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KENTUCKY DEPARTMENT OF EDUCATION

Comprehensive School Improvement

Plan

Dixie Heights High School

Kenton County School District

Mrs. Karen Hendrix, Principal
3010 Dixie Hwy
Edgewood, KY 41017-2334

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.
Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Dixie Heights is located off of I-275 at Dixie Highway in Crestview Hills, and also serves other surrounding communities, including Crescent Springs, Villa Hills, and Edgewood. The school has a current enrollment size of approximately 1,400 students in grades nine through twelve, and reflects the diversity of the surrounding community.

Dixie employs a teaching staff of approximately 100 educators who work tirelessly to offer a rigorous and relevant curriculum to every student. To this end, the staff and administration of Dixie have worked to provide all students with career/ college readiness skills and maintain the current growth trends on state assessments.

The school has adopted the Springboard curriculum in math and English classes. This rigorous curriculum offers our students a challenging resource that will better prepare them for their future. In addition, our staff has begun MAP testing freshman and sophomores each trimester so that our staff can gauge student learning. The teachers use this information to identify students' specific skills they have mastered or are 'ready to learn.' This data proves useful to teachers who are planning differentiated lessons in the classroom and targets the skills that students are 'ready to learn.'

Although we serve a diverse student body and community, Dixie Heights strives to ensure that all students are given an equal opportunity to excel and be involved in all aspects of the educational process. In addition to a wide range of course offerings, a school to work program, academies, dual credit, and advanced placement courses are available to students. Students' diverse strengths and needs are met through a variety of clubs and organizations as well as Extended School Services, remedial, and gifted/ talented programs. Support services are available in special education, credit recovery programs, speech/ language therapy, ESL and occupational/ physical therapy.

Executive Summary
Dixie Heights High School

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Dixie Heights High School's vision statement is "All students, faculty, and staff treat one another with respect and work toward a common goal of academic achievement so that students can be globally-competitive and self-sufficient in the real world."
The faculty, staff, and administration embody this vision as we are dedicated to nurturing, challenging, and motivating students to meet high expectations. Through engaging and rigorous teaching, we encourage students to work toward their potential success in the world tomorrow.

DHHS prepares students for the future by providing practice on skills that will help them to be successful in the 21st century. One way that DHHS has implemented this practice is by adopting the Springboard curriculum which relies heavily on student collaboration. Another way has been through the many research projects that various classes require where students learn how to sift through a large amount of information, analyze, synthesize, and evaluate it. Finally, students practice communication skills as they are frequently asked to create and present various projects.

DHHS offers a wide variety of honors, AP, and dual-credit course options based on the needs of the student body. To ensure that the students are getting the most out of these offerings, the staff and administration at DHHS work with local colleges to ensure that the advanced and dual-credit opportunities are appropriate. Additionally, all course work is continually evaluated to ensure that it is aligning with local, state, and national standards.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Dixie Heights has many notable achievements that give the students and staff pride. One area is that Dixie is a proficient school again based on this year's accountability results. Dixie achieved a higher score than 86% of all other public schools in the state. We scored particularly well in the area of Achievement.

The next area is that we have highly qualified staff members as 90% of the faculty hold master's degrees. Six of our teachers are Nationally Board Certified teachers. Several of our staff members have been publicly recognized for their outstanding work in their content teaching.
- Kris Gillis- was awarded Ashland's Teacher Achievement award and with this recognition was also nominated 1 out of 24 teachers across the state as Teacher of the Year
- Jennifer Baldwin- was awarded KyAEA (KY Art Education Association) High School Art Educator of the Year
- Robb Duddey- was recognized as the KMEA (KY Music Educator's Association) District 6 High School Music Teacher of the Year
- Susan Borchers was named as the Social Studies Teacher of the Year

Dixie Heights High School emphasizes academic achievement and has students who attained notable accomplishments in this area. Dixie has averaged 12.5 Governor Scholar Program students over the last 4 years. Acceptance into this program is highly selective and we are proud of our students who have been selected to participate in the program. Second, Dixie has averaged 20.3 Commonwealth Diplomas over the last 3 years. The students attaining this elite diploma have met the high standards set by the state to achieve it. Third, Dixie has increased the number of students who are passing the Advanced Placement exams. Students who have taken the AP exams and received a 3 or higher on any Advanced Placement exam have increased from 44% in 2008 to 76.5% in 2012. Fourth, our PLAN and ACT scores have continued to improve over the last three school years. The graduating seniors of 2013 scored an average of 21 on the ACT. Fifth, our students leave Dixie prepared for the next phase in their lives. Sixty percent of our graduating seniors attend four year colleges/universities. Nine percent attend two year or technical/vocational college/universities. Approximately, two percent of our student body joins the military. It is important to us that all students succeed and our staff works hard with each student to help them attain the necessary skills in order to do this.

There is always room for improvement and we are no exception. Over the next several years, our focus will be improving our test scores in the areas of achievement gap and college/career readiness. First, we are looking to expand our math courses to include classes using the Hands-On and Equals Math curriculums. We feel these curriculums will expose our students to helpful resources to improve their math skills. Second, we are looking at ways to expand our business courses in order to build additional career pathways. We hope that providing these career pathways will assist our students in becoming career-ready. In addition, we plan to find ways to offer additional industry certifications, such as MOS and CPR certifications. We recognize these areas for improvement and have worked on creating plans in order to address these needs.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Dixie Heights High School is very proud of other aspects about our school, including our extra-curricular opportunities as well as students' participation in the Kenton County Academies of Innovation and Technology. To begin, we offer many extra-curricular opportunities and have students who excel in these activities. We offer clubs, such as, Academic Team, All State Choir, Amateur Radio, AP Art, Art, Astronomy, National Beta club, National Honor Society, Odyssey of the Mind, Bridge, Colonels for Christ, Concert Band, Marching Band, Dance, Drama, Drug Free Club, Environmental, FBLA, Future Problem Solvers, German, Hanner's Heroes, Journalism, Mock Trial, Principal Advisory club, Roller Skating club, Science Odyssey, Science Olympiad Team, Ski club, Social Norms club, STLP, Student Council, Student Vision Team, Student Advisory Committee, Tech Olympics, TLC- Teen Leadership, Yearbook, and Young Writer's Club. We offer many sporting options, such as, baseball, fast pitch softball, cross country, football, golf, lacrosse, soccer, swimming, tennis, track,volleyball, and wrestling.

Next, Dixie Heights High School has many students participating in both the Success Academy and the Kenton County Academies of Innovation and Technology. The district offers six academy options: 1) Sustainable Energy Technology Engineering, 2) Engineering, 3) Biomedical Science, 4) Informatics, 5) High Performance Production Technology, and 6) Media Arts. The Academies are geared to reach our 21st century learners as it facilitates the students' growth in their career field of interest giving them a competitive edge post-graduation. Dixie High School proudly hosts the district's Media Arts Academy and students from across the district travel to Dixie to participate in this Academy.

Plan for Comprehensive School Improvement Plan

Overview

Plan Name

Plan for Comprehensive School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient/ distinguished in reading and math	Objectives: 1 Strategies: 4 Activities: 5	Organizational	$0
2	increase the current graduation rate for all students	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$0
3	Program Review	Objectives: 1 Strategies: 3 Activities: 3	Organizational	$0
4	Increase the achievement scores for students with disabilities	Objectives: 1 Strategies: 3 Activities: 4	Organizational	$0
5	Tell Survey	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
6	All students at Dixie Heights High School will become college/career ready.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	$0
7	Next Generation Professionals: Percentage of Proficient Certified Staff	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0

Goal 1: All students will be proficient/ distinguished in reading and math

Measurable Objective 1:

demonstrate a proficiency by increasing the average combined reading/ math proficiency from 53.4% in 2013 to 58.7% by 10/01/2014 as measured by the achievement score on the Kentucky School Report Card.

Strategy 1:

Springboard - Continue training teachers on how to effectively implement the Springboard curriculum.

Research Cited: The College Board, & Jun Li, Fordham University

Activity - PD in using best practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training staff on how to effectively implement the Springboard curriculum.	Professional Learning	06/01/2013	05/30/2014	$0	No Funding Required	Administrators

Activity - PD in using best practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In monthly meetings, the departments will analyze student work and discuss ways to help students improve.	Professional Learning	08/12/2013	05/30/2014	$0	No Funding Required	Administrators, department chairs, department members

Strategy 2:

PLC meetings - Teachers in PLC meetings will analyze student work

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student data and brainstorm ways to improve instruction	Academic Support Program	04/15/2013	05/30/2014	$0	No Funding Required	Administration, department members

Strategy 3:

Literacy Design Collaborative (LDC) - Teachers will collaborate with all district high schools and district consultants to implement KCAS literacy instruction.

Research Cited: Research for Action

Activity - Module Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All teachers in English, social studies, and science will incorporate reading and writing activities into their classroom lessons and have students produce proficient content-based writing pieces.	Academic Support Program	05/31/2013	05/30/2014	$0	No Funding Required	Administration and department chairs

Strategy 4:

Math Design Collaborative (MDC) - Teachers will collaborate throughout the year in course-specific teams to implement formative assessment lessons & KCAS instructional strategies.

Activity - Implementation of KCAS formative assessment lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement 5-10 formative assessment lessons and use the data gathered in the growth spreadsheet to inform instructional shifts called for in the KCAS.	Academic Support Program	05/30/2013	05/30/2014	$0	No Funding Required	Administration and math department

Goal 2: increase the current graduation rate for all students

Measurable Objective 1:

collaborate to increase the average freshman graduation rate from 91.5% in 2013 to 92.2% by 10/01/2014 as measured by the graduation rate as reported on the Kentucky School Report Card.

Strategy 1:

Targeted intervention - Identify at-risk students and schedule courses targeting their ILPs

Activity - academic support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
identify at-risk students and schedule courses targeting their ILPs	Academic Support Program	03/01/2013	05/30/2014	$0	No Funding Required	Counselors; CTE teachers; FRYSC

Activity - Student Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In monthly meetings, the FRYSC coordinator will meet with students who are at-risk of dropping out of school to monitor that they possess the resources they need to be successful in school.	Career Preparation/Orientation	03/18/2013	05/30/2014	$0	FRYSC	FRYSC coordinator

Activity - CLAIM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A voluntary program where teachers individually mentor students who are at-risk of dropping out of school. Mentors review grades with students each month.	Academic Support Program	09/16/2013	05/30/2014	$0	No Funding Required	Faculty & administration

Activity - Principal conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and counselor personally meets with each students who plans on dropping out of school to discuss alternatives	Academic Support Program	03/04/2013	05/30/2014	$0	No Funding Required	Principal, counselors

Goal 3: Program Review

Measurable Objective 1:

collaborate to increase the Program Review results from an average score of 6.5 in 2013 to 8.0 by 10/01/2014 as measured by the Program Review State Report.

Strategy 1:

Writing Program Review - Literacy Design Collaborative- best practice

Teachers will collaborate with all schools and district consultant to implement KCAS literacy instruction.

Research Cited: Research in Action

Activity - LDC- module implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers in English, social studies, and science will incorporate writing activities into their classroom lessons and have students produce content-based pieces.	Academic Support Program	03/01/2013	05/30/2014	$0	No Funding Required	Administrators, department chairs, teachers

Strategy 2:

Arts & Humanities - Increase opportunities for cross-curricular instruction between the arts and other content areas

Activity - Cross-curricular instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet with all department chairs to discuss opportunities for cross-curricular instruction, organize collaboration opportunities for teachers to plan for a cross-curricular lesson, and implement a cross-curricular lesson	Academic Support Program	05/31/2013	05/30/2014	$0	No Funding Required	Administration, department chairs

Strategy 3:

Practical Living Consumer Science (PLCS) - Create opportunities for teachers and students to update the students' ILPs

Activity - ILP updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on ILP expecatations and capabilities in Career Cruising so that appropriate structures can be established for students and teachers to use summative assessment data to construct and update students' ILPs	Academic Support Program	05/31/2013	05/30/2014	$0	No Funding Required	Administration and teachers

Goal 4: Increase the achievement scores for students with disabilities

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency percentage from 10.9% in 2013 to 25.3% for students with disabilities by 10/01/2014 as measured by School Report Card.

Strategy 1:

Math Design Collaborative - Teachers will collaborate throughout the year with all schools in the district and a district level consultant to implement formative

assessment lessons and KCAS instructional strategies.

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to determine common misconceptions of students to inform next step instruction	Academic Support Program	08/12/2013	10/01/2014	$0	No Funding Required	department chair

Activity - Implementation of KCAS formative assessment lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement 5-10 formative assessment lessons and use the data gathered to inform instructional shifts called for in the KCAS	Academic Support Program	03/01/2013	10/01/2014	$0	No Funding Required	department chair

Strategy 2:

Equals Math & Hands-On Math - Added a remedial class to assist students with special needs to obtain needed skills to be successful in mainstream math classes.

Research Cited: Ben Satterfield, Ed.D. & Karen Ross-Brown, MLS

Activity - Hands- On Math & Equals Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elective class added for students to receive additional instruction in areas where students demonstrate a skill deficit	Academic Support Program	08/01/2013	10/01/2014	$0	No Funding Required	Collaborative Special Education teacher

Strategy 3:

Read 180 & System 44 - Provide a curriculum that will assist students with obtaining skills to improve reading abilities

Research Cited: Scholastic, Inc, 2011 557 Broadway, New York, NY 10012

Activity - Read 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Increased the number of Read 180 classes to include a sophomore level class	Academic Support Program	08/01/2013	10/01/2014	$0	No Funding Required	Collaborative Special Education teacher

Goal 5: Tell Survey

Measurable Objective 1:

collaborate to increase the percentage of teachers who agree they have adequate space to work productively from 42.9% in 2013 to 60% by 05/29/2015 as measured by Tell Survey.

Strategy 1:

Re-allocate space - Creating teacher work space for collaboration

Activity - Creating Teacher Work Space	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identifying appropriate rooms, clearing out these rooms and remodeling this space to make it more usable for teachers.	Other	05/31/2013	05/29/2015	$0	No Funding Required	FRYSC and administration

Goal 6: All students at Dixie Heights High School will become college/career ready.

Measurable Objective 1:

collaborate to increase the percentage of students who are college and/or career ready from 54.9% in 2013 to 67.6% by 10/01/2014 as measured by school report card.

Strategy 1:

Career Pathways - Each department will review their course offerings with career pathways in mind. The department along with the principal will delete, add, or change current courses to create more career pathway options for students.

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration will work together to review where our students' needs are and add, delete, or change the current course offerings to meet these needs.	Academic Support Program	06/01/2013	05/30/2014	$0	No Funding Required	Department chairs and Principal

Activity - Industry Certifications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Increase the opportunities where students can earn industry certifications.	Career Preparation/Orientation	03/01/2013	05/30/2014	$0	No Funding Required	Business department chair, administration

Strategy 2:

College Readiness - Students who have not achieved the ACT benchmark will be placed in a course designed to provide needed skills to reach benchmark by taking the ACT, Compass, or KYOTE test.

Activity - Department Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze content data as well as data for individual students to identify course-specific strategies to implement in their courses and improve instruction.	Professional Learning	08/01/2013	05/30/2014	$0	No Funding Required	Principal

Activity - After-School Practice Session	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students bring a completed ACT practice test and receive tutoring from teachers on how to correctly answer the questions that they answered incorrectly	Extra Curricular	10/01/2013	05/30/2014	$0	No Funding Required	Administrators, teachers

Activity - Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as not reaching benchmark will be placed in a math and/or English class designed to provide skills necessary to reach benchmark.	Academic Support Program	06/01/2013	05/30/2014	$0	No Funding Required	Administration, department chairs, counselors

Goal 7: Next Generation Professionals: Percentage of Proficient Certified Staff

Measurable Objective 1:

collaborate to increase the percentage of proficient certified staff members from XX % in May 31, 2015 to YY% by 05/31/2020 as measured by evaluation results..

Strategy 1:

PGES - Professional Growth and Effectiveness System

Activity - TPGES training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the next 2 school years for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations	Professional Learning	01/01/2014	05/31/2015	$0	No Funding Required	administration

Strategy 2:

Professional Learning and Support - Develop a school-wide professional learning plan for TPGES components and expectations

Activity - TPGES training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Professional Learning	01/01/2014	05/31/2015	$0	No Funding Required	Administration and committee members

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Conferencing	In monthly meetings, the FRYSC coordinator will meet with students who are at-risk of dropping out of school to monitor that they possess the resources they need to be successful in school.	Career Preparation/Orientation	03/18/2013	05/30/2014	$0	FRYSC coordinator
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ILP updates	Teachers will be trained on ILP expecations and capabilities in Career Cruising so that appropriate structures can be established for students and teachers to use summative assessment data to construct and update students' ILPs	Academic Support Program	05/31/2013	05/30/2014	$0	Administration and teachers
academic support	identify at-risk students and schedule courses targeting their ILPs	Academic Support Program	03/01/2013	05/30/2014	$0	Counselors; CTE teachers; FRYSC
After-School Practice Session	Students bring a completed ACT practice test and receive tutoring from teachers on how to correctly answer the questions that they answered incorrectly	Extra Curricular	10/01/2013	05/30/2014	$0	Administrators, teachers
PD in using best practices	Training staff on how to effectively implement the Springboard curriculum.	Professional Learning	06/01/2013	05/30/2014	$0	Administrators
Creating Teacher Work Space	Identifying appropriate rooms, clearing out these rooms and remodeling this space to make it more usable for teachers.	Other	05/31/2013	05/29/2015	$0	FRYSC and administration
PD in using best practices	In monthly meetings, the departments will analyze student work and discuss ways to help students improve.	Professional Learning	08/12/2013	05/30/2014	$0	Administrators, department chairs, department members
Principal conferencing	Principal and counselor personally meets with each students who plans on dropping out of school to discuss alternatives	Academic Support Program	03/04/2013	05/30/2014	$0	Principal, counselors

Implementation of KCAS formative assessment lessons	Teachers will implement 5-10 formative assessment lessons and use the data gathered in the growth spreadsheet to inform instructional shifts called for in the KCAS.	Academic Support Program	05/30/2013	05/30/2014	$0	Administration and math department
Module Implementation	All teachers in English, social studies, and science will incorporate reading and writing activities into their classroom lessons and have students produce proficient content-based writing pieces.	Academic Support Program	05/31/2013	05/30/2014	$0	Administration and department chairs
Analysis of Student Work	Teachers will collaborate to determine common misconceptions of students to inform next step instruction	Academic Support Program	08/12/2013	10/01/2014	$0	department chair
TPGES training	Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the next 2 school years for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations	Professional Learning	01/01/2014	05/31/2015	$0	administration
Read 180	Increased the number of Read 180 classes to include a sophomore level class	Academic Support Program	08/01/2013	10/01/2014	$0	Collaborative Special Education teacher
Cross-curricular instruction	Meet with all department chairs to discuss opportunities for cross-curricular instruction, organize collaboration opportunities for teachers to plan for a cross-curricular lesson, and implement a cross-curricular lesson	Academic Support Program	05/31/2013	05/30/2014	$0	Administration, department chairs
Department Data Analysis	Teachers will analyze content data as well as data for individual students to identify course-specific strategies to implement in their courses and improve instruction.	Professional Learning	08/01/2013	05/30/2014	$0	Principal
Industry Certifications	Increase the opportunities where students can earn industry certifications.	Career Preparation/Orientation	03/01/2013	05/30/2014	$0	Business department chair, administration
Scheduling	Students identified as not reaching benchmark will be placed in a math and/or English class designed to provide skills necessary to reach benchmark.	Academic Support Program	06/01/2013	05/30/2014	$0	Administration, department chairs, counselors
Analysis of Student Work	Teachers will analyze student data and brainstorm ways to improve instruction	Academic Support Program	04/15/2013	05/30/2014	$0	Administration, department members
Curriculum Alignment	Teachers and administration will work together to review where our students' needs are and add, delete, or change the current course offerings to meet these needs.	Academic Support Program	06/01/2013	05/30/2014	$0	Department chairs and Principal

CLAIM	A voluntary program where teachers individually mentor students who are at-risk of dropping out of school. Mentors review grades with students each month.	Academic Support Program	09/16/2013	05/30/2014	$0	Faculty & administration
LDC- module implementation	All teachers in English, social studies, and science will incorporate writing activities into their classroom lessons and have students produce content-based pieces.	Academic Support Program	03/01/2013	05/30/2014	$0	Administrators, department chairs, teachers
TPGES training	Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Professional Learning	01/01/2014	05/31/2015	$0	Administration and committee members
Implementation of KCAS formative assessment lessons	Teachers will implement 5-10 formative assessment lessons and use the data gathered to inform instructional shifts called for in the KCAS	Academic Support Program	03/01/2013	10/01/2014	$0	department chair
Hands- On Math & Equals Math	Elective class added for students to receive additional instruction in areas where students demonstrate a skill deficit	Academic Support Program	08/01/2013	10/01/2014	$0	Collaborative Special Education teacher
				Total	$0	

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

Our staff is trying to answer the following questions using our data...

1- What are our areas of strength and weakness?

From the school report card data, Dixie Heights High School identified that our achievement scores and graduation rate are areas of strength for us that we will celebrate. Our college/career readiness scores and achievement gap in the area of student with disabilities are areas for improvement that we will address.

2- Are our current programs working or do they need to be revised?

From the data, we identified several programs that are working for the students at our school. First, we feel the Springboard curriculum is rigorous and provides students with an appropriately challenging resource. We attribute part of our successful scores to using this curriculum as a resource. Second, we feel that MAP testing students throughout the year has been productive and helped us improve our achievement scores. The staff can routinely gauge student learning in order to know what skills students have mastered and what skills students are ready to learn. In addition, teachers can use data to differentiate as well as make adjustments to curriculum as appropriate as students' progress through the course. Third, we feel based on the data that the Read 180 and System 44 programs have been helpful to our students. Likewise, we feel that the implementation of math programs such as Equals Math and Handson Math have contributed to gains in our assessment scores as well. Fourth, we used the graduation data from the school report card to determine that Dixie has strength in this area. We have a staff committed to the success of every student and are dedicated to working with students until they reach mastery. Our staff is also committed to assist student in reaching their personal best and any student considering dropping out of school personally meets with several staff members to explore all options available to the student. We feel that all of these components lead to a high graduation rate. Finally, in reviewing our school report card data, we also discovered that the school does not sufficiently prepare students to be career-ready and we plan to re-structure our career pathways and look for ways to increase the number of industry certificates that students can attain.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Reading

* Improved overall score from a 65.4 to 68

* Increased our Proficient/ Distinguished reading scores by 4.7%

- Increased the number of Read 180 classes to include a sophomore level

- Evaluated and streamlined elective courses

- Conducted meetings where departments discussed student assessment data and brainstormed ways to improve instruction

- Made College and Career Readiness intervention classes a full trimester

Math

* Increased our Proficient/ Distinguished math score by 5.3% and

* Decreased their novice by 6.4%

* Increased overall math gap scores from 3.7 to 6.7

* Increased the proficient and distinguished score by 5.3%

      - Conducted meetings where departments discussed student assessment data and brainstormed ways to improve instruction

      - Increased Equals Math and Hands-On Math classes

      - Made College and Career Readiness intervention classes a full trimester

College/Career Readiness

* Increased our overall score from 49.4 to 55.1

* Increased the overall composite score on the ACT from 20.3 to 21.0

 - Identified students who do not meet ACT benchmark and placed them in CCR classes which assisted them with deficit skills then they took the ASVAB or KYOTE tests

 - Streamlined career pathways and increased opportunities for students to earn industry certifications

 - Continued to meet with each sophomore student where we discussed their PLAN results and set goals for achieving benchmarks on the ACT

Graduation Rate

* Increased the graduation rate from 83.7% to 91.5%

 - Continued personally meeting with each student who planned on dropping out to discuss alternatives

 - Continued attending monthly meetings at the board of education where we discussed individuals who were at-risk of dropping out of school

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

Dixie recognizes that improvements are needed in the areas of Growth and College/Career Readiness.

1) To make improvements in the area of Growth, we plan to...
- Offer ACT-prep practice nights throughout the year where students' entrance ticket is a completed ACT practice test. Teachers are available to assist students with incorrect answers
- Utilize ACT practice tests created by district consultants with more fidelity and use the results to drive instruction as well as targeted skill instruction for identified deficits
- Conduct PD training on effective learning targets, formative assessments, lesson planning, CIITs assessment builder, and using data to drive instruction

2) To increase our College/Career Readiness Score from 54.9% to 67.6% achieving benchmark, we plan to...
- Offer ACT-prep practice nights throughout the year where students' entrance ticket is a completed ACT practice test. Teachers are available to assist students with incorrect answers
- Utilize ACT practice tests created by district consultants with more fidelity and use the results to drive instruction as well as targeted skill instruction for identified deficits
- Continue to expand our career pathways & industry certifications
- Investigate implementation of new KYOTE reading assessment
- Add more interventions for students below grade level in reading and math

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Based on our analysis of the school report card data (achievement, gap, growth, and college/career readiness and/or graduation rate), we are proud of many achievements. First, our reading scores show that 68% of our students achieve a proficient/ distinguished score. Second, our student body achieves high scores on the ACT as reflected in our school's overall composite score of a 21. Finally, we have 91.5% of our students graduating from high school.

We also acknowledge that we have areas where we can improve. In order to achieve this improvement, we plan to implement the following strategies to address the needs of our students.
- Offer ACT-prep practice nights throughout the year where students' entrance ticket is a completed ACT practice test. Teachers are available to assist students with incorrect answers
- Utilize ACT practice tests created by district consultants with more fidelity and use the results to drive instruction as well as targeted skill instruction for identified deficits
- Conduct PD training on effective learning targets, formative assessments, lesson planning, CIITs assessment builder, and using data to drive instruction
- Continue to expand our career pathways & industry certifications
- Investigate implementation of new KYOTE reading assessment
-

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	No	N/A	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	N/A	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

School Safety Diagnostic

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	October 2, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	October 2, 2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	9-4-13 SBDM first read 10-3-13 SBDM second read 9-19-13 first responders	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	We reviewed as much as we had completed on the plan, next year our policy will have our plan completed and reviewed (by local authorities) by July 1 and reviewed on opening day.	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	10-3-13	

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Compliance and Accountability - High Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goal 1:

Tell Survey

Measurable Objective 1:

collaborate to increase the percentage of teachers who agree they have adequate space to work productively from 42.9% in 2013 to 60% by 05/29/2015 as measured by Tell Survey.

Strategy1:

Re-allocate space - Creating teacher work space for collaboration
Research Cited:

Activity - Creating Teacher Work Space	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identifying appropriate rooms, clearing out these rooms and remodeling this space to make it more usable for teachers.	Other	05/31/2013	05/29/2015	$0 - No Funding Required	FRYSC and administration

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the achievement scores for students with disabilities

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency percentage from 10.9% in 2013 to 25.3% for students with disabilities by 10/01/2014 as measured by School Report Card.

Strategy1:

Read 180 & System 44 - Provide a curriculum that will assist students with obtaining skills to improve reading abilities
Research Cited: Scholastic, Inc, 2011 557 Broadway, New York, NY 10012

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increased the number of Read 180 classes to include a sophomore level class	Academic Support Program	08/01/2013	10/01/2014	$0 - No Funding Required	Collaborative Special Education teacher

Strategy2:

Math Design Collaborative - Teachers will collaborate throughout the year with all schools in the district and a district level consultant to

implement formative assessment lessons and KCAS instructional strategies.

Research Cited:

Activity - Implementation of KCAS formative assessment lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement 5-10 formative assessment lessons and use the data gathered to inform instructional shifts called for in the KCAS	Academic Support Program	03/01/2013	10/01/2014	$0 - No Funding Required	department chair

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to determine common misconceptions of students to inform next step instruction	Academic Support Program	08/12/2013	10/01/2014	$0 - No Funding Required	department chair

Strategy3:

Equals Math & Hands-On Math - Added a remedial class to assist students with special needs to obtain needed skills to be successful in

mainstream math classes.

Research Cited: Ben Satterfield, Ed.D. & Karen Ross-Brown, MLS

Activity - Hands- On Math & Equals Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elective class added for students to receive additional instruction in areas where students demonstrate a skill deficit	Academic Support Program	08/01/2013	10/01/2014	$0 - No Funding Required	Collaborative Special Education teacher

The school identified specific strategies to increase the average freshman graduation rate.

Goal 1:

increase the current graduation rate for all students

Measurable Objective 1:

collaborate to increase the average freshman graduation rate from 91.5% in 2013 to 92.2% by 10/01/2014 as measured by the graduation

rate as reported on the Kentucky School Report Card.

Strategy1:

Targeted intervention - Identify at-risk students and schedule courses targeting their ILPs

Research Cited:

Activity - Principal conferencing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and counselor personally meets with each students who plans on dropping out of school to discuss alternatives	Academic Support Program	03/04/2013	05/30/2014	$0 - No Funding Required	Principal, counselors

Activity - academic support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
identify at-risk students and schedule courses targeting their ILPs	Academic Support Program	03/01/2013	05/30/2014	$0 - No Funding Required	Counselors; CTE teachers; FRYSC

Activity - Student Conferencing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In monthly meetings, the FRYSC coordinator will meet with students who are at-risk of dropping out of school to monitor that they possess the resources they need to be successful in school.	Career Preparation/ Orientation	03/18/2013	05/30/2014	$0 - FRYSC	FRYSC coordinator

Activity - CLAIM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A voluntary program where teachers individually mentor students who are at-risk of dropping out of school. Mentors review grades with students each month.	Academic Support Program	09/16/2013	05/30/2014	$0 - No Funding Required	Faculty & administration

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Program Review

Measurable Objective 1:

collaborate to increase the Program Review results from an average score of 6.5 in 2013 to 8.0 by 10/01/2014 as measured by the Program Review State Report.

Strategy1:

Writing Program Review - Literacy Design Collaborative- best practice

Teachers will collaborate with all schools and district consultant to implement KCAS literacy instruction.

Research Cited: Research in Action

Activity - LDC- module implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in English, social studies, and science will incorporate writing activities into their classroom lessons and have students produce content-based pieces.	Academic Support Program	03/01/2013	05/30/2014	$0 - No Funding Required	Administrators, department chairs, teachers

Strategy2:

Arts & Humanities - Increase opportunities for cross-curricular instruction between the arts and other content areas

Research Cited:

Activity - Cross-curricular instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet with all department chairs to discuss opportunities for cross-curricular instruction, organize collaboration opportunities for teachers to plan for a cross-curricular lesson, and implement a cross-curricular lesson	Academic Support Program	05/31/2013	05/30/2014	$0 - No Funding Required	Administration, department chairs

Strategy3:

Practical Living Consumer Science (PLCS) - Create opportunities for teachers and students to update the students' ILPs

Research Cited:

Activity - ILP updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on ILP expecatations and capabilities in Career Cruising so that appropriate structures can be established for students and teachers to use summative assessment data to construct and update students' ILPs	Academic Support Program	05/31/2013	05/30/2014	$0 - No Funding Required	Administration and teachers

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

All students at Dixie Heights High School will become college/career ready.

Measurable Objective 1:

collaborate to increase the percentage of students who are college and/or career ready from 54.9% in 2013 to 67.6% by 10/01/2014 as measured by school report card.

Strategy1:

College Readiness - Students who have not achieved the ACT benchmark will be placed in a course designed to provide needed skills to

reach benchmark by taking the ACT, Compass, or KYOTE test.

Research Cited:

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as not reaching benchmark will be placed in a math and/or English class designed to provide skills necessary to reach benchmark.	Academic Support Program	06/01/2013	05/30/2014	$0 - No Funding Required	Administration, department chairs, counselors

Activity - After-School Practice Session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students bring a completed ACT practice test and receive tutoring from teachers on how to correctly answer the questions that they answered incorrectly	Extra Curricular	10/01/2013	05/30/2014	$0 - No Funding Required	Administrators, teachers

Activity - Department Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze content data as well as data for individual students to identify course-specific strategies to implement in their courses and improve instruction.	Professional Learning	08/01/2013	05/30/2014	$0 - No Funding Required	Principal

Strategy2:

Career Pathways - Each department will review their course offerings with career pathways in mind. The department along with the principal

will delete, add, or change current courses to create more career pathway options for students.

Research Cited:

Activity - Industry Certifications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase the opportunities where students can earn industry certifications.	Career Preparation/ Orientation	03/01/2013	05/30/2014	$0 - No Funding Required	Business department chair, administration

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will work together to review where our students' needs are and add, delete, or change the current course offerings to meet these needs.	Academic Support Program	06/01/2013	05/30/2014	$0 - No Funding Required	Department chairs and Principal