

# 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 (accountability) sub score 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.

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](#)
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- [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.)*

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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.	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. <ul style="list-style-type: none"> <li>- Teachers will develop student friendly learning targets.</li> </ul>	Walk Through data, Departmental Professional Development Agendas, Lesson Plans	March 2019 - Freshman daily writing targets in agenda books. Google Doc sharing daily plans between English teachers. Walk throughs list targets. English PLCs discuss standards and strategies.	NA
		Plan for and implement active student engagement strategies. <ul style="list-style-type: none"> <li>- Teachers will participate in Sharing Strategies observation sessions.</li> </ul>	Walk Through data, Departmental notes, lesson plans	March 2019- <a href="#">Sharing Strategies Sheet Faculty Meeting</a> , PLC Minutes (turned in to Hester)	NA
	Design, Align and Deliver Support to ensure appropriate academic interventions are taking place to meet the needs of all students.	Ensure that formative, interim, summative assessment results, as well as universal screener data, are use appropriately to determine tiered intervention needs.	SWORD schedule, Tier 2/3 Minutes, PBIS minutes	March 2019- ACT and Pre- ACT given to Gr. 9-11 on March 12. Communication between SWORD teacher and classroom teachers (notes shared), teachers submit names for tutoring, Google classrooms shared between teachers.	NA

		<p>Develop school culture supports, both academic and behavioral, to support learning for all.</p> <ul style="list-style-type: none"> <li>- SWORD tutoring groups</li> <li>- Pullouts with daytime ESS waiver staff</li> <li>- ESS for identified/targeted students</li> </ul>	ESS attendance records SWORD tutoring list	<p>March 2019- Log kept by Teresa Eades of students who attend ESS each week. Mrs. Stinson's 3rd q. and Mr. Cundiff's 4th q. SWORD classes serve as peer tutors.</p> <p>Gail Gum list of students she works with and notes for each one.</p>	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	March 2019- Math Department PLC date to look at standards and share strategies. Walk through data lists learning targets.	
	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"> <li>- Math teachers will create formative assessments</li> </ul>	Formative assessment bank will be developed for math classes, ACT test data/State assessment data	March 2019- The math dept. uses some common quizzes and quizlets. In addition the use of IFAT (Immediate Feedback Assessment Technique) has increased department-wide. Teachers use IXL to support student learning and assess students formatively.	
	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"> <li>- Teachers will use the PLC assessment analysis tool.</li> </ul>	PLC Minutes, Assessment Analysis Tool	March 2019- PLC Minutes (turned in to Hester)	

## 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.)*

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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	December SBDM approval of new <a href="#">policy</a> .	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	Writing <a href="#">Plan</a> revised Dec. 2018 and shared on teacher only site.	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	March 2019- <a href="#">Sharing Strategies Sheet</a> Teachers have sample work for the following: graphic organizers, peer editing, checklists for writing, and student work. Science uses Claim/Evidence/Reasoning for writing assignments.	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	March 2019- Geometry teachers are working with subgroups (specifically EL), Math teachers have evidence of working more deliberately with struggling students.	NA
		Create and monitor a "Watch List" for students performing below proficiency in math.	Tier 2/3 Minutes, Department Meeting, Transition Ready Spreadsheet	March 2019- Math department chair developed a list of math strugglers as a result of assessment results data.	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	March 2019- Using Pre-ACT as the universal screener students are placed into intervention. Additionally, intervention is based on class performance.	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	March 2019- Individual teachers look at formative assessment data and Ms. Gum works with students who have a 504 and with students identified as "GAP" students.	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	March 2019- RI results are used. Test was only given to 2nd semester students this year as the system had a change to a new vendor. There is no official "watch list" but there is always informal collaboration from year to year. Recommendation is to develop a "watch list" of students.	
		Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	SWORD Placement Spreadsheet	March 2019- Pre-ACT given on March 12 used for placement. The Reading Inventory and classroom performance used as a screener. Recommendation is to post this for others outside English to reference.	
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.	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. <ul style="list-style-type: none"> <li>- Review of Co-teaching strategies in faculty meetings.</li> <li>- What works well activity will be done in faculty meeting and list of activities will be shared with teachers.</li> </ul>	Faculty meeting agendas and Professional Development Plan	March 2019- PD plan includes sharing strategies and the use of technology for working with groups of students, list of best practices for classroom work from faculty meeting developed and shared, and <a href="#">Sharing Strategies Sheet</a> lists opportunities to observe others teaching. Recommendation is to present information to teachers in fewer small chunks.	NA

		<ul style="list-style-type: none"> <li>- Sharing Strategies will continue and teachers will do peer observations to share their best practices.</li> </ul>			
		Plan for and implement active student engagement strategies	Instructional Rounds, Instructional Strategies Sharing Activity	March 2019- Instructional rounds data used as feedback regarding student engagement in our classrooms, walkthrough data used to monitor progress throughout the year. Sharing strategies continues to give teachers opportunities to watch others.	
	Review, Analyze, and Apply Data in order to drive classroom instruction.	<p>Use classroom assessment data to inform teacher's instructional decisions.</p> <ul style="list-style-type: none"> <li>- Teacher will use the tool answering the 4 guiding questions for their assessment.</li> </ul>	PLC minutes, PLC Assessment Analysis tool	March 2019 - PLC Minutes (turned in to Hester)	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%.

<p>Which <b>Strategy</b> 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"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> 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"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<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
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 ½ meeting minutes, IC Contact Log, Student Assistance Counselor	March 2019- Coffee with counselors, Youth Service Center opened in early February, counselors and support staff records indicate referrals for additional support of students, IC contact log used. Senior students graduated early in December 2018. We continue to offer two diploma tracks to meet the needs of students.	NA
		Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning.	Tier ½ meeting minutes, Tier 2 groups list, IC Contact Log, Student Assistance Counselor	March 2019- List of students who are referred to Lighthouse, Ms. Prunty (graduation enhancement), Ms. Mulwitz, and Ms. Kaiser show students are being supported. Bi-monthly tier ½ meetings are taking place. Monthly PBIS tier 1 meetings and data analysis is occurring.	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 2021, 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	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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	March 2019- EoP Review sessions listed on Living Calendar Feb-Mar 2019, EoP tests given March 18-22	NA
		Work with area Chamber of Commerce to provide opportunities through SCK (South Central Kentucky) Launch.	SCK launch data, District Community Outreach Log	March 2019- District Community Outreach Log updated by CTE teachers, Julie Waddell, and others who have community partnerships established. Career pathway circuit activity with rising 9th and 10th graders.	NA
		Provide opportunities for students to explore careers/opportunities with military.	ASVAB results	March 2019- ASVAB given to all 10th grade students and 11/12 as requested in November, results shared with students as part of operation preparation in March. Open classroom up to National Guard presenter(s). Students involved in JROTC at other district high schools.	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.	<ul style="list-style-type: none"> <li>- Intentionally scheduling/re-scheduling students to increase the likelihood of Transition Readiness for Seniors.</li> <li>- Administration and guidance will meet with individual students.</li> </ul>	Transition Readiness Spreadsheet	March 2019- Rising 9-11 registration meetings in Feb., rising senior meetings in March. Registration paperwork indicates pathway information for each student. Look at senior students' schedules at the end of first semester in an effort to increase transition readiness status of the student.	NA
		<ul style="list-style-type: none"> <li>- Use collection of assessment artifacts to inform next steps for individual students and groups of students.</li> <li>- Conference with senior students.</li> </ul>	Conference notes with senior students, EoP Review Session lists	March 2019- Feb/March scheduling meetings were held with small groups and individuals, EoP list show which students spent time preparing and taking tests, currently waiting on results from EoP tests given in mid-March.	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"> <li>- Transition Readiness Center will open Spring 2019. Students will be offered assistance during one block per day.</li> <li>- Targeted students will meet with the transition readiness coach.</li> </ul>	Transition Readiness Center visitor list	March 2019- Transition Readiness center opened Jan. 2019, Center is open 3rd block each day (housed off the cafeteria for ease of access), community visitors as part of this center have been incorporated, Julie Waddell has a list of community members and student visitors to the center. Transition Readiness Coach position for 2019-20 is posted and interviews have been scheduled.	\$1000 General Fund

