MEADE COUNTY HIGH SCHOOL - 2018-19 CSIP

Meade County Schools Consolidated 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.

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education 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 school/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.

Which **Strategy** will the school/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.)*	Which **Activities** will the school/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.*
- 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	- 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

Other Information: 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.

Goal 1: Proficiency/Goal 2: Gap (district, elementary, middle and high)

Proficiency: By 2023, Meade County High School will increase the proficiency index (combined reading and math scores) to 69.8.

Gap: *Students with Disabilities--* By 2023, Meade County High School will increase the proficiency index (combined reading and math scores) for students with disabilities from 22.3 to 38.5.

In addition, by May 2019 Meade County High School will decrease the percent of students with disabilities scoring novice by 10% in each content.

School and district 2030 goals and objectives werel be calculated by subtracting from 100 the 2018 proficiency index of identified groups, then dividing by 2, then divided by 12 to determine the incremental gains needed to meet the 2030 goal. This incremental gain is added to the baseline and each subsequent year over the next 12 years to create the annual deliver target. (NOTE: the goal is to increase the rate by 50% of the difference from 100% so you first divide by 2 ro calculate the 50% growth rate.)

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, Meade County High School will increase the proficiency index (combined reading and math scores) to 63.5.	**KCWP1: Design and Employ Standards to support high fidelity in teaching to the standards**	Schools will regularly schedule curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Agendas; PLC Documents	Minimum of quarterly \n\n PLC's meet weekly. PLCs share a Google folder for collaboration with Admin access and collaboration	$0
	KCWP2: Design and Deliver Instruction to ensure congruency is present between standards, learning targets, and assessment measures.	PLC Teams grades 9 to 12 will implement item analysis methods on interim/common assessments to evaluate instructional effectiveness and determine if/what instructional adjustments are needed.	Item Analyze Protocols; Data Analysis	Minimum of Bi-quarterly	$0
Objective 2: By May 2019, Meade County High School will increase the proficiency index (combined reading and math scores) for students with disabilities from 22.3 to 25.5.		Create a new MCHS Co-Teaching Cadre that provides job-embedded ongoing professional learning to improve educator effectiveness through best practice/co-teaching strategies; and strategies to retain educators.	Classroom Observations; Progress Monitoring Data.	Minimum of quarterly We will visit another school who is strong with co-teaching and will continue to strengthen our one-teach, one-assist and interventions	$0
		Provide a structure for common planning for co-teaching teams to ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Master Schedules and/or Co-Teach Team Planning Structures	Minimum of quarterly	$0
	KCWP 3: Design and Deliver Assessment Literacy to ensure that standardized assessment results are used appropriately to propel student achievement.	Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Student Goal Setting/Tracking Forms; Formative Assessment Data and Progress Monitoring	Minimum of Bi-quarterly	$0
Objective 3: By May 2019, students with disabilities will decrease Novice by 10% in each content area.		PLC Teams will create and implement a system that allows students to set goals and to track and evaluate their progress toward set goals.		Minimum of quarterly	$0
	KCWP4: Review, Analyze and Apply Data to ensure a uniform way of examining and interpreting all of the data that schools in order to determine priorities for success	Develop Pacing/Assessment Calendars to ensure a structure for formative, interim, summative assessment results, as well as universal screener data, to be utilized to determine tiered intervention needs.	Pacing/Assessment Calendars Developed	Pacing and Assessment calendars have been developed and are being utilized throughout the year. Reflection on changes for next year are conducted by PLC's during bi-weekly meetings. The focus at the end of the year is to adjust and plan for improvement in our structures for next year focusing on screener data and tiered	$0

			intervention needs through PLCs.	
	Formative, interim, summative assessment results, as well as universal screener data will be used appropriately to determine tiered intervention needs. Develop and implement a protocol and monitoring/documentation tool for tiered intervention movement considerations.	KSI Data Review Protocol Developed	Minimum of quarterly All teachers have SGGs that are monitored and checked by administration team	$0
	Determine baseline data for how our different student demographic groups scored in comparison to each other. Develop a protocol for monitoring progress of sub group data.	Calculate District/School baseline data; set SMART Goals	Review quarterly	$0
KCWP5: Design, Align and Deliver Support to develop a protocol and monitoring/documentation process for tiered intervention	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. (***Director of Student Improvement and Intervention Position***)	Student Goal Setting/Tracking Forms; Formative Assessment Data and Progress Monitoring	Review quarterly	

Spring 2018 Data

Reading

RD	HS
P/D%	19.1
A%	16.7
N%	64.3

Mathematics

MA	HS
P/D%	6.8
A%	18.2
N%	75

Gap -- SwD (TSI Subgroup)

RD	HS
P/D%	19.1
MA	HS
P/D%	6.8

Novice Reduction- SwD (TSI Sub Group)

%N	HS	GOAL
RD	64.3	57.9
MA	75.0	67.5

All Students - Combined Proficiency Indicator

HS
61.9

All Students Separate Academic Indicator

MS
n/a

All Students Growth Indicator

MS
n/a

*Data NOT Include in the above report therefore data calculated from Accountable NAPD_20180926

Other Data pulled from 2017-18 Data Set (Achievement by Level)

Goal 3: Separate Academic Indicator

By 2019, Meade County High School will increase the percentage of students scoring at or above proficiency in writing and Science by at least 5% annually at each level.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, 67.2% of high school students will score at or above proficiency in writing.	**KCWP1: Design and Employ Standards to support high fidelity in teaching to the standards.**	Schools will regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Agendas; PLC Documents	Minimum of quarterly PLC's meet weekly. PLCs share a Google folder for collaboration with Admin access and collaboration	$0
Objective 2: By May 2019, 37.7% of high school students will score at or above proficiency in science.	**KCWP5: Design, Align and Deliver Support Identify curricular needs using pre-assessment strategies, and use data results to "frontload" concepts where high levels of below proficient prerequisite skills are identified**	A district writing cadre will ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Data Analysis Information	Minimum of quarterly Our MCHS writing cadre representatives have been in communication and leading PD with our whole staff.	$0
		Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.	Data Analysis Information	Minimum of quarterly Admin PLC, LEAD Team, and SBDM all meet throughout the year with updates	$0

Goal 4: Graduation Rate

Increase the Graduation Rate for MCHS from 94.5% in 2015 (96.0 in 2018) to 96.64% by 2020, as measured by the average of the 4Yr/5Yr Cohort Graduation Rate.

School and district 2023 goals were calculated by subtracting from 100 the 2015 average graduation rate, then dividing by 2 and adding that amount back to the 2015 baseline. (NOTE: the 5 year objective is to increase the rate by 50% of the difference from 100% so you first divide by 2 to calculate the 50% growth rate needed.) Annual targets are calculated by then dividing the 50% growth needed by 5 to determine the incremental growth needed each year to meet the five-year goal. This incremental gain is added to the baseline and each subsequent year over the next 5 years to create the annual delivery targets. 2015 Baseline 4-Year Rate was Incremental Growth Rate is 0.45%.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, an average of 96.3% of students in the 2018 cohort & 2019 cohort will graduate.	**KCWP5: Design, Align and Deliver Support to monitor student data regularly and to ensure a continuous improvement model**	Develop an Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation. Assign targeted at risk student in a "Guided Study Hall" during Academic Time 5 days/wk for 25 minutes in Term 1.	Progress Report and Term Grades for 2nd, 3rd and 4th Terms.	Nov 15, Jan 15, Feb 15, March 15, April 30 and May 30 Students have been identified in Nov, Jan and Feb. 4 Guided study halls have been created as developed in the goal. The success of students in their grades has been monitored by the assigned counselor to that grade level. Several students have been placed before the Nov. date in the goal due to early data trends. (2-20-19)	$0

		Using the same Early Warning Tool identify students at risk for remediation, failure, and/or untimely graduation. Assign targeted at risk students to Semester 1 Intercession to complete 24-30 hours of coursework to recover a Semester 1 failing grade.	Percentage of students who recover their Term 1 grade with a 60%.	Nov 30, Jan 30, March 30, June 30 Students in guided study hall have been tracked and placed in a remediation class to help ensure their coursework is progressing. Students were assigned to an after school session before Winter break. (2-20-19)	MCHS ESS Funds
	KCWP6: Establishing Learning Culture and Environment to ensure that all available resources are deployed to assist students in need	Guidance Counselors will be assigned to a cohort and student conferencing will occurs on a regular basis and discussions will support a culture for learning.	Bi-Quarterly Meeting with students at-risk of failing a course.	On-going Counselors have been meeting with cohort students to encourage a culture of learning. This process is ongoing.	$0

Goal 5: Transition Readiness

By May 2023, increase the transition readiness index at Meade County High School for students who are Transition Ready to 75.69. Furthermore the index for students with disabilities will increase from 35.6 to 49.01.

School/District 2019 goals were calculated by subtracting from 100 the 2018 baseline, then dividing by 2, then divided by 2 to determine the incremental gains needed to meet the two-year goal. This incremental gain is added to the baseline and the subsequent year to create the annual delivery targets.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, all teachers will be utilizing high yield instructional strategies (those with highest effect size) to increase the transition readiness index to 70.60.	**KCWP 2: Design and Deliver Instruction to develop a protocol and monitoring/document ation tool for tiered intervention movement considerations.**	Determine baseline data of the % of students meeting benchmark at grades 12 based on spring 2018 data. Determine baseline data for current year seniors to analyze barriers in demonstrating transition readiness.	Calculate District/School baseline data; develop SMART goals	To be completed by Jan 1, 2019	$0
		Ensure ongoing professional development in the content areas to identified best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Strategies identified and Agendas/ Communications include ongoing PD items	Jan 1, 2019 and bi-monthly thereafter PD developments in content areas have been discussed in scheduled Department meetings with a focus on finding high yield strategies to aid in student growth and mastery. (2-20-19)	$0
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Processes/Data Shared Monthly at District PLC Meetings beginning Jan 2018	Monthly District PLC Meetings These meetings have taken place and new data and processes have and will continue to be shared moving forward (2-20-19)	$0

Goal 6: Other -- TELL Survey

To increase the percentages of favorable TELL Survey Results to 90% by Spring 2019 in the areas of TEACHER LEADERSHIP and SCHOOL LEADERSHIP.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, increase favorable results by to 90%_ in the areas of TEACHER LEADERSHIP and SCHOOL LEADERSHIP as measured by a KY TELL Survey. 		2015	2017
TLc	75.4	75.4
TLE	64.5	63.2
SLc	70.6	72.1		**KCWP5: Design, Align and Deliver Support -- Continuous Improvement Activities to develop school culture supports, both academic and behavioral, to promote and support learning for all**	Analyze TELL Survey Data to determine district/school level areas of focus for both TEACHER LEADERSHIP and SCHOOL LEADERSHIP.	A minimum of 2 areas in each category will be identified by 1/1/2019	Progress Monitoring Notes are to be shared by each building principal 2/1, 3/15, 5/1	$0
		Utilize data wise questions to evaluate "as is" state at a minimum of every 30 days. (Data wise questions include: What does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are the next steps for school/district improvement?)	Increased Favorable Results	Survey 2/15, 3/30 and 5/15	$0
		"Laws of Leadership" Cadres will be formed and facilitated by our Superintendent. One cadre will for district/school administrators conducted at monthly district administration meetings. A new cadre will be available for teachers and other administrators from across the district.	Participation Rates each session.	Monthly -- November through May. Cadres have met as outlined by the goal each month. Participation rates have been collected by District Admin (2-20-219)	$0
		Orange Frog Initiative - MCHS has been working on building positive relationships with students, staff, and our families through the use of Shawn Achor's work on happiness culture entitled, "The Orange Frog, A parable based on Positive Psychology." Some of the ways MCHS has incorporated this philosophy are: Expecting the three non-negotiables across our campus: Building positive relationships; Positive (clear) communications; and High Expectations in all directions. Incorporating sessions such as "building positive energy", "building positive culture", and "putting happy in your work" into our professional learning. Sharing our positive story via social media-- showing gratitude and having fun while learning are all important actions we do that we are sharing Working through a Lead Like a Pirate book study as an Administrative Professional Learning Community and incorporating Lead Like a Pirate ideas on our campus such as positive behavior referrals, Friday Fun Joke of the Week over Announcements, and playing "happy" music throughout our campus every Monday morning from 7:45-8:14 to "celebrate Mondays".		On-going I am excited about where we are in building positive culture at MCHS.	