

Comprehensive Improvement Plan for Schools: Elizabethtown High School 2018-19

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): By 2019, increase the Proficiency indicator score for EHS by 3 points as measured by the Kentucky School Accountability System (KSAS.)

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](#)
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- [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 necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019, EHS will increase student achievement at EHS as measured by the Proficiency indicator on the Kentucky School Accountability System from 66.7 to 69.7.	KCWP1: Design and Deploy Standards KCWP 6: Establishing a Learning Culture and Environment	Core Curriculum: Establish a PLC structure that facilitates the review and prioritizing of standards, development of Learning Targets, Common Assessments and scaffolding of low, middle, and high cognitive demand standards.	Completed curriculum documents		N/A
		Embed reading strategies into content areas.	Curriculum documents with strategies to be taught defined. Data from walk-through and formal observations		N/A
	KCWP4: Review, Analyze and Apply Data KCWP 2: Design and Deliver Instruction	Develop a system to regularly examine data from formative and summative assessments to include whole group and demographic subgroups.	Documents from data analysis meetings and an Increase in student mastery of standards evidenced by growth from formative to summative assessments.		N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Model of Instruction: The district will develop and EHS will implement a model of instruction for school/teacher implementation.	Model of Instruction Document Classroom visits and observations		N/A
	KCWP:5: Design, Align and Deliver Support	Examine current intervention/enrichment set-aside time for effectiveness.	Progress monitoring data from math and reading Star 360 data. Course pass/fail data.		N/A
		Determine structure of new set aside time.	Master schedule containing structured interventions.		N/A
Objective 2					

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): By 2019, increase the Separate Academic Indicator Writing score for EHS by 3 points as measured by the KSAS.

<p>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.)</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? (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.)</p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By 2019, increase student achievement in writing at EHS as measured by the proficiency indicator on the KSAS from 57.7 to 60.7.	KCWP2: Design and Deliver Instruction	Faculty will review the EHS writing management plan and will continue to embed on-demand writing prompts in their unit plans twice yearly.	Completed work samples		N/A
Objective 2					

3: Gap

Goal 3 (State your Gap goal): Increase student achievement with African American and Disability subgroups at EHS the amount needed to meet the state defined cut scores with the KSAS.

<p>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.)</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? (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.)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By 2019, increase student achievement for African American student subgroup at EHS as measured by the proficiency indicator on the KSAS	KCWP2: Design and Deliver Instruction	Cooperative Learning Prof. Dev.: Lead Teachers will participate in professional learning that will focus on cooperative learning strategies for classroom instruction.	Certificate of Attendance for Professional Development		District Title II funds
		Cooperative Learning focused PLCs: The Assistant Superintendent for Student Learning will provide ongoing train-the-trainer sessions to Lead Teachers by holding monthly sessions. LTs will in turn, facilitate monthly PLC sessions with their assigned team centered on the design and implementation of the engaging quality of learning with others.	Teacher PLC attendance notes L2L classroom data that shows an increase in the percent of classroom observations in which cooperative learning (learning with others) is implemented as an engaging quality by 10%.		District Title II funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>Culturally Relevant Instruction: EHS will participate in district provided professional learning that works to build an awareness of African American cultural characteristics, culturally relevant learning environments, and culturally responsive teaching strategies.</p>	<p>Observations that show an increase in the implementation of culturally responsive teaching strategies and improved culturally relevant learning environments.</p> <p>Decrease in African American behavior events and suspensions.</p>		Title II
	<p>KCWP 5: Design, Align, and Deliver Support</p> <p>KCWP 6: Establishing a Learning Culture and Environment</p>	<p>Turnaround Leadership Development: EHS administrative team will participate in ongoing professional learning that focuses on best practice leadership strategies. This learning will aid in the overall effectiveness of principals and assistant principals when leading school improvement,. Professional learning will include but not be limited to monthly Lunch n ‘Learn sessions and 30, 60, 90 day meeting with the assistant superintendent for Student Learning.</p>	<p>Administrator attendance documents and observations of administrators implementing practices learned.</p>		Title II
		<p>Equal Access: EHS will work with the district to determine areas in which equal access for African American students may not be present and, in turn, develop and implement strategies for reducing the identified inequalities.</p>	<p>Documents identifying equal access issues and plans that address them.</p>		N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 2 By 2019 increase student achievement for the Disability student subgroup as measured by the proficiency indicator on the KSAS at EHS from 30.2 to 62.	KCWP2: Design and Deliver Instruction	Cooperative Learning Prof. Dev.: Lead Teachers will participate in professional learning that will focus on cooperative learning strategies for classroom instruction.	Certificate of Attendance for Professional Development		District Title II funds
		Cooperative Learning focused PLCs: The Assistant Superintendent for Student Learning will provide ongoing train-the-trainer sessions to Lead Teachers by holding monthly sessions. LTs will in turn, facilitate monthly PLC sessions with their assigned team centered on the design and implementation of the engaging quality of learning with others.	Teacher PLC attendance notes L2L classroom data that shows an increase in the percent of classroom observations in which cooperative learning (learning with others) is implemented as an engaging quality by 10%.		District Title II funds
	KCWP5: Design, Align and Deliver Support	Investigate delivery options to provide Specially Designed Instruction and accommodations for students with disabilities.	Results of site visits to schools recommended by GRREC as examples of effective special education instruction. Creation of a master schedule that better accommodates interventions for regular and special education students.		District Title II funds
		Specially Designed Instruction: EHS teachers will receive professional learning for regular and special education teachers on how to effectively design and implement SDI as well as co-teaching instructional models.	Teacher Lesson Plans Special education resource and co-teaching classroom visits and observations		N/A

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	<p>KCWP5: Design, Align, and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Turnaround Leadership Development: EHS administrative team will participate in ongoing professional learning that focuses on best practice leadership strategies. This learning will aid in the overall effectiveness of principals and assistant principals when leading school improvement,. Professional learning will include but not be limited to monthly Lunch n ‘Learn sessions and 30, 60, 90 day meeting with the assistant superintendent for Student Learning. In order to increase leadership in the area of special education services, the Director of Special Education will attend the first 30, 60, 90 meetings of each semester.</p> <p>Accommodations and Modifications: EHS will provide professional learning to all special education teachers on how to effectively teach students with disabilities how to access their accommodations and modifications as specified in their IEP. Training will also include an emphasis on effective implementation of accommodations and modifications with students through learning and assessments.</p>	<p>Attendance documents</p> <p>Observations of administrators implementing practices learned.</p> <p>Progress monitoring documentation for students with disabilities</p>		<p>N/A</p> <p>Title II IDEA</p>

4: Graduation rate

Goal 4 (State your Graduation Rate goal): By 2019, maintain and/or improve the high school graduation rate so that all demographic groups meet the state defined cut score within the KSAS.

<p>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.)</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? (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.)</p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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<p>Objective 1 By 2019, increase the graduation indicator for the Disability student subgroup from 70-85.</p>	<p>KCWP5: Design and deploy standards.</p>	<p>Priority Standards: EHS will identify priority standards in which students with disabilities will receive focused instruction. The administration will ensure that priority curricula delivery and assessment measures provide for pertinent information for these students and that implementation is monitored.</p>	<p>Priority standards document Lesson plans and pacing guides.</p>		<p>District General Funds</p>
		<p>Career Pathways: EHS will review the current career pathways available to students. Considerations will be made to align offerings with high student interest, community needs, and diverse students' capabilities so that the comprehensive program includes both academic and trade pathway options.</p>	<p>Course Catalog</p>		<p>N/A</p>

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	KCWP2: Design and Deliver Instruction	Specially Designed Instruction: EHS teachers will receive professional learning for regular and special education teachers on how to effectively design and implement SDI as well as co-teaching instructional models.	Special Education teacher lesson plans Special education resource and co-teaching classroom visits and observations		District Title II
	KCWP 5: Design, Align and Deliver Support	Special Education Portfolios: In cooperation with the district, EHS will develop a protocol for collecting student evidence for students with disabilities beginning in 9 th grade. The portfolio will contain evidence as outlined in the Kentucky High School Graduation Requirements provisions for students who may not meet minimum benchmark criteria.	Student Portfolios		N/A
		Accommodations and Modifications: EHS will provide professional learning to all special education teachers on how to effectively teach students with disabilities how to access their accommodations and modifications as specified in their IEP. Training will also include an emphasis on effective implementation of accommodations and modifications with students through learning and assessments.	Progress monitoring documentation for students with disabilities		District Title II and IDEA
Objective 2					

5: Growth

Goal 5 (State your Growth goal): Not applicable

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					
Objective 2					

6: Transition Readiness

Goal 6 (State your Transition Readiness goal): By 2019, increase the Transition Readiness indicator score for EHS by 3 points as measured by the KSAS.

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, increase student achievement at EHS as measured by the transition readiness indicator on the KSAS from 71.4 to 74.4	KCWP 1: Design and Deploy Standards	Transition Readiness for Alternate Assessment Students: EHS with implement a district developed Transition Readiness Program for all students with disabilities including Alternate Assessment students according to KDE exceptional work experience requirements.	District Transition Readiness Plan		District General Funds
	KCWP 5: Design, Align and Deliver Support		Document and logs of students work experience hours.		
Objective 2					

7: Other (optional)

Goal 7 (State your goal):

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 2					