

School Improvement Program

2020-21 School Year into 21-22 CODING SYSTEM:

OT - ON TRACK

S- SUPPORTS REQUIRED

N/A NOT YET ATTEMPTED

1. Proficiency Goal: By 2022, will increase the proficiency indicator (reading and math) of 72.7 to 82.7. Increase Reading proficiency from 55% P/D to 65% P/D by May 2021. Increase Math proficiency from 55% to 65% by May 2021.

2020-2021 School Year

2021-22 School Year

Indicators of Success/Intended Results/Impact & Audience

Primary Monitoring Responsibility & Resources:

KCWP 1 Design & Deploy Standards

J F M A M J A S O N D

PLC teams will meet biweekly to address and determine What students need to learn/know (standards alignment and pacing), how do we know that they learn it (data analysis), what do we do if they don't know it (intervention planning) what do we do when they have learned it (enrichment)

PLC Minutes

Leadership/ Instructional Coach

Teachers will meet with content PLC's to continue to review, develop, and implement highly aligned research based curriculum. Create and review common assessments that are aligned to standards. Guidance and input from school leadership, instructional coach, and district LSS will ensure understanding of priority standards and pacing.

PLC Minutes

Leadership/ Instructional Coach

Teachers will meet with content PLC's to adjust/align curriculum both vertically and horizontal to meet students needs while in remote/hybrid/in-person learning.

PLC Minutes

Leadership/ Instructional Coach

KCWP 4: Review, Analyze, and Apply Data

J F M A M J A S O N D

Indicators of Success/Intended Results

Primary Monitoring Responsibility:

Teachers will continue to meet with content PLC's to review and/or create common assessments that are aligned to standards. After assessments are administered PLC groups will meet again to discuss, review, analyze and apply results to student learning and classroom instruction.

PLC Minutes/ Common Assessments

Leadership/ Instructional Coach

All students will be assessed with CERT, CASE, and/or Common Unit assessments in Reading/English/Math at least twice a semester. Students will set a goal to improve and will be monitored by teachers and school leadership teams.

CERT Assessment/ CASE/ Common Assessment/ Data Sheets

Leadership/ Instructional Coach

KCWP 5: Design, Align, and Deliver Support

J F M A M J A S O N D

Indicators of Success/Intended Results

Primary Monitoring Responsibility:

Students will be placed in extended intervention programs based on CERT scores to remediate their individual deficiencies. Offer Reading Intervention course to provide assistance and remediation for students through targeted classroom interventions in addition to FFW and RA

Student Success In the Program

CCR Reading Teacher

School leadership and teachers will support the RTI/tiered intervention process at all grade levels and ensure students are targeted. RTI implementation through Study Skills class offered through the Daytime ESS Waiver. Students will be referred to Tiered interventions through Persistence to Graduate Tool and teacher referral. Each student referred to Tier II will have a mentor assigned to meet weekly and monitor the student's progress and advocate for their needs. Classroom interventions will be used through differentiated and targeted instruction. ESS will be offered both during and after school for remediation.

Student success of exiting the program/ Student Credits Earned

Teacher/ ESS Coordinator/ School Leadership

Students scoring Novice/high risk of failure will be placed in CCR math in 9th/10th grade, Intro to Algebra II as 11th graders. 12th grade students below CCR benchmark will be placed in College Prep Algebra. Students in specialty courses will have access to IXL math, resources on Canvas and CERT, Khan Academy, small group instruction and personalized learning to reduce gaps in knowledge.

Student Success In the Program

Math Department

Professional development - Teachers will engage in professional learning and collaboration around curriculum/instruction/assessment in order to impact student achievement in reading and math while providing instruction remote/hybrid/in-person.																		Teacher Proficiency	Instructional Coach
2. Separate Academic Indicator: Increase the Separate Academic Indicator for all students from 67.7% to 77.7% by 2022. Increase separate academic indicator of science from 39% to 48% by May 2021. Increase separate academic indicator of writing from 54% to	2020-21 school year					2021-22 school year													
<u>KCWP 1 Design & Deploy Standards</u>	J	F	M	A	M	J	A	S	O	N	D	Indicators of Success/Intended Results	Primary Monitoring Responsibility:						
Content PLC teams will meet biweekly to address and determine What students need to learn/know (standards alignment and pacing), how do we know when they learn it (data analysis), what do we do if they don't know it (intervention planning) what do we do when they have learned it (enrichment)												PLC Minutes	Leadership/ Instructional Coach						
English teachers will work with other departments to implement research-based writing strategies to improve writing skills across all curricula.												Authentic Writing across the curriculum	English Department						
<u>KCWP 2: Design & Deliver Instruction</u>	J	F	M	A	M	J	A	S	O	N	D	Indicators of Success/Intended Results	Primary Monitoring Responsibility:						
Science teachers will be committed to include practice passages and questions to students twice a month that are similar to what students will see on the 11th grade science assessment. Students will receive feedback on their responses. Teachers will use this information to guide subsequent practice needs.												Reflected in Common Assessments	Science Department						
Science teachers will work with English III teachers to practice science reading passages. Students will be reading and answering questions using science passages as part of the Informational Reading unit in English II classes.												Reflected in classroom instruction and common assessments	English and Science Departments						
Students will read and write across the curriculum. Teachers will incorporate reading passages/articles including those found in Newsela and authentic writing assignments into their course curriculum. Student will complete a common authentic writing piece, constructive responses, and/or analytical writing.												Reflected in classroom instruction	Department Heads						
4. Achievement Gap Goal: Increase the average combined reading and math proficiency rates for all students in the Gap Group (Consolidated Student Group) from 33.8% to 43.8% by 2022. Increase proficiency rates for all students in the Gap Group in reading from 31% to 36% by May 2021. Increase proficiency rates for all students in the Gap Group in math from 36% to 41% by May 2021.	2020-21 school year					2021-22 school year													
<u>KCWP 5: Design, Align, & Administer Support</u>	J	F	M	A	M	J	A	S	O	N	D	Indicators of Success/Intended Results	Primary Monitoring Responsibility:						
Tier II committee members review and revise a list of at risk students/GAP to be placed into mentoring program. Students will meet with mentor weekly to monitor student and advocate for student needs. All special education and EL students will be assigned a mentor.												Student Achievement	Leadership/Teachers						
ESS/study skills - students will participate in an intervention program during school for additional support in reading and math to gain essential skills and knowledge to close instructional gaps through one on one or small group instruction.												Student Achievement	Teachers/ESS Coordinator						
Professional development- teachers will take part in Newsela training to improve student reading through access to a variety of non-fiction articles.													Reflected in classroom instruction	Instructional Coach					

Instructional strategies – teachers and students will practice/model annotation and critical thinking strategies and weekly integration of context clues and inferencing. Teachers will continue to incorporate Kagan structures and other high yield research based cooperative learning strategies to improve student engagement in the classroom. Instructional coach will continue to collaborate with teachers to incorporate small group instruction virtually and create ways to engage students.													Reflected in classroom instruction	Instructional Coach
5. Transition Readiness: Increase the transition indicator from 72.3% to 82.3% by 2022. Increase the transition indicator from 70.8% to 72% by May 2021.	2020-21 school year					2021-22 school year								
KCWP 1 Design & Deploy Standards	J	F	M	A	M	J	A	S	O	N	D	Indicators of Success/Intended Results	Primary Monitoring Responsibility:	
Provide authentic career and work place learning experiences. Communicate and facilitate opportunities with YSC and area business or community members to expand student access to real life experiences. Teacher and school leadership team will bring area business members in to conduct mock interviews for seniors.												Students successfully transitioning to college/career	YSC Coordinator/ College & Career Coach	
Create work site experiences through Navigo, Coop, internship experiences, and externships for student/teachers												Students successfully transitioning to college/career	College & Career Coach	
Use YouScience to guide students in exploration of various career paths. Counsel students in choosing appropriate courses and sequencing to guide students in pathway completion as it relates to the student ILP. Promote student internship.												# Students successfully complete a pathway	Teachers/CTE Department/ College & Career Coach	
Teacher and school leadership team will work closely with YSC to remove barriers and help student be prepared to transition to college or career.												Students successfully transitioning to college/career	YSC Coordinator/ College & Career Coach	
Host various high demand businesses to present opportunities to parents and students (KY fame, supply change, airport)													College & Career Coach	
Introduce pathway options to students at the middle school level to make student/parent(s) aware of pathway offerings. Hold a pathway fair/open house.												# students enrolling in a foundational CTE Course	Guidance/ CTE Department	
Professional Development with YouScience and new graduation requirements. Train staff on how to advise students on how to complete career pathway and be transition ready.												Teacher completion and use of YouScience with students	College & Career Coach	
KCWP 6: Establish Learning Culture/Environment	J	F	M	A	M	J	A	S	O	N	D	Indicators of Success/Intended Results	Primary Monitoring Responsibility:	
Optimize school district mental health professionals; school counselors, school psychologists, FRYSC coordinators, social workers and school nurses.													YSC Coordinator/ Guidance	
Focus on targeted prevention (including authentic SEL) and intervention programs and services that support mental health, emotional and behavioral well-being of children, youth and young adults, as well as specific mental/behavioral health services and supports that address their emotional and behavioral difficulties.													YSC Coordinator/ Guidance	
6. Graduation Goal: Increase the Graduation Indicator from 98.6% to 99.6% as Measured by the combined 4 and 5 year Cohort Graduation Rate. Increase Graduation Indicator from 97.3% to 99% by May 2021	2020-21 school year					2021-22 school year								
KCWP 5: Design, Align, & Administer Support	J	F	M	A	M	J	A	S	O	N	D	Indicators of Success/Intended Results	Primary Monitoring Responsibility:	
Leadership team will refer students who are not on track to graduate to various alternate programs such as District Diploma and Virtual Program. Placement meetings will take place with all stakeholders to determine placement and plan for individual students.													Leadership Team/ Guidance	
Teacher and school leadership team will utilize the Persistence to Graduate Tool, intervention rosters, and other tools to identify students who are at risk of failing.												# students graduating	Teachers/Leadership Team/ Guidance	
Teacher and school leadership team will provide credit recovery, summer school, ESS, and online opportunities to recover credits lost due to failure/incompletes.												# students recovery credits	Teachers/Leadership Team/ Guidance	

Teachers and school leadership team will work with YSC to help remove barriers for students that are at risk of failing or not graduating.																		Teachers/YS Coordinator/Leadership Team/ Guidance
Remediation – teachers will remediate I's within the course, after each grading quarter, and within 2 weeks of the end of the semester.																	# students with failing grades	PLC Content Teams
Mentoring – students that are at risk of not graduating will be assigned a mentor. The mentor will meet with the student every other week to monitor student progress and advocate for their needs.																		Teachers/Leadership Team