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.
Goal 1: By 2021, Central Hardin High School will increase the percentage of Reading proficient/distinguished from 50.4% to 52.0%.

Goal 1B: By 2021, Central Hardin High School will increase the percentage of Math proficient/distinguished from 45.0% to 50%

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 a brief explanation or justification 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 Align 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 why the activity was chosen.)

- 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 necessary funding to execute the activity or activities.

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<th>Measures of Success</th>
<th>Program Monitoring Date &amp; Notes</th>
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<tbody>
<tr>
<td>Objective 1: Increase proficiency in Reading from 50.4% to 52.0% by 2019</td>
<td>KCWP 1: Design and Deploy Instruction</td>
<td>Activity: Resources Instructional resources, activities and trainings that are necessary to increase proficiency are aligned to the curriculum, Common Core and/or National Standards will be funded (i.e. textbooks, technology programs, etc.)</td>
<td>Department Budgets PLC minutes</td>
<td>Fall 2019 State Assessment Results</td>
<td>District Title I KETS</td>
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<td></td>
<td></td>
<td>Activity: Professional Learning Community</td>
<td>All core content area teachers create and analyze common formative assessments. PLC's will provide data driven instruction based on assessments. Training to sustain this process will be provided as needed. Leadership decisions are focused on student academic performance and are data-driven (assessment results, placement tests, MAP scores, PLC minutes &amp; A-Team minutes) and collaborative.</td>
<td>Assessment Results PLC minutes A-Team minutes</td>
<td>Fall 2019 State Assessment Results</td>
</tr>
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<td></td>
<td></td>
<td>Activity: Professional Development</td>
<td>All staff has been trained in Literacy First</td>
<td>Professional Development Plan</td>
<td>Fall 2019 State Assessment Results</td>
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</table>
**Objective 1:** Increase proficiency in Math from 45.0% to 46.6% in 2019.

| KCWP #5 Design, Align and Deliver Supports | Activity: | Secondary Instructional Specialist  
A Math Interventionist will oversee all areas of math intervention | LEAP report | Fall 2019 State Assessment Results | Title 1 |
|--------------------------------------------|------------|------------------------------------------------------------------|-------------|-------------------------------|-------|

- **Activity:** Student Tutor/Peer Mentors  
  Provide student tutors in core mathematics and biology classrooms as well as classes with ESL students; student tutors for several subjects during Power Hour.

- **Activity:** ESL Class: Students not passing Algebra I, 2A, or Biology part A, may be placed in a non-traditional intervention focused FLIP classroom which allows for more individualized and differentiated remediation via the use of iPads and recorded teacher instruction.

- **Activity:** ALEKS: A math program used with all freshmen for remediation and enrichment.

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<th>Activity: FLIP class: Students not passing Algebra I, 2A, or Biology part A, may be placed in a non-traditional intervention focused FLIP classroom which allows for more individualized and differentiated remediation via the use of iPads and recorded teacher instruction.</th>
<th>Master schedule (math teachers)</th>
<th>Fall 2019 State Assessment Results</th>
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<td><strong>Activity:</strong> ALEKS: A math program used with all freshmen for remediation and enrichment.</td>
<td>Master schedule</td>
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Goal 2A: By 2021, Central Hardin High School will increase the percentage of Science proficient/distinguished from 31.5% to 36.5%.

Goal 2B: By 2021, Central Hardin High School will increase the percentage of Writing proficient/distinguished from 68% to 73%.

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 a brief explanation or justification 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

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<tr>
<td>Objective 1: Increase proficiency in Science from 31.5% to 35.1% by 2019</td>
<td>KCWP 1: Design and Deliver Instruction</td>
<td>Activity: Utilize knowledge of best practices/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Teachers are unpacking the new NGSS standards and implementing new common assessments to indicate standard changes as increased rigor. Curriculm map Common assessments State assessments.</td>
<td>Fall 2019 State Assessment Results</td>
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<tr>
<td>Objective 2: Increase proficiency in Writing from 68% to 69.6% by 2019</td>
<td>KCWP 2: Design and Deliver Instruction</td>
<td>Activity: Writing Models Teacher will follow the school writing policy. A writing policy and program are implemented and periodically reviewed and analyzed to make adjustments as needed to improve student writing. A writing/curriculum specialist will be hired as needed for consult to assist teachers in developing writing activities. Curriculum maps Student/teacher writing folder State Assessments</td>
<td>Fall 2019 State Assessment Results</td>
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### Activity: No Red Ink
Emboldened practice in instruction at all grade levels. All core English teachers will use No Red Ink to increase student performance in usage and mechanics.

#### No Red Ink assessment reports
#### Fall 2019 State Assessment Results

### Activity: Writing Instruction
The On-Demand writing process is taught in a scaffold approach in the 9th, 10th and 11th grade English classes.

#### Curriculum maps
#### Department meeting minutes
#### PLC minutes
#### Fall 2019 State Assessment Results
Goal 3

Goal 3A: By 2021, Central Hardin High School will increase the percentage of Reading proficient or above of gap students from 27.2% to 32.2%

Goal 3B: By 2021, Central Hardin High School will increase the percentage of Math proficient or above of gap students from 25.5% to 30.5%

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 a brief explanation of justification for why the strategy was chosen.)

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
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<td>Objective 1: Increase proficiency of Gap group in reading from 27.2% to 28.0% by 2019.</td>
<td>KCWP 5: Design, Align and Deliver Support Classroom Activities</td>
<td>Activity: Support Services The school provides organizational structures to reduce barriers to learning (e.g., health education, one-on-one health counseling, screenings, emergency and first aid services.) Structures are in place to ensure that all students have access to all of the curriculum (e.g., Intervention Assistance Program, character education, preventative education addressing pregnancy, HIV, and STDs, individual mental health counseling, support for pregnant teens and teen mothers, Anger Management groups, transitional support groups, Grief Counseling and at-risk support groups).</td>
<td>Minutes from SPCM committee meetings</td>
<td>Fall 2015 State Assessment Results</td>
<td>State FYSC</td>
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Activity: Power Hour
Additional time for students to seek help and/or have extended research/computer time is available every day from 12-1.

Activity: Stakeholder Involvement
Opportunities are provided to families and the community to be active partners in the educational process and work with the school to promote programs and services for all students.

Activity: Power Hour schedule
Committee minutes

Activity: Stakeholder Involvement
Committee minutes

Activity: Stakeholder Involvement
Committee minutes

KCWP 2: Design & Deliver Instruction
Activity: Implementation and Intervention
Strategies in Special Education
Special Education teachers will focus on activities and strategies to help individually target the academic growth of students on their caseload.

Activity: ELL Development
Teachers of ELL students are updated via a short training as needed with current resources and best practice for ELL students. The ESL district teacher has a calendar and rotates among all ESL students.

Activity: Cooperative Learning (PD)
Teams of regular ed. and collaborating teachers will share and implement training, Kagan Cooperative Learning, to strengthen their teamwork skills and to expand their knowledge of engaging instructional strategies.

Activity: Targeted Math Interventionist
A math interventionist tutor uses the school day to pull out students that are failing or are in danger of failing Algebra I, for very individualized one on one tutoring. This intervention is sustained until the student is able to meet academic expectations in the class.

Activity: Targeted Math Interventionist
Interventionist schedule
MAP results

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Activity: Targeted Math Interventionist
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MAP results
All activities look good for each section.
## Graduation Rate

### Objective 1

By 2021, Central Hardin High School will increase the cohort graduation indicator from 96 to 97.5.

### Which Strategy will the district deploy 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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<td>Objective 1</td>
<td>KCWP 5: Design, Align and Deliver Support</td>
<td>Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention support. &lt;br&gt;&lt;br&gt;Activities: Apex, credit recovery, dropout prevention, PBIS, community mentor, etc.</td>
<td>Graduation Reports, Apex data, VSC plans &amp; minutes</td>
<td>Fall 2019 State Assessment Results</td>
<td>District FRYSC</td>
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<td>Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement. &lt;br&gt;&lt;br&gt;Activities: Apex, credit recovery, dropout prevention, PBIS, community mentor, etc.</td>
<td>Graduation Reports, Apex data, VSC plans &amp; minutes</td>
<td>Fall 2019 State Assessment Results</td>
<td>District FRYSC</td>
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*FYI: FRYSC = Federal, State, Regional, and Community Funding and Resource Systems.*
5: Growth

Goal 5 (State your Growth goal): N/A

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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<tr>
<td>Objective 2</td>
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### Transition Readiness

**Goal 6**

By 2021, Central Hardin High School will increase the transition indicator from 73.9 to 78.9 for all students (including EL) who are considered transition ready (academic or career).

#### 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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<td>Objective 1</td>
<td>KC WP 7: Design, Align and Deliver Support</td>
<td>Incorporate professional knowledge of best practices and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement. <strong>Activity:</strong> Advanced classes to accelerate towards college readiness (Advanced Placement Classes, Dual Credit courses, EC3 career pathways/industry certificates, Hardin County schools: Early College Program).</td>
<td>Administrate &amp; Counselor Teachers Course Guide Handbook/Ma ster schedule</td>
<td>Fall 2019 State Assessment Results</td>
<td>District Federal</td>
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<td></td>
<td></td>
<td><strong>Activity:</strong> Classes to accelerate towards a career or military (EC3 career pathways/industry certiricates and SBHC program)</td>
<td></td>
<td>Fall 2019 State Assessment Results</td>
<td>District Federal</td>
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<td>Assure consideration and advancement of non-academic pursuits to college. <strong>Activity:</strong> College fair, ILP, Scheduling Information Sessions, Financial Aid seminar, FAFSA Assistance Day, One to One scheduling, open house, various informational sessions for parents, work ethic, college/career mentorship.</td>
<td>Administrate &amp; Counselor Events Calendar work ethic certification</td>
<td>Fall 2019 State Assessment Results</td>
<td>District</td>
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<td><strong>Activity:</strong> Intensive College Readiness class Focus on increasing ACT score</td>
<td>Administrate to Counselor ACT</td>
<td>Fall 2019 State Assessment Results</td>
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