

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

1: State Assessment Results in Reading and Math

Goal 1 (<i>State your proficiency goal</i>): Increase proficiency in reading and math, as measured by the State Assessment according to the following table:									
Reading (KPREP)					Math (KPREP)				
Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2025	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2025
No Score due to COVID-19	50.7%	63%	68%	73%	No Score due to COVID-19	42.8%	61%	66%	66%

<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 the necessary funding to execute the activity or activities.</p> <p>Implementation and Impact Check will be conducted by the administration, Instructional Leadership Team (ILT), PLC Leads and SBDM in the following months:</p> <p>September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding									
<table border="1"> <tr> <td>9th Grade on Track</td> <td>Spring MAP (2021)</td> <td>Fall Pre-ACT (2021)</td> </tr> <tr> <td>Reading (20)</td> <td>76%</td> <td>No data</td> </tr> <tr> <td>Math (19)</td> <td>36%</td> <td>No data</td> </tr> </table>	9th Grade on Track	Spring MAP (2021)	Fall Pre-ACT (2021)	Reading (20)	76%	No data	Math (19)	36%	No data	<p>KCWP 1: Design and Deploy Standards</p> <p>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.</p>	<ul style="list-style-type: none"> ● Teachers will identify essential learning in each content area and use pre-assessment data to determine depth of student knowledge. ● Teachers will intervene in student learning, using the instructional coach and interventionists as teaching partners. ● Teachers will develop progress monitoring tools to provide feedback, and students will track their own learning in order to identify strategies and activities that have helped or not helped in mastering essential content. 	<p>Targeted student growth on MAP and pre-ACT assessment given in the fall of the sophomore year, and junior ACT in Oct 2022.</p>	<p>Winter MAP for Tier 2 and 3, 2022 Winter pre-ACT 2022 (9th and 10th grade) Spring MAP Tier 2 and 3, 2023</p>	<p>District provided funding</p>
9th Grade on Track	Spring MAP (2021)	Fall Pre-ACT (2021)												
Reading (20)	76%	No data												
Math (19)	36%	No data												
<table border="1"> <tr> <td>10th Grade on Track</td> <td>Fall Pre-ACT (2021)</td> <td>Spring Practice ACT (2022)</td> </tr> <tr> <td>Reading</td> <td>54%</td> <td>72%</td> </tr> </table>	10th Grade on Track	Fall Pre-ACT (2021)	Spring Practice ACT (2022)	Reading	54%	72%								
10th Grade on Track	Fall Pre-ACT (2021)	Spring Practice ACT (2022)												
Reading	54%	72%												

Math	42%	64%		<ul style="list-style-type: none"> Teachers will analyze district and state assessment data during January 2023 Data Dive to modify instructional practice, strategies, and activities. 		
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2: State Assessment Results in science, social studies and writing

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

Writing				Science				Social Studies			
Spring 2021	Spring 2022	Spring 2023	Spring 2025	Spring 2021	Spring 2022	Spring 2023	Spring 2025	Spring 2021	Spring 2022	Spring 2023	Spring 2025
81.7%	65% (83.4)	70%	73%	20% (44.1)	30%	40%	50%	50%	60%	70%	75%

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**
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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:

September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase proficiency in writing, as measured by the State Assessment as follows:	KCWP 2: Design and Deliver Instruction Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. It is the responsibility of the school and district to determine how students learn best.	Maintain a process to ensure regularly-scheduled PLC 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.	ILT Monthly Meetings: September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023 Others to be determined when the 22-23 calendar is approved.	\$0
		Design a school-wide writing assignment matrix that identifies in which courses	Analysis of data on identified essential writing	Weekly PLC Meetings	\$0

		students will receive instruction and assessment feedback on identified essential writing standards and learning targets.	standards and learning targets to design targeted intervention in GAP groups.	September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023	
Increase proficiency in science, as measured by the State Assessment as follows:	KCWP 2: Design and Deliver Instruction Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. It is the responsibility of the school and district to determine how students learn best.	Classroom teachers will work in PLCs and with the Instructional Coach to continue the PD work we began in Summer 2021 to build knowledge of disciplinary literacy, especially when reading to pull essential information from figures, graphs, and charts.	Analysis of data on identified essential reading standards and learning targets to design reading instruction aligned to NGSS cross-cutting concepts.	Weekly PLC Meetings September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023	\$0
Increase proficiency in social studies, as measured by the State Assessment as follows:	KCWP 2: Design and Deliver Instruction Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. It is the responsibility of the school and district to determine how students learn best.	Classroom teachers will work in PLCs and with the Instructional Coach to implement district frameworks for Civics, World History, and US History, emphasizing formative assessments that answer compelling and supporting questions.	Analysis of student assessment data to inform instructional decisions that inform the PLC work.	Weekly PLC Meetings September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023	

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Goal 3 (<i>State your Gap goal</i>): 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 20% (2022) to 50% (2025)	Increase from 30% (2022) to 50% (2025)	Increase from 15.9% (21-22) to 48% (2025)	Increase from 22% (21-22) to 45% (2025)
Disability	Increase from 9% (2022) to 30% (2025)	Increase from 4.5% (2022) to 20% (2025)	Increase from 5% (21-22) to 30% (2025)	Increase from 60% (2022) to 65% (2025)

<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"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<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"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	<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 the necessary funding to execute the activity or activities.</p> <p>Implementation and Impact Check will be conducted by the administration, Instructional Leadership Team (ILT), PLC Leads and SBDM in the following months:</p> <p>September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding															
<p>Objective 1</p> <p>African Americans</p> <table border="1" data-bbox="110 857 532 1206"> <thead> <tr> <th>Measure</th> <th>From 21-22</th> <th>To 2025</th> </tr> </thead> <tbody> <tr> <td>ACT Reading *Sub-score</td> <td>20% (2021)</td> <td>50%</td> </tr> <tr> <td>ACT Math *Sub-score</td> <td>30% (2021)</td> <td>50%</td> </tr> <tr> <td>AP Participation Rate</td> <td>15.9% (2020)</td> <td>48%</td> </tr> <tr> <td>AP Passing Rate</td> <td>22% (2020)</td> <td>45%</td> </tr> </tbody> </table>	Measure	From 21-22	To 2025	ACT Reading *Sub-score	20% (2021)	50%	ACT Math *Sub-score	30% (2021)	50%	AP Participation Rate	15.9% (2020)	48%	AP Passing Rate	22% (2020)	45%	<p>KCWP 5: Design, Align and Deliver Support</p> <p>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.</p>	<p>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.</p>	<p>Increase focus on the quality of progress monitoring. through regular monitoring of the data dashboard at the PLC level.</p>	<p>ILT Monthly Meetings: September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023</p> <p>Others to be determined when the 22-23 calendar is approved.</p>	<p>\$0</p>
Measure	From 21-22	To 2025																		
ACT Reading *Sub-score	20% (2021)	50%																		
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<p>Disability Students</p> <table border="1" data-bbox="110 1273 532 1524"> <thead> <tr> <th>Measure</th> <th>From 21-21</th> <th>To 2025</th> </tr> </thead> <tbody> <tr> <td>ACT Reading *Sub-score</td> <td>9%</td> <td>30%</td> </tr> <tr> <td>ACT Math *Sub-score</td> <td>4.5%</td> <td>20%</td> </tr> <tr> <td>AP Participation Rate</td> <td>5%</td> <td>30%</td> </tr> </tbody> </table>	Measure	From 21-21	To 2025	ACT Reading *Sub-score	9%	30%	ACT Math *Sub-score	4.5%	20%	AP Participation Rate	5%	30%	<p>Implement a priority based approach to PSR outreach specific to African American and disabled students to ensure participation. This will include: Academic Success Classes, Writingpalooza, and ACT Jamboree. Though these will be offered to all students at some point, intentional outreach efforts will be made first to reach some of our most struggling populations.</p>	<p>Increase focus on the quality of progress monitoring.</p>	<p>ILT Monthly Meetings: September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023</p>	<p>\$0</p>				
Measure	From 21-21	To 2025																		
ACT Reading *Sub-score	9%	30%																		
ACT Math *Sub-score	4.5%	20%																		
AP Participation Rate	5%	30%																		

AP Passing Rate	60%	65%					
						.Others to be determined when the 22-23 calendar is approved.	
			<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>2. Support students academically, emotionally and socially through mentoring and family/school partnerships and outreach.</p>	<p>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 & Dr. Roger Cleveland) 3) assist staff in implementing this learning into the PLC discussion and decision making about instructional delivery.</p>	<p>Faculty feedback on professional learning experiences..</p>	<p>ILT Monthly Meetings: September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023</p> <p>Others to be determined when the 22-23 calendar is approved.</p>	
				<p>Maintain our mentoring program, The Hope Collaborative and PASS Program, 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)</p>	<p>Feedback and monitoring through the counseling office and administrative staff.</p>	<p>ILT Monthly Meetings: September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023</p> <p>Others to be determined when the 22-23 calendar is approved.</p>	
				<p>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.</p>	<p>Community outreach; modify schedule on parent-teacher conference day; increased attendance at Family Schedulefest (Jan 2023) and other outreach efforts.</p>		
				<p>Begin work with Dragon Family Friday SEL to increase mentoring opportunities for students who struggle as well as GAP populations.</p>	<p>Increase focus on the quality of progress monitoring.</p>	<p>ILT Monthly Meetings: September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023</p>	

				Others to be determined when the 22-23 calendar is approved.	
	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>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)</p>	<p>Revise the data dashboard to include disaggregation based on race (AA) and Disability identification vs. GAP/NON-GAP.</p>	<p>Increase focus on the quality of progress monitoring.</p>	<p>ILT Monthly Meetings: September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023</p> <p>Others to be determined when the 22-23 calendar is approved.</p>	
		<p>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.</p>	<p>Increase focus on the quality of progress monitoring.</p>	<p>ILT Monthly Meetings: September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023</p> <p>Others to be determined when the 22-23 calendar is approved.</p>	
		<p>Collect data on incoming 9th graders with relevant data about specific areas of deficit (i.e. counselor meetings, disaggregated MAP and KPREP data, etc.)</p>	<p>Increase focus on the quality of progress monitoring.</p>	<p>ILT Monthly Meetings: September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023</p> <p>Others to be determined when the 22-23 calendar is approved.</p>	
		<p>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.</p>	<p>Increase focus on the quality of progress monitoring.</p>	<p>ILT Monthly Meetings: September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023</p>	

				Others to be determined when the 22-23 calendar is approved.	
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4: English Learner Progress

<p>Goal 4 (State your English Learner goal): :</p> <p>Scores are suppressed because of the number of ELL students enrolled at SOHS.</p>		
<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 the necessary funding to execute the activity or activities.</p> <p>Implementation and Impact Check will be conducted by the administration, Instructional Leadership Team (ILT), PLC Leads and SBDM in the following months:</p> <p>September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase Access scores by 0.5 points for all ELL students.	<p>KCWP 5: Design, Align and Deliver Support</p> <p>Teachers of ELL students will collaborate with the ELL team and the World Languages PLC to build in support for academic behaviors and targeted vocabulary development.</p>	Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning.	<p>-Increase focus on the quality of progress monitoring, particularly in regard to reducing academic struggle of ELL students in the regular ed classroom.</p> <p>-The 2023 ACCESS results</p>	<p>ILT Monthly Meetings:</p> <p>September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023</p> <p>Others to be determined when the 22-23 calendar is approved.</p>	\$0

5: Quality of School Climate and Safety

Goal 5 (State your Quality of Climate and Safety Goal):

To increase the Quality of School Climate and Safety score from 62.2 (medium category) to 68.0 (very high category).

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](#)
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase classroom community to ensure the learning culture and environment is inclusive and focused on success	KCWP 6: Establishing Learning Culture and Environment Continue supporting multiple measures for increasing classroom community.	<ul style="list-style-type: none"> ● Dragon Family Fridays ● Application for DEIB consultation work with KDE ● Leadership class functions as principal advisory group 	2023 Quality of School Climate and Safety score	ILT Monthly Meetings: September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023 Others to be determined when the 22-23 calendar is approved.	\$0

6: PostSecondary Readiness

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

Transition Ready		
2022	2023	2025
90.5%	92%	94%

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](#)
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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:

September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023

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 81.5% (2022) to 92% (2023)	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; continue to survey students to pinpoint interests.	More students enrolled in courses with successful completion.	ILT Monthly Meetings: September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023 Others to be determined when the 22-23 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.	ILT Monthly Meetings: September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023	

				Others to be determined when the 22-23 calendar is approved.	
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7: 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			
	2021	2022	2025
All Students	97.6%	97.6%	100%
Students with Disabilities	73.7%	73.7%	85%

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:

September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the graduation rate from 97.6% in (2022) to 100% in (2025).	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 are goal driven and ready for college or the workplace.	ILT Monthly Meetings: September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023	\$0

				Others to be determined when the 22-23 calendar is approved.	
		Enable students to build leadership roles within the school (SEL Dragon Family Fridays & Link Crew).	Develop a student advisory committee to seek input from students.	ILT Monthly Meetings: September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023 Others to be determined when the 22-23 calendar is approved.	\$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 (Dragon Family Fridays) SOHS is teaming with the Hope Collaborative during the 2022-2023 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.	Students provide positive feedback to mentors and offer insight into the mentoring. More students participating in the Hope Collaborative	ILT Monthly Meetings: September 13, 2022, October 4, 2022, November 1, 2022, December 6, 2022, January 10, 2023, February 14, 2023, March 14, 2023, April 11, 2023, May 9, 2023 Others to be determined when the 22-23 calendar is approved.	\$0
Objective 2: To increase the graduation rate for students with disabilities from 73.7 (2021) to 80.0% in (2022).	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.	\$0
		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.	