

Comprehensive Improvement Plan for Schools

Rationale

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

Operational definitions of each area within the plan

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

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

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

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

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

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

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

Guidelines for Building an Improvement Plan

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

1: Proficiency Goal

Goal 1: By 2021, South Warren High School will increase the sub score of all student on the ACT Math from 70.7 (2018) to 72.7 and the Reading from 79.3 (2018) to 81.3 based on the NAPD calculation.

<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By 2019, SWHS will increase the sub score of all students on the ACT in reading from 79.3 to 80.3 based on the NAPD calculation.</p>	<p>Design and Deliver Instruction to ensure teachers determine the most effective strategies to use in order to ensure congruence to the intent of the learning target.</p>	<p>Teachers will ensure congruency is present between standards, learning targets, and assessment.</p> <ul style="list-style-type: none"> - Teachers will develop student friendly learning targets. 	<p>Walk Through data, Departmental Professional Development Agendas, Lesson Plans</p>		<p>NA</p>
		<p>Plan for and implement active student engagement strategies.</p> <ul style="list-style-type: none"> - Teachers will participate in Sharing Strategies observation sessions. 	<p>Walk Through data, Departmental notes, lesson plans</p>		<p>NA</p>
	<p>Design, Align and Deliver Support to ensure appropriate academic interventions are taking place to meet the needs of all students.</p>	<p>Ensure that formative, interim, summative assessment results, as well as universal screener data, are use appropriately to determine tiered intervention needs.</p>	<p>SWORD schedule, Tier 2/3 Minutes, PBIS minutes</p>		<p>NA</p>

		<p>Develop school culture supports, both academic and behavioral, to support learning for all.</p> <ul style="list-style-type: none"> - SWORD tutoring groups - Pullouts with daytime ESS waiver staff - ESS for identified/targeted students 	ESS attendance records SWORD tutoring list		NA
Objective 2: By 2019, SWHS will increase the sub score of all students on the ACT in math from 70.1 to 71.1 based on the NAPD calculation.	Design and Deliver Instruction to ensure teachers determine the most effective strategies to use in order to ensure congruence to the intent of the learning target.	Teachers will ensure congruency is present between standards, learning targets, and assessment.	Walk Throughs, Lesson Plans		
	Design and Deliver Assessment Literacy to ensure teachers use formative and summative information to increase student achievement.	<p>Create formative and summative assessments that are aligned to the standards.</p> <ul style="list-style-type: none"> - Math teachers will create formative assessments 	Formative assessment bank will be developed for math classes, ACT test data/State assessment data		
	Review, Analyze, and Apply Data to drive classroom instruction.	<p>Use classroom assessment data to inform teacher's instructional decisions.</p> <ul style="list-style-type: none"> - Teachers will use the PLC assessment analysis tool. 	PLC Minutes, Assessment Analysis Tool		

2: Separate Academic Indicator

Goal 2 : By 2021, South Warren High School will decrease the percent of students scoring Novice and Apprentice on the writing On-Demand from 23.2% to 21.2%.

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

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

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

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Objective 1: By 2019, SWHS will decrease the percentage of students scoring Novice and Apprentice from 23.2% to 22.2%	Design and Deploy Standards to ensure writing is taught/used with fidelity across content areas.	The school writing committee consisting of the English Department, the Curriculum Coordinator, the Principal, and the district writing consultant will develop a school writing policy.	Policy will be approved by SBDM council		NA
		The school writing plan (to include writing across content areas) will be revised by an English department designee, curriculum, coordinator, and principal with input from all departments.	On Demand Scores, plan shared with departments, student writing folders to include pieces across content		NA
	Design and Deliver Instruction to ensure congruence to the intent of the learning targets.	Plan strategically in the selection of high yield instructional strategy usage within lessons (for example, prewriting).	Walk Through Data/Sharing strategies Spreadsheet		NA

3: Gap

Goal 3: By 2021, South Warren High School will increase the percentage of student in the consolidated group scoring at the proficient/distinguished level in reading from 38.2% (2018) to 40.2% and in math from 21.1%(2018) to 23.1%.

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

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Objective 1: By 2019, SWHS will increase the percentage of students in the consolidated group scoring at the proficient/distinguished level in math from 21.1% to 22.1%.	Design, Align and Deliver Support to ensure academic supports are in place to meet the needs of students.	Utilize daily formative data collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and/or learning walk details to ensure high levels of teacher effectiveness and student achievement.	Walkthrough data, Instructional Rounds, Transition Ready Spreadsheet (assessment data), PLC Minutes, Assessment Analysis Tool		NA
		Create and monitor a "Watch List" for students performing below proficiency in math.((Tier 2/3 Minutes, Department Meeting, Transition Ready Spreadsheet		NA
		Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	SWORD Placement Spreadsheet		NA

Objective 2: By 2019, SWHS will increase the percentage of students in the consolidated group scoring at the proficient/distinguished level in reading from 38.2% to 39.2%	Design, Align, and Deliver Support to ensure academic supports are in place to meet the needs of students.	Utilize daily formative data collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and/or learning walk details to ensure high levels of teacher effectiveness and student achievement.	Walkthrough data, Instructional Rounds, Transition Ready Spreadsheet (assessment data), PLC Minutes, Assessment Analysis Tool		NA
		Create and monitor a "Watch List" for students performing below proficiency in reading.	Tier 2 Minutes, Department Meeting, Transition Ready Spreadsheet, Use of ESS Daytime Waiver		
		Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	SWORD Placement Spreadsheet		
Objective 3: By 2019, 40% of Junior students with disability (with an IEP) will meet the proficiency cut off as measured by the ACT.	Design and Deliver Instruction to ensure teachers design lessons with the students' cultural, social, and developmental needs in mind.	<p>Ensure ongoing professional development in the area of best practice/high yield instructional strategies (questioning, co-teaching) to aid in curricular adjustments when students fail to meet mastery.</p> <ul style="list-style-type: none"> - Review of Co-teaching strategies in faculty meetings. - What works well activity will be done in faculty meeting and list of activities will be shared with teachers. - Sharing Strategies will continue and teachers will do peer observations to share their best practices. 	Faculty meeting agendas and Professional Development Plan		NA

		Plan for and implement active student engagement strategies	Instructional Rounds, Instructional Strategies Sharing Activity		
	Review, Analyze, and Apply Data in order to drive classroom instruction.	Use classroom assessment data to inform teacher's instructional decisions. <ul style="list-style-type: none">- Teacher will use the tool answering the 4 guiding questions for their assessment.	PLC minutes, PLC Assessment Analysis tool		NA

4: Graduation rate

Goal 4: For the next 3-5 years, South Warren High School will maintain our graduation rate. Currently our combined 4/5 year cohort average rate is 99.2%.

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

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Objective 1: SWHS graduation rate will be maintained at 99.2%	Design, Align, and Deliver Support to determine best practice strategies for meeting the needs of students.	Assure consideration and addressment of non-academic barriers to learning.	Tier 2 meeting minutes, IC Contact Log, Student Assistance Counselor		NA
		Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning.	Tier 2 meeting minutes, Tier 2 groups list, IC Contact Log, Student Assistance Counselor		ESS funds Not to exceed \$26526

5: Growth

Goal 5: - NOT APPLICABLE TO HIGH SCHOOL -

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Objective 1					
Objective 2					

6: Transition Readiness

Goal 6: By 2012, South Warren High School will increase our current transition readiness score from 80.2 (2018) to 82.2.

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

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Objective 1: By 2019, SWHS will have a transition readiness score of 81.2.	Review, Analyze and Apply Data to involve stakeholders (both internal and external) in the process of preparing our students for transition to adult life.	Students will participate in EoP Review Sessions.	EoP exam results / State accountability results		NA
		Work with area Chamber of Commerce to provide opportunities through SCK (South Central Kentucky) Launch.	SCK launch data, District Community Outreach Log		NA
		Provide opportunities for students to explore careers/opportunities with military.	ASVAB results		NA
Objective 2: By 2019, SWHS will have a Transition Ready score of 41 for Senior students with disability (with an IEP)	Review, Analyze, and Apply Data to ensure that students are actively involved in knowing their own data and making decisions about their own learning.	- Intentionally scheduling/re-scheduling students to increase the likelihood of Transition Readiness for Seniors.	Transition Readiness Spreadsheet		NA

		<ul style="list-style-type: none"> - Administration and guidance will meet with individual students. 			
		<ul style="list-style-type: none"> - Use collection of assessment artifacts to inform next steps for individual students and groups of students. - Conference with senior students. 	Conference notes with senior students, EoP Review Session lists		NA
	Design, Align, and Deliver Support to ensure that appropriate academic interventions are in place to meet the needs of all students.	<ul style="list-style-type: none"> - Transition Readiness Center will open Spring 2019. Students will be offered assistance during one block per day. - Targeted students will meet with the transition readiness coach. 	Transition Readiness Center visitor list		\$1000 General Fund

