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 (*State your proficiency goal):* Increase proficiency in reading and math, as measured by the State Assessment according to the following table:

Reading (KPREP)						Math					
Spring 2019 (ACT)	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2019 (ACT)	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
68.3%	No Score due to COVID-19	71%	74%	77%	80%	66.2%	No Score due to COVID-19	69%	72%	75%	78%

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.)*	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.*	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 the necessary funding to execute the activity or activities.
● 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	● 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	Implementation and Impact Check will be conducted by the administration, Instructional Leadership Team (ILT), PLC Leads and SBDM in the following months: March 2021, June 2021, September 2021 and December 2021

Objective			Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
9th Grade on Track	Fall MAP (2020)	Fall Pre-ACT (2021)	KCWP 1: Design and Deploy Standards Create and support a school-wide system to ensure student data is collected, analyzed, and utilized to drive classroom instruction, make curricular adjustments, and determine professional development needs/focus.	● 9th grade students will be given the MAP 3 times a year. ● We will work with teachers to support student learning. ● Our interventionists will work with Tier 2 and 3 students to provide additional instruction and monitor their progress on essential skills.	Targeted student growth on MAP and pre-ACT assessment given in the fall of the sophomore year.	Winter MAP 2021 Spring MAP 2021 Fall pre-ACT 2021	District provided funding
Reading (20)	76%	82%					
Math (19)	69%	76%					
10th Grade on Track	Fall Pre-ACT (2020)	Fall Practice ACT (2021)					
Reading	62%	65%					
Math	61%	65%					

2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal):* Increase the proficiency rate of students in writing and science as follows:

Writing						Science					
Spring 2019	**Spring 2020**	**Spring 2021**	**Spring 2022**	**Spring 2023**	**Spring 2024**	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**	**Spring 2023**	**Spring 2024**
68.1%	No score due to COVID-19	71%	73%	75%	78%	45.8%	No Score due to COVID-19	49%	52%	55%	58%

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.)*	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.*	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 the necessary funding to execute the activity or activities.
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Increase proficiency in writing, as measured by the State Assessment as follows:	KCWP 1: Design and Deploy Standards Create and support a school-wide system to ensure student data is collected, analyzed, and utilized to drive classroom instruction, make curricular adjustments and determine professional development needs/focus.	Maintain a process to ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Analysis of student assessment data to inform instructional decisions that inform the PLC work.	Teacher Work Days (TWD) check points: January 4, 2021; February 12, 2021, and March 12, 2021. Others to be determined when the 21-22 calendar is approved.	$0
		Design a school-wide writing assignment matrix that identifies in which courses students will receive instruction and assessment feedback on identified essential writing standards and learning targets.	Analysis of data on identified essential writing standards and learning targets to design targeted intervention in GAP groups.		

3: Gap

Goal 3 (*State your Gap goal*): To close the achievement GAP by 2030 of students (poverty, African American, and students with disabilities) in reading, math, and AP (participation and pass rate).

Demographic Area	ACT Reading *Sub-score	ACT Math *Sub-score	AP Participation Rate	AP Passing Rate
African American	Increase from 45.8% (2019) to 50% (2024)	Increase from 54.2% (2019) to 59% (2024)	Increase from 43% (2020) to 48% (2024)	Increase from 35% (2020) to 45% (2024)
Disability	Increase from 49% (2019) to 55% (2024)	Increase from 44.4% (2019) to 50% (2024)	Increase from 16% (2019) to 30% (2024)	Increase from 56% (2019) to 65% (2024)

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.)*	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.*	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 the necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 **African Americans** 	Measure	From 2019/2020	To 2024
ACT Reading *Sub-score	45.8% (2019)	48%
ACT Math *Sub-score	54.2% (2019)	57%
AP Participation Rate	43% (2020)	50%
AP Passing Rate	35% (2020)	56% | **Disability Students**	KCWP 5: Design, Align and Deliver Support 1. Improve work processes relevant to instructional delivery and intervention with cultural competence to support student learning specifically targeted to include African American and disabled students.	Use all relevant data to ensure appropriate supports for African American and disabled students are being identified, effectively implemented and monitored. All data will be analyzed through the lens of these 2 demographics in addition to whole school data for the purpose of driving meaningful, individualized instructional remediation. Our practice is evolving to being more proactive rather than reactive.	Increase focus on the quality of progress monitoring.	Teacher Work Days (TWD) check points: January 4, 2021; February 12, 2021, and March 12, 2021. Others to be determined when 21-22 calendar is approved.	$0
		Implement a priority based approach to CCR outreach specific to African American and disabled students to ensure participation. This will	Increase focus on the quality of progress monitoring.	Teacher Work Days (TWD) check points: January 4, 2021; February 12, 2021, and March 12, 2021. Others to be determined when 21-22 calendar is approved.	$0

Measure	From 2019	To 2020					
ACT Reading *Sub-score	49%	51%		include: Saturday Prep Classes, Writingpalooza, and ACT Jamboree. Though these will be offered to all students at some point, but intentional outreach efforts will be made first to reach some of our most struggling populations.			
ACT Math *Sub-score	44.4 %	46%					
AP Participation Rate	16%	19%		Provide professional learning opportunities to: 1) assist staff in the use of instructional delivery methods/strategies that promote equity and create a learning environment where diverse students can learn 2) bring awareness to staff in terms of equity of access and opportunity as it relates to underperforming demographic groups, including cultural competence (i.e. Anthony Muhammed) 3) assist staff in implementing this learning into the PLC discussion and decision making about instructional delivery.	Increase focus on the quality of progress monitoring.	Teacher Work Days (TWD) check points: January 4, 2021; February 12, 2021, and March 12, 2021. Others to be determined when 21-22 calendar is approved.	
AP Passing Rate	56%	58%					
			KCWP 6: Establishing Learning Culture and Environment

2. Support students academically, emotionally and socially through mentoring and family/school partnerships and outreach. | Maintain our mentoring program, The Hope Collaborative, to specifically target disabled and African American students. The focus will be on assisting students with: 1) advising/encouragement in an effort to increase the percentage of students enrolling in and in being successful with rigorous coursework 2) removing barriers to success including behavioral concerns, attendance issues and/or resources necessary for success, and 3) promoting self-efficacy and motivation (relationship building) | Increase focus on the quality of progress monitoring. | Teacher Work Days (TWD) check points: January 4, 2021; February 12, 2021, and March 12, 2021. Others to be determined when 21-22 calendar is approved. | |
| | | | | Design/Develop strong policies, procedures and practices as they relate to improving family | | | |

		engagement and communication with African American families and families of disabled students.		
		Begin work with Sources of Strength and Check and Connect to increase mentoring opportunities for students who struggle as well as GAP populations.	Increase focus on the quality of progress monitoring.	Teacher Work Days (TWD) check points: January 4, 2021; February 12, 2021, and March 12, 2021. Others to be determined when 21-22 calendar is approved.	
	KCWP 4: Review, Analyze and Apply Data 3. Create and utilize a uniform system for "knowing the data" particularly as it relates to underperforming sub-populations. (i.e. African American and disabled students)	Revise the current electronic data wall to include disaggregation based on race (AA) and Disability identification vs. GAP/NON-GAP.	Increase focus on the quality of progress monitoring.	Teacher Work Days (TWD) check points: January 4, 2021; February 12, 2021, and March 12, 2021. Others to be determined when 21-22 calendar is approved.	
		Create and implement a process for examining, interpreting and monitoring various data points for AA and disabled students in an effort to ensure appropriate interventions are identified, used and effective.	Increase focus on the quality of progress monitoring.	Teacher Work Days (TWD) check points: January 4, 2021; February 12, 2021, and March 12, 2021. Others to be determined when 21-22 calendar is approved.	
		Collect data on incoming 9th graders with relevant data about specific areas of deficit (i.e. counselor meetings, disaggregated MAP and KPREP data, etc.)	Increase focus on the quality of progress monitoring.	Teacher Work Days (TWD) check points: January 4, 2021; February 12, 2021, and March 12, 2021. Others to be determined when 21-22 calendar is approved.	
		Create and maintain a data dashboard that identifies GAP populations and records ACT scores, Dual Credit scores, AP scores, Industry certifications, Apprenticeships as well as non-academic factors like attendance and behavior referrals.	Increase focus on the quality of progress monitoring.	Teacher Work Days (TWD) check points: January 4, 2021; February 12, 2021, and March 12, 2021. Others to be determined when 21-22 calendar is approved.	

4: Transition Readiness

Goal 4 (*State your Transition Readiness goal*): *Increase the transition readiness rate of our students as follows:*

Transition Ready		
2019	**2020**	**2024**
81.3%	83%	86%

| 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.)* 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 | 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 the necessary funding to execute the activity or activities.

Implementation and Impact Check will be conducted by the administration, Instructional Leadership Team (ILT), PLC Leads and SBDM in the following months:

March 2021, June 2021, September 2021 and December 2021 |

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the transition readiness rate of our students from 81.3% (2019) to 83% (2020)	KCWP 6: Establishing Learning Culture and Environment Increase offerings and opportunities for students to demonstrate readiness.	Continue to explore and add pathways that lead to post-secondary options for students within our school as well as the Arvin Center.	More students enrolled in course with successful completion.	Teacher Work Days (TWD) check points: January 4, 2021; February 12, 2021, and March 12, 2021. Others to be determined when 21-22 calendar is approved.	$0
	Create and maintain a data dashboard that identifies and records ACT scores, Dual Credit scores, AP scores, Industry certifications, Apprenticeships as well as non-academic factors like attendance and behavior referrals.	Increase awareness of what students need in order to meet transition readiness benchmarks so students may be advised accurately in scheduling.	Increased number of students who meet transition readiness.	Teacher Work Days (TWD) check points: January 4, 2021; February 12, 2021, and March 12, 2021. Others to be determined when 21-22 calendar is approved.	

5 Graduation rate

Goal 5 (*State your Graduation Rate goal):* : Increase the graduation rate of all students and students with disabilities according to the following:

Graduation rate			
	2019/20 20	2021	2024
All Students	99.3% (2020)	99.5%	100%
Students with Disabilities	88.6% (2019)	96.5%	100%

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.)*	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.*	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 the necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the graduation rate from 99.3% in (2020) to 99.5% in (2021).	KCWP 5: Design, Align and Deliver Support Create/Supports that are currently in place to assist students in decision making in regard to behavioral needs/goals.	Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning.	Students goal driven and ready for college or the workplace.	Teacher Work Days (TWD) check points: January 4, 2021; February 12, 2021, and March 12, 2021. Others to be determined when 21-22 calendar is approved.	$0
		Enable students to build leadership roles within the school (Sources of Strength & Link Crew).	Develop a student advisory committee to seek input from students.	Weekly admin meetings, PBIS/MTSS weekly meetings/monthly meeting with students and principal	$0
	Development of a mentoring system that would support students and create positive/successful relationships with students and staff.	Teacher teams ensure that all students have a point of contact/adult within the building to connect/mentor students (Sources of Strength)	Students provide positive feedback to mentors and offer insight into the mentoring.	Teacher Work Days (TWD) check points: January 4, 2021; February 12, 2021, and March 12, 2021. Others to be determined when 21-22 calendar is approved.	$0

		SOHS is teaming with the Hope Collaborative during the 2018-2019 school year. The adult mentors are working with individuals and groups of students. The goal would be to continue to build this group and serve more next year. Our homeroom schedule would have to be utilized more often to capacity of this program.	More students participating in the Hope Collaborative	
Objective 2: To increase the graduation rate for students with disabilities from 88.6 (2019) to 96.5% in (2021).	Increase opportunities for students with disabilities to engage in co-op opportunities or other interest-driven experiences to earn academic credit.	Special education teachers will work with students to identify academic interests, and the guidance office will allow more access to these experiences for students with disabilities.	Increased participation in co-op opportunities or other interest-driven experiences	ARC meetings; Special education PLC meetings; interaction on topic by special education teachers and guidance counselors.
		Intentional discussion about transition options during annual review of student IEP.	Increased participation in transition programs outside of SOHS (YTAP, Carl Perkins, etc.)	ARC meetings; Special education PLC meetings; interaction on topic by special education teachers and guidance counselors.