summative assessments. Teachers will also administer where appropriate the district common assessments.	Professional Learning	01/03/2017	01/02/2018	\$0	All certified teachers

Comprehensive School Improvement Plan

Warren East High School

Student Assistance Program	At-risk students will meet during the school day to check and connect. Students may receive specific course intervention as well as behavior assistance.	Behavioral Support Program, Academic Support Program	01/03/2017	01/02/2018	\$0	Student Assistance Counselor, Guidance Counselors, PBIS Coach, Interventionists, School Leadership Team, Youth Service Coordinator
Quality Core	Teachers will integrate EOC released items into regular classroom instruction through the use of bell ringers.	Professional Learning	01/03/2017	01/02/2018	\$0	EOC teachers
RIFLE	School-wide RtI program and schedule will be utilized to target students in an effort to increase students' college and/or career readiness.	Direct Instruction, Academic Support Program	01/03/2017	01/02/2018	\$0	All certified staff
Research Based Instructional Strategies	Teachers will integrate strategies into daily classroom instruction. Emphasis will be given to Thinking Strategies, standards work, and other literacy strategies.	Direct Instruction, Academic Support Program	01/03/2017	01/02/2018	\$0	All certified teachers
Collaboration	ESL and Special Education students' progress will be monitored and support will be given to classroom teachers and students.	Academic Support Program	01/03/2017	01/02/2018	\$0	ESL, Special Education, Identified Teachers
Total					\$0	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Pathways	Business, Agriculture, and Family/Consumer Science teachers will offer multiple career majors and focus on courses that are completers for multiple majors.	Direct Instruction, Academic Support Program, Career Preparation/Orientation	01/03/2017	01/02/2018	\$0	CTE
Professional Development	CTE teachers will attend the KACTE conference to learning about recent trends and developments in the area of CTE. Teachers will incorporate knowledge gained into instructional strategies and daily lesson planning.	Professional Learning, Career Preparation/Orientation	07/21/2017	01/02/2018	\$0	CTE Teachers & CTE Coordinator
Total					\$0	

Comprehensive School Improvement Plan

Warren East High School

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Services	Extended School Services (ESS) will be offered for all students who need Tier I instruction. ESS will also be utilized as Credit Recovery following mid-term reports and quarterly report cards for students who have scored below a passing grade.	Parent Involvement, Recruitment and Retention, Academic Support Program, Tutoring	01/03/2017	01/02/2018	\$0	Identified teachers/staff
Professional Development	The school community will align PD with content area needs and the teachers' Professional Growth Plans	Professional Learning	01/03/2017	01/02/2018	\$0	School Leadership Team and Certified Teachers.
Professional Development	The school community will align PD with content area needs and the teachers' Professional Growth Plans as it pertains to reading and math standards.	Professional Learning	01/03/2017	01/02/2018	\$0	School Leadership Team and Teachers
Total					\$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

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Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	No	A comprehensive needs assessment was not administered.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	WEHS continues to work towards implementing more and more research-based instructional strategies in the classroom.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	WEHS continues to work towards implementing more and more research-based instructional strategies in the classroom. WE also provide ESS academic interventions to those who are struggling.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	N/A	WEHS is not a Title I school.	

Comprehensive School Improvement Plan

Warren East High School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	No	WEHS does not have a Parent Compact and a Parent Involvement Policy in place at this time.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	N/A	WEHS is not a Title I school.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	WEHS teachers participate in 4 days of mandatory Professional Development each year along with other opportunities for professional learning through our local co-op, GRREC. We also have an instructional component during every faculty meeting which provides new information and strategies for teachers to use in their classrooms.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	N/A	WEHS is not a Title I school.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Comprehensive School Improvement Plan

Warren East High School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	WEHS does not have a Parent Compact and a Parent Involvement Policy.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A		

Comprehensive School Improvement Plan

Warren East High School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	No	Only the executive summary is on our school website. http://www.warrencountyschools.org/4/Home	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	No	All teachers at WEHS are highly qualified.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	No	WEHS did not complete a comprehensive needs assessment.	

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Comprehensive School Improvement Plan

Warren East High School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	N/A	WEHS is not a Title I School.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

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Phase II - KDE Compliance and Accountability - Schools

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

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Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Increase the averaged combined reading and math K-Prep scores from 45.5 in 2015-2016 to 71.2 in 2018-2019 (Fall 2019 report)

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient/distinguished on the English II and Algebra II EOCs by 06/15/2017 as measured by the goal of 59.7% of students scoring proficient/distinguished on the 2016-2017 EOCs.

Strategy1:

Curriculum and Assessment Alignment - Teachers will ensure that classroom instruction and assessments align with local, state, and national standards.

Category: Continuous Improvement

Research Cited:

Activity - Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Core Standards will be used as the primary guide in language arts and math.	Professional Learning	01/03/2017	01/02/2018	\$0 - No Funding Required	English and Math Teachers

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with IEPs will be scheduled in resource or co-taught classes as required in their IEPs.	Academic Support Program	01/02/2017	01/02/2018	\$0 - No Funding Required	Special Education and Co-teaching Faculty

Activity - Quality Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate EOC released items into regular classroom instruction through the use of bell ringers.	Professional Learning	01/03/2017	01/02/2018	\$0 - No Funding Required	EOC teachers

Activity - Common Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities (PLC) will design and teachers will administer common summative assessments. Teachers will also administer where appropriate the district common assessments.	Professional Learning	01/03/2017	01/02/2018	\$0 - No Funding Required	All certified teachers

Comprehensive School Improvement Plan

Warren East High School

Strategy2:

Literacy Initiative - Teachers will use research based instructional strategies/programs to meet the literacy needs of students.

Category: Continuous Improvement

Research Cited:

Activity - Research Based Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate strategies into daily classroom instruction. Emphasis will be given to Thinking Strategies, standards work, and other literacy strategies.	Academic Support Program Direct Instruction	01/03/2017	01/02/2018	\$0 - No Funding Required	All certified teachers

Goal 2:

Decrease the overall percentage of students scoring novice in reading and math by 50% as reported in 2019-2020 (Fall 2020 report)

Measurable Objective 1:

demonstrate a proficiency by decreasing the number of students scoring novice by 06/15/2017 as measured by Algebra II and English II EOC assessments.

Strategy1:

Target at-risk students - The interventionist will work with guidance counselors to provide a list of students who are in need of focus intervention in reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language Arts and Math teachers will provide extra assistance to those students who are struggling through small group work, individualized instruction when possible, and encouragement to attend ESS and ESS Credit Recovery for extra support.	Academic Support Program Direct Instruction	01/03/2017	01/02/2018	\$0 - No Funding Required	Math and Language Arts teachers, Interventionist

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

N/A (this question does not apply)

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

Comprehensive School Improvement Plan

Warren East High School

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the averaged combined reading and math K-Prep scores from 45.5 in 2015-2016 to 71.2 in 2018-2019 (Fall 2019 report)

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient/distinguished on the English II and Algebra II EOCs by 06/15/2017 as measured by the goal of 59.7% of students scoring proficient/distinguished on the 2016-2017 EOCs.

Strategy1:

Curriculum and Assessment Alignment - Teachers will ensure that classroom instruction and assessments align with local, state, and national standards.

Category: Continuous Improvement

Research Cited:

Activity - Quality Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate EOC released items into regular classroom instruction through the use of bell ringers.	Professional Learning	01/03/2017	01/02/2018	\$0 - No Funding Required	EOC teachers

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with IEPs will be scheduled in resource or co-taught classes as required in their IEPs.	Academic Support Program	01/02/2017	01/02/2018	\$0 - No Funding Required	Special Education and Co-teaching Faculty

Activity - Common Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities (PLC) will design and teachers will administer common summative assessments. Teachers will also administer where appropriate the district common assessments.	Professional Learning	01/03/2017	01/02/2018	\$0 - No Funding Required	All certified teachers

Comprehensive School Improvement Plan

Warren East High School

Activity - Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Core Standards will be used as the primary guide in language arts and math.	Professional Learning	01/03/2017	01/02/2018	\$0 - No Funding Required	English and Math Teachers

Strategy2:

Literacy Initiative - Teachers will use research based instructional strategies/programs to meet the literacy needs of students.

Category: Continuous Improvement

Research Cited:

Activity - Research Based Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate strategies into daily classroom instruction. Emphasis will be given to Thinking Strategies, standards work, and other literacy strategies.	Direct Instruction Academic Support Program	01/03/2017	01/02/2018	\$0 - No Funding Required	All certified teachers

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 37.5 as reported on the 2015-2016 school report card to 67.6 in 2018-2019 (Fall 2019 report)

Measurable Objective 1:

collaborate to increase the percentage of GAP students scoring proficient/distinguished in combined reading and math scores by 06/15/2017 as measured by EOC assessments in Algebra II and English II.

Strategy1:

Professional Learning Communities - Teachers will engage in common groups based on classes taught to perform data analysis as it pertains to assessment data, student needs, and classroom instructional strategies.

Category: Professional Learning & Support

Research Cited:

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze common assessment data results and modify as needed classroom instructional practices.	Professional Learning	01/03/2017	01/02/2018	\$0 - No Funding Required	All certified teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school community will align PD with content area needs and the teachers' Professional Growth Plans as it pertains to reading and math standards.	Professional Learning	01/03/2017	01/02/2018	\$0 - District Funding	School Leadership Team and Teachers

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Strategy2:

Best Practice - Language Arts and Math teachers will develop a plan to implement research based instructional strategies.

Category: Continuous Improvement

Research Cited:

Activity - Analyze assessment to modify instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make on-going modifications to instruction based on data from previous EOC scores in reading and math.	Professional Learning	01/03/2017	01/02/2018	\$0 - No Funding Required	Math and Language Arts teachers

Strategy3:

Response to Intervention (Rtl) - Continuing with the current Rtl model students will receive intervention based upon individual identified needs.

Category: Continuous Improvement

Research Cited:

Activity - RIFLE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide Rtl program and schedule will be utilized daily to target students in an effort to increase college and career readiness.	Academic Support Program	01/03/2017	01/02/2018	\$0 - No Funding Required	All certified and classified staff

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL and Special Education students' progress will be monitored and support will be given to classroom teachers and students.	Academic Support Program	01/03/2017	01/02/2018	\$0 - No Funding Required	ESL, Special Education, Identified Teachers

Activity - Accommodations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education, ESL, and Intervention Staff will provide teachers with information outlining all accommodations, modifications, and resources to be used in instruction and assessment of special populations including those with behavior improvement plans.	Academic Support Program	01/03/2017	01/02/2018	\$0 - No Funding Required	Special Education, ESL, Intervention Staff, Identified Teachers

The school identified specific strategies to increase the average freshman graduation rate.

Goal 1:

Increase the average freshmen graduation rate from 92.5% to 97.5% in 2019-2020 (Fall 2020 report)

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Measurable Objective 1:

improve graduation rate to 97.5% by 09/30/2020 as measured by the student success measures from the 2019-2020 school report card (Fall 2020 report).

Strategy1:

Targeted Intervention - Students identified as at-risk for failing to meet EPAS benchmarks will receive targeted intervention and academic support through RIFLE.

Category: Continuous Improvement

Research Cited:

Activity - Student Assistance Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students will meet during the school day to check and connect. Students may receive specific course intervention as well as behavior assistance.	Academic Support Program Behavioral Support Program	01/03/2017	01/02/2018	\$0 - No Funding Required	Student Assistance Counselor, Guidance Counselors, PBIS Coach, Interventionists, School Leadership Team, Youth Service Coordinator

Activity - Increased Public Relations with Warren East Middle School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase activities done with the middle school/incoming ninth graders including school tours, presentations on careers, presentations from CTE teachers/students, and ILP planning.	Recruitment and Retention Parent Involvement Career Preparation/ Orientation Community Engagement	01/03/2017	01/02/2018	\$0 - No Funding Required	Guidance Counselors, Interventionist, CTE teachers

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS Tier I and II Committees will meet monthly to discuss discipline and academic issues and propose strategies to address areas of need as based upon the presented monthly data.	Behavioral Support Program Academic Support Program	01/03/2017	01/02/2018	\$0 - No Funding Required	PBIS Tier I and II Committee, Interventionist, Youth Service Coordinator

Strategy2:

Career Readiness Pathways - All students will choose a career or arts pathway upon enrollment at Warren East High School or transitioning from Warren East Middle School.

Category: Persistence to Graduation

Research Cited:

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Activity - Align student interest with career majors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be exposed to career opportunities and requirements through ILP career explorations and as well as the registration fair held in spring.	Career Preparation/Orientation	01/03/2017	01/02/2018	\$0 - No Funding Required	Youth Service Center, Guidance Counselors, CTE teachers, Interventionist

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

Increase the percentage of students who are college and career ready from 61.0 to 75.8 by 2017.

Measurable Objective 1:

collaborate to increase the College and Career Readiness score to 75.8 by 06/15/2017 as measured by the CCR formula set forth by the state.

Strategy1:

Professional Learning Communities - Teachers will engage in common groups based on classes taught to perform data analysis as it pertains to assessment data, students needs, and classroom instructional strategies.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school community will align PD with content area needs and the teachers' Professional Growth Plans	Professional Learning	01/03/2017	01/02/2018	\$0 - District Funding	School Leadership Team and Certified Teachers.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will attend the KACTE conference to learning about recent trends and developments in the area of CTE. Teachers will incorporate knowledge gained into instructional strategies and daily lesson planning.	Professional Learning Career Preparation/Orientation	07/21/2017	01/02/2018	\$0 - Career and Technical Education Funds	CTE Teachers & CTE Coordinator

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Annual program review in writing, arts and humanities, and practical living will be completed. Information from the review will be used to prose changes to further embed strategies/content across the curriculum.	Academic Support Program Direct Instruction	01/03/2017	01/02/2018	\$0 - No Funding Required	All certified staff

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Strategy2:

Career Readiness Pathways - CTE teachers and guidance counselors will advise students on career readiness. Students will have opportunities for industry certifications, Work Keys, KOSSA certificates, and ASVAB requirements.

Category: Career Readiness Pathways

Research Cited:

Activity - TEDS data entry/follow-up	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data entry will be used to identify students who are program completers or lack completion. Students will be recognized and awarded by school once they complete a CTE major.	Career Preparation/ Orientation Recruitment and Retention	01/03/2017	01/02/2018	\$0 - No Funding Required	CTE teachers, CTE coordinator, RTI specialist

Activity - Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Business, Agriculture, and Family/Consumer Science teachers will offer multiple career majors and focus on courses that are completers for multiple majors.	Career Preparation/ Orientation Direct Instruction Academic Support Program	01/03/2017	01/02/2018	\$0 - Career and Technical Education Funds	CTE

Strategy3:

Response to Intervention (Rtl) - Utilizing the school's current Rtl model, targeted students will receive intervention based on individual identified needs.

Category: Continuous Improvement

Research Cited:

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services (ESS) will be offered for all students who need Tier I instruction. ESS will also be utilized as Credit Recovery following mid-term reports and quarterly report cards for students who have scored below a passing grade.	Parent Involvement Recruitment and Retention Tutoring Academic Support Program	01/03/2017	01/02/2018	\$0 - District Funding	Identified teachers/staff

Activity - Intervention Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors not meeting EPAS benchmarks will be scheduled into intervention English and math classes. ACT and KYOTE scores will increase and students will show progress toward benchmarks.	Academic Support Program	01/03/2017	01/02/2018	\$0 - No Funding Required	RTI specialist, Guidance Counselors, Transition English IV teachers, and Algebra III teachers

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Activity - RIFLE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide RtI program and schedule will be utilized to target students in an effort to increase students' college and/or career readiness.	Direct Instruction Academic Support Program	01/03/2017	01/02/2018	\$0 - No Funding Required	All certified staff

Strategy4:

Academic/Career Advising - Students will be exposed to career opportunities and requirements

Category: Persistence to Graduation

Research Cited:

Activity - Individualized Learning Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be exposed to career opportunities and requirements through ILP career exploration.	Recruitment and Retention Career Preparation/Orientation	01/03/2017	01/02/2018	\$0 - No Funding Required	All certified teachers

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop, promote, and implement Operation Preparation for 10th grade students.	Career Preparation/Orientation Parent Involvement Community Engagement Recruitment and Retention	01/03/2017	01/02/2018	\$0 - No Funding Required	Guidance Counselors, Youth Service Center, KHEAA Coach

Goal 2:

Increase the average freshmen graduation rate from 92.5% to 97.5% in 2019-2020 (Fall 2020 report)

Measurable Objective 1:

improve graduation rate to 97.5% by 09/30/2020 as measured by the student success measures from the 2019-2020 school report card (Fall 2020 report).

Strategy1:

Targeted Intervention - Students identified as at-risk for failing to meet EPAS benchmarks will receive targeted intervention and academic support through RIFLE.

Category: Continuous Improvement

Research Cited:

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Activity - Student Assistance Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students will meet during the school day to check and connect. Students may receive specific course intervention as well as behavior assistance.	Behavioral Support Program Academic Support Program	01/03/2017	01/02/2018	\$0 - No Funding Required	Student Assistance Counselor, Guidance Counselors, PBIS Coach, Interventionists, School Leadership Team, Youth Service Coordinator

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS Tier I and II Committees will meet monthly to discuss discipline and academic issues and propose strategies to address areas of need as based upon the presented monthly data.	Behavioral Support Program Academic Support Program	01/03/2017	01/02/2018	\$0 - No Funding Required	PBIS Tier I and II Committee, Interventionist, Youth Service Coordinator

Activity - Increased Public Relations with Warren East Middle School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase activities done with the middle school/incoming ninth graders including school tours, presentations on careers, presentations from CTE teachers/students, and ILP planning.	Parent Involvement Community Engagement Recruitment and Retention Career Preparation/Orientation	01/03/2017	01/02/2018	\$0 - No Funding Required	Guidance Counselors, Interventionist, CTE teachers

Strategy2:

Career Readiness Pathways - All students will choose a career or arts pathway upon enrollment at Warren East High School or transitioning from Warren East Middle School.

Category: Persistence to Graduation

Research Cited:

Activity - Align student interest with career majors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be exposed to career opportunities and requirements through ILP career explorations and as well as the registration fair held in spring.	Career Preparation/Orientation	01/03/2017	01/02/2018	\$0 - No Funding Required	Youth Service Center, Guidance Counselors, CTE teachers, Interventionist

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Increase the percentage of students who are college and career ready from 61.0 to 75.8 by 2017.

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Measurable Objective 1:

collaborate to increase the College and Career Readiness score to 75.8 by 06/15/2017 as measured by the CCR formula set forth by the state.

Strategy1:

Career Readiness Pathways - CTE teachers and guidance counselors will advise students on career readiness. Students will have opportunities for industry certifications, Work Keys, KOSSA certificates, and ASVAB requirements.

Category: Career Readiness Pathways

Research Cited:

Activity - TEDS data entry/follow-up	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data entry will be used to identify students who are program completers or lack completion. Students will be recognized and awarded by school once they complete a CTE major.	Career Preparation/ Orientation Recruitment and Retention	01/03/2017	01/02/2018	\$0 - No Funding Required	CTE teachers, CTE coordinator, RTI specialist

Activity - Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Business, Agriculture, and Family/Consumer Science teachers will offer multiple career majors and focus on courses that are completers for multiple majors.	Direct Instruction Career Preparation/ Orientation Academic Support Program	01/03/2017	01/02/2018	\$0 - Career and Technical Education Funds	CTE

Strategy2:

Academic/Career Advising - Students will be exposed to career opportunities and requirements

Category: Persistence to Graduation

Research Cited:

Activity - Individualized Learning Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be exposed to career opportunities and requirements through ILP career exploration.	Recruitment and Retention Career Preparation/ Orientation	01/03/2017	01/02/2018	\$0 - No Funding Required	All certified teachers

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Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop, promote, and implement Operation Preparation for 10th grade students.	Career Preparation/ Orientation Parent Involvement Recruitment and Retention Community Engagement	01/03/2017	01/02/2018	\$0 - No Funding Required	Guidance Counselors, Youth Service Center, KHEAA Coach

Strategy3:

Response to Intervention (Rtl) - Utilizing the school's current Rtl model, targeted students will receive intervention based on individual identified needs.

Category: Continuous Improvement

Research Cited:

Activity - RIFLE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide Rtl program and schedule will be utilized to target students in an effort to increase students' college and/or career readiness.	Academic Support Program Direct Instruction	01/03/2017	01/02/2018	\$0 - No Funding Required	All certified staff

Activity - Intervention Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors not meeting EPAS benchmarks will be scheduled into intervention English and math classes. ACT and KYOTE scores will increase and students will show progress toward benchmarks.	Academic Support Program	01/03/2017	01/02/2018	\$0 - No Funding Required	RTI specialist, Guidance Counselors, Transition English IV teachers, and Algebra III teachers

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services (ESS) will be offered for all students who need Tier I instruction. ESS will also be utilized as Credit Recovery following mid-term reports and quarterly report cards for students who have scored below a passing grade.	Recruitment and Retention Tutoring Parent Involvement Academic Support Program	01/03/2017	01/02/2018	\$0 - District Funding	Identified teachers/staff

Strategy4:

Professional Learning Communities - Teachers will engage in common groups based on classes taught to perform data analysis as it pertains to assessment data, students needs, and classroom instructional strategies.

Category: Continuous Improvement

Research Cited:

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school community will align PD with content area needs and the teachers' Professional Growth Plans	Professional Learning	01/03/2017	01/02/2018	\$0 - District Funding	School Leadership Team and Certified Teachers.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will attend the KACTE conference to learning about recent trends and developments in the area of CTE. Teachers will incorporate knowledge gained into instructional strategies and daily lesson planning.	Career Preparation/ Orientation Professional Learning	07/21/2017	01/02/2018	\$0 - Career and Technical Education Funds	CTE Teachers & CTE Coordinator

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Annual program review in writing, arts and humanities, and practical living will be completed. Information from the review will be used to propose changes to further embed strategies/content across the curriculum.	Academic Support Program Direct Instruction	01/03/2017	01/02/2018	\$0 - No Funding Required	All certified staff

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Executive Summary

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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Description of the School

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

Warren East High School is a state of the art facility in a rural community in northeastern Warren County. The school is in the process of completing a multi-million dollar renovation to large sections of the building and construction of a totally new athletic facility. The student population stems primarily from families deeply rooted with a strong work ethic and a family network. The school is situated in the midst of an industrial community that employs over 3000 individuals, and there are several new and/or expansion projects under construction now.

Warren East is made up of four separate and distinct communities, each with their own elementary school which, in turn, feed into one middle school. While the middle school is located on the same campus as the high school and one elementary school is less than a mile away, the three remaining schools and their communities are spread vast distances apart.

The faculty and staff of Warren East High School is made up of four administrators, three guidance counselors, fifty-three teachers, two district intervention specialists, a college coach, a district student assistance counselor, two Youth Service Center staff, a school resource officer, ten instructional aides, six support secretaries, and nine dining hall staff.

Warren East has a population of 858 students which is composed of fifty-four percent male students and forty-six percent female students. The ethnic breakdown of the student body consists of eighty percent Caucasian, eight percent African-American, six percent Hispanic, one percent other, and four percent two or more races. Of the 858 students at Warren East, approximately sixty percent qualify for free or reduced lunch, and nine percent are identified as having disabilities.

School's Purpose

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

Mission Statement: The mission of Warren East High School is to create a safe and orderly learning environment and provide students with a balance of knowledge, skills, and experiences that will enable them to reach their maximum potential and become ethical, responsible, and productive citizens.

Ancillary content: Warren East High School strives to develop Raider P.R.I.D.E. -Raiders possess a Positive Attitude, and Respect for others. We strive for Integrity and Dedication so that we are known for our Excellence.

To accomplish its purpose and mission, Warren East has implemented Positive Behavioral Interventions and Support (PBIS) with fidelity. The culture team meets monthly to analyze and discuss student behavioral data, train faculty and staff, implement behavioral interventions, and celebrate student success. The school has made an increased effort to celebrate students through positive referrals and all staff nominating a student of the month each month.

The school strives to have all students become College and/or Career Ready. A large number of courses are offered to challenge students academically. For example, students can opt to take a variety of Advanced Placement courses in subjects such as English, Calculus, Physics, Psychology, Chemistry, Biology, European History, Geography, and U.S. History. The school works in close relationship with regional institutions of higher learning to offer many dual credit opportunities those that are offered by Warren East staff are: English, World Civilization, U.S. History, Chemistry, Business, Music Theory, Agriculture, and Algebra. To assist students in becoming Career Ready Warren East offers Career Pathways in the areas of Agriculture, Business, Family and Consumer Science, Military Science. The school partners with the Area Technology Center to offer students the following Career Pathways: Robotics and Engineering, Advanced Mechanics, Automotive, Health Services, Welding, Informational Systems, and Construction. Warren East has seen huge success in students who have obtained industrial certifications and career ready skills that are being highly recruited by employers upon graduation.

Warren East offers a wide variety of clubs and organizations to help students learn to be productive in leadership roles and to function in a group setting. Some of the organizations include: FCCLA, FBLA, FFA, Beta, NHS, FCA, Art Club, Gamers Club, Creative Writers Club, and the Conservation Club. Co-Curricular activities include: AFJROTC, Choir, and Band. All three programs have seen sustained success in recent years at various regional and state competitions. The school offers Extended School Services for students who are struggling academically or need extra time to complete tasks. Students can choose to stay after school two days a week.

The school also offers credit recovery for any student who has obtained a failing grade on a midterm progress report or a quarterly report card. Warren East also offers a daily twenty-seven minute intervention period class called RIFLE for all students who need intervention and/or enrichment on academic standards.

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.

Warren East has seen its ACT score increase over the last three years from a composite score of 19.2 to a 19.7. The Class of 2017 has already obtained sixty percent of students at or above benchmark in English, fifty percent in Reading, and forty-four percent in Math. Emphasis is placed on helping students obtain benchmarks by efforts in ACT prep through intervention time, extended school services, and Saturday ACT sessions.

The school continues to see a large number of students enrolled in Dual Credit opportunities. Students are able to start earning college credit as early as their freshman year. In coordination with the Area Technology Center students in some of their programs can earn over thirty college hours that all directly transfer to Southern Kentucky Technical and Community College and are applied toward an associates degree. Students can opt to take a variety of Advanced Placement courses in subjects such as English, Calculus, Physics, Psychology, Chemistry, Biology, European History, Geography, and U.S. History

Warren East has partnered with the Area Technology Center to create a new Robotics and Engineering Academy, which will allow up to forty students to begin attending as juniors and earn an industrial certification in an area that is in high demand.

The school has seen a reduction in GAP scores over the past two years; however, further work needs to be done to close this GAP. There also needs to be a greater effort made to lower students scoring novice. To help improve these two areas, a writing plan has been developed to ensure that writing is occurring across the curriculum throughout the year. The school has also placed an increased emphasis on all staff being a part of the PLC process. Each content area will complete at least six PLC's each quarter. Students are also placed, based upon their ACT score or practice ACT score, in RIFLE groups to work on areas that have been identified as needing 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.

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