KENTUCKY DEPARTMENT OF EDUCATION

KDE Comprehensive School

Improvement Plan

Dixie Heights High School

Kenton County

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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 2015. 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. Over the past three to five years Dixie has seen an increase in the number of students who need assistance through our English Language Learners program. This new population comes to Dixie from Southeast Asia, specifically Myanmar, and the students speak a language that is difficult to translate. While there were challenges associated with this growth, exposure to new cultures has helped to enrich the student experience for all at DHHS. To meet the needs of these students we have a part-time ELL teacher who meets these students on a daily basis and students are enrolled in coursework that helps to address the needs that have been identified through their personal learning plan (PLP) and work to achieving at the same level as their peers. Additionally, Dixie Heights currently has 36% of their students who receive free or reduced lunch services. To meet the needs of these students a full time Family Resource Center is in place and actively works with these students to provide a wide range of services from weekend meal packs to outside counseling services. Additionally, the administrative team, guidance counselors, school nurse, school resource officer and family resource center coordinator meet on a bi-weekly basis to discuss students who are at risk for graduation, including students who qualify for free and reduced lunch, and develop specific plans for each student to ensure that they can be successful at Dixie Heights High School.

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. Overall, our state percentile score increased from the 55th percentile to the 72nd percentile. This was accomplished by Dixie Heights exceeding it's annual measurable objective by 2.5 points. Scores were increased in four categories; achievement, gap, college and career readiness, and graduation.

The next area is that we have highly qualified staff members as 90% of the faculty hold master's degrees. Six of our teachers; Lori Dennler, Teri Schatzman, James Clark, Susan Borchers, Denise Scaringi, and Chris Welch are Nationally Board Certified teachers. By obtaining National Board Certification our teachers are proving that they are committed to enhancing their own professional practices and also developing ideas that they can share with other members of their content areas. Several of our staff members have been publicly recognized for their outstanding work in their content teaching.

- Kris Gillis was rated in Cincinnati Magazine as one of the area's top educators which is based on going above and beyond the expectations of what a teacher needs to do. This award was obtained by being nominated by school stakeholders based upon their experiences within his class. While it was a tremendous honor for Kris, it was also a great example of our stakeholders wanted to recognize the efforts of our staff and show their appreciation for the work they put forth. As part of a very young, but talented English department, Kris was also selected for this award due to the fact that he has been a tremendous role model for the other English teachers. Kris provides guidance to others in both formal and informal roles and he has proven to be an example of professional curricular leadership.

- Suzanne Wadsworth was selected as a board member to the Kentucky Science Teachers Association. This selection was based upon her involvement within this professional organization. This appointment strongly benefits the teachers at Dixie because it helps them be part of the community of science teachers throughout the state of Kentucky. With the implementation Next Generation Science Standards, it is important that our entire Science Department be plugged into the professional conversations that are taking place and Sue is working to be this connection.

As always, academic success is visible in several areas at Dixie Heights High School. In the 2013-2014 school year DHHS added AP US Government and Politics at the Freshmen level. Typically, this course is taken by Seniors and has a national pass rate of 50%. The nearly 90 freshmen students at DHHS who took this AP assessment passed at a rate of 80%. Another point of pride for Dixie is The Washington Post naming Dixie as one of the nation's Most Challenging Schools by offering many advanced curricular opportunities and encouraging students to participate in them. Because of this challenging curriculum DHHS was able to increase the number of students who are now college and career ready. The achievement score at DHHS has been increasing for the previous three years and because of programs being implemented, DHHS anticipates continued growth.

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 offer PLAN skill sessions throughout the year where students will bring their PLAN test results to obtain assistance on the skills that are outlined as areas of growth for them. Second, we will offer more ACT-prep practice nights throughout the year where students will bring a completed practice ACT and work with a teacher to improve their individual scores. Third, 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, 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, Bowling club, Ski club, Social Norms club, STLP, Student Council, Student Vision Team, Student Advisory Committee, Tech Olympics, Math Competition Team, 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 the Kenton County Academies of Innovation and Technology. The district offers seven academy options: 1) Sustainable Energy Technology Engineering, 2) Engineering, 3) Biomedical Science, 4) Informatics, 5) High Performance Production Technology, 6) Military Preparation and 7) 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 Heights High School proudly hosts the district's Media Arts and Informatics Academies and students from across the district travel to Dixie to participate in this Academy. Additionally, Dixie has an introductory course for freshmen who are interested in attending the Military Prep Academy as Sophomores.

Plan for KDE Comprehensive School Improvement Plan December 2014-15

Overview

Plan Name

Plan for KDE Comprehensive School Improvement Plan December 2014-15

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	Program Review	Objectives: 1 Strategies: 3 Activities: 3	Organizational	$0
3	Increase the achievement scores for students with disabilities	Objectives: 1 Strategies: 3 Activities: 4	Organizational	$0
4	Tell Survey	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
5	All students at Dixie Heights High School will become college/career ready.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	$0
6	Next Generation Professionals: Percentage of Proficient Certified Staff	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
7	Wellness	Objectives: 1 Strategies: 1 Activities: 1	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 34.9% in 2014 to 53.9% by 10/01/2015 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.

Category: Professional Learning & Support

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	06/02/2014	05/29/2015	$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	08/11/2014	05/29/2015	$0	No Funding Required	Administrators, department chairs, department members

Strategy 2:

PLC meetings - Teachers in PLC meetings will analyze student work

Category: Professional Learning & Support

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	04/14/2014	05/29/2015	$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.

Category: Professional Learning & Support

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	05/30/2014	05/29/2015	$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.

Category: Professional Learning & Support

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	05/30/2014	05/29/2015	$0	No Funding Required	Administration and math department

Goal 2: Program Review

Measurable Objective 1:

collaborate to increase the Program Review results from an average score of 7.5 in 2014 to 8.0 by 10/01/2015 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.

Category: Professional Learning & Support

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	03/03/2014	05/01/2015	$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

Category: Integrated Methods for Learning

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	05/01/2014	05/01/2015	$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

Category: Stakeholder Engagement

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	05/01/2014	05/01/2015	$0	No Funding Required	Administration and teachers

Goal 3: Increase the achievement scores for students with disabilities

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency percentage from 6.1% in 2014 to 34.6% for students with disabilities by 10/01/2015 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.

Category: Professional Learning & Support

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	08/01/2014	10/01/2015	$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	03/01/2014	10/01/2015	$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.

Category: Continuous Improvement

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	08/01/2014	10/01/2015	$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

Category: Continuous Improvement

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	08/01/2014	10/01/2015	$0	No Funding Required	Collaborative Special Education teacher

Goal 4: 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

Category: Human Capital Management

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 5: 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 61.0% in 2014 to 73.0% by 10/01/2015 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.

Category: Career Readiness Pathways

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	06/01/2014	05/01/2015	$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	03/01/2014	05/01/2015	$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.

Category: Career Readiness Pathways

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	08/01/2014	05/01/2015	$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	10/01/2014	05/01/2015	$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 6: 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

Category: Teacher PGES

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 current school year 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

Category: Professional Learning & Support

Activity - TPGES training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school-wide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP).	Professional Learning	01/01/2014	05/31/2015	$0	No Funding Required	Administration and committee members

Goal 7: Wellness

Measurable Objective 1:

collaborate to create a plan to increase the awareness of the district and school Wellness Policy to all faculty members to 100% by 10/01/2015 as measured by survey results.

Strategy 1:

Wellness Policy Awareness Plan - Leadership will develop a plan to create awareness and compliance with the KCSD Wellness Policy and school level wellness policy.

Category: Continuous Improvement

Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy.	Policy and Process	08/01/2014	10/01/2015	$0	No Funding Required	School Wellness Committee Chairperson

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	03/01/2014	10/01/2015	$0	department chair
Analysis of Student Work	Teachers will analyze student data and brainstorm ways to improve instruction	Academic Support Program	04/14/2014	05/29/2015	$0	Administration, department members
Industry Certifications	Increase the opportunities where students can earn industry certifications.	Career Preparation/Orientation	03/01/2014	05/01/2015	$0	Business department chair, administration
PD in using best practices	In monthly meetings, the departments will analyze student work and discuss ways to help students improve.	Professional Learning	08/11/2014	05/29/2015	$0	Administrators, department chairs, department members
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	05/01/2014	05/01/2015	$0	Administration, department chairs
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	05/30/2014	05/29/2015	$0	Administration and 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	08/01/2014	05/01/2015	$0	Principal
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
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	08/01/2014	10/01/2015	$0	Collaborative Special Education teacher

ILP updates	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	05/01/2014	05/01/2015	$0	Administration and teachers
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	03/03/2014	05/01/2015	$0	Administrators, department chairs, teachers
PD in using best practices	Training staff on how to effectively implement the Springboard curriculum.	Professional Learning	06/02/2014	05/29/2015	$0	Administrators
Read 180	Increased the number of Read 180 classes to include a sophomore level class	Academic Support Program	08/01/2014	10/01/2015	$0	Collaborative Special Education teacher
Wellness Leadership Development	A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy.	Policy and Process	08/01/2014	10/01/2015	$0	School Wellness Committee Chairperson
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 current school year 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
TPGES training	Develop a school-wide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP).	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 in the growth spreadsheet to inform instructional shifts called for in the KCAS.	Academic Support Program	05/30/2014	05/29/2015	$0	Administration and math department
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
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	06/01/2014	05/01/2015	$0	Department chairs and Principal
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	10/01/2014	05/01/2015	$0	Administrators, teachers

Analysis of Student Work	Teachers will collaborate to determine common misconceptions of students to inform next step instruction	Academic Support Program	08/01/2014	10/01/2015	$0	department chair
				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 continues to be proud that we are a proficient school. We have identified that our achievement scores and graduation rate continue to be areas of strength for us that we celebrate. Our college/career readiness scores and achievement gap in the area of student with disabilities are areas for improvement that we will address. Another area of concern is our program review where we scored needs improvement in 2 of the 3 categories which are PLCS and Art/Hum.

From our staff perception surveys, including our TELL survey data, we have identified creating an appropriate teacher work space as a priority need.

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 Hands-on 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 students 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. Over the last three years, Dixie's graduation rate has increased from 91.5% to 92.1%, demonstrating that many of the graduation programs that are in place at Dixie Heights are effective. In addition, 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. Additionally, from analyzing the data from our school report card, we realize that we need to improve on our program review. We have begun to emphasize lesson planning and evidence collection to demonstrate proficiency in all areas of program review. Finally, we recognize the need to transform our teachers' workspace to make it more user-friendly.

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

* Increased our Distinguished reading scores from a 14.2% to 15.7%

* Increased our Proficient/ Distinguished Gap Scores by 6.4%

- Expanded exposure to the Read 180 curriculum by making the course year-long

- Provided interventions in elective courses

- Continued to offer College and Career Readiness intervention classes as a full trimester

- Added a Transitions class for students who completed the Read 180 program but we not ready for a Springboard curriculum

Social studies

* Overall increase in raw score from 68- 80.8

* Decreased our novice scores from 23.8% to 14.2%

- Added 2 AP courses (AP Government and Politics as well as AP European History)

College/Career Readiness

* Increased our overall score from 54.9 to 61.3

* Increased the overall composite score on the ACT from 20.5 to 20.8

    - Offered ACT-prep nights where students took practice ACT tests and then certified teachers assisted them with instruction in areas of need

 - 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

    - Increased opportunities for students to take the Compass test

 - 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 91.5% to 92.1%

 - 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.

    - Developed a bi-weekly meeting of the administrative team, guidance counselors and other appropriate staff members to discuss the students listed as high-risk on the persistence to graduate report and then develop actionable plans for each student to increase their ability to graduate.

    - Began a mentoring program where teachers individually mentor students who are 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...

- Continue 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

-          Begin offering PLAN-prep nights where students will bring their PLAN score sheets to work on identified, deficit skills

- 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

2) To increase our College/Career Readiness Score, 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

- Offer opportunities for students to obtain a benchmark score by offering KYOTE, Compass, and ASVAB tests

- 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. We showed improvements in four categories. First, our achievement raw score increased from 68.0 to 69.4. Second, our Gap scored increased from 36.1 to 36.7. Next, our College and Career Readiness score increased from 54.9 to 61.3. Lastly, our graduation rate increased from 91.8 to 92.1. The graduation rate has steadily increased over the last three years (2012- 91.5, 2013- 91.8, 2014- 92.1).

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.

- Continue 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
- 	Begin offering PLAN-prep nights where students will bring their PLAN score sheets to work on identified, deficit skills
- 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
- 	Offer opportunities for students to obtain a benchmark score by offering KYOTE, Compass, and ASVAB tests
- Add more interventions for students below grade level in reading and math

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Matt Moore- assistant principal

Tom Sprtizky- assistant principal

Lafon Benton- associate principal

All staff

All parents

SBDM

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.57

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.57

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometimes provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.14

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 3.17

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys	School provides one open house a year and offers some written materials about: • Kentucky standards and expectations for all students. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees.	Novice

	Statement or Question	Response	Rating
2.	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
3.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
4.	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 1.83

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	After school programs are offered to some students.	Novice

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.)	Proficient

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Reflect upon your responses to each of the Missing Piece objectives.

Dixie Heights High School has many strengths as well as areas in need of improvement. To begin, our staff forges positive relationships with parents and views them as partners in their child's learning process. Our staff routinely provides individual student progress data to parents, such as MAP data. In addition, our school welcomes parents and invites their input about how to best assist their child in being college/career ready. We offer 3 parent conference evening meetings each year, one each trimester. We encourage participation in all school activities.

On the other hand, Dixie Heights High School has identified some areas in need of improvement. First, we could survey parents more frequently and more routinely utilize the results of the survey. Second, we need to discover more resources so that we can provide communication to non-native English speaking families in their native language (Spanish and Chin). Third, we need to provide parent training on how to understand data as well as hold a formal parent meeting to discuss the school's data. Lastly, we need to build partnerships with community organizations who can offer insight on our educational process and assist us with providing the best education possible for our students.

Report Summary

Scores By Section

Section Score

Section	Score
Relationship Building	2.57
Communications	2.57
Decision Making	2.14
Advocacy	3.17
Learning Opportunities	2
Community Partnerships	1.83
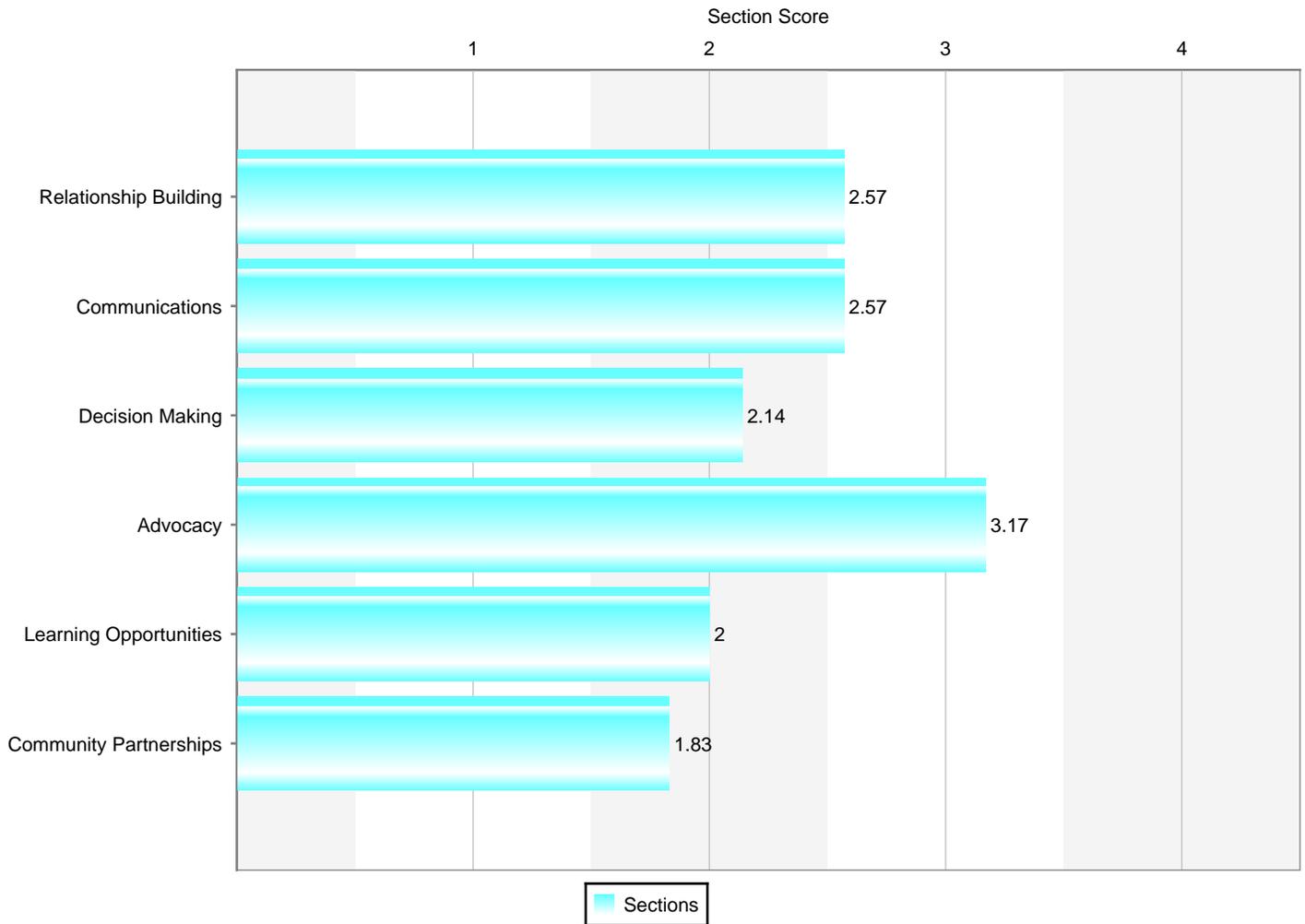
Sections

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Dixie Heights High School's process for engaging stakeholders in the development of the school improvement plan is through eliciting feedback in a variety of ways. First, our administrative team divided the school improvement plan into four sections and each administrator became the point person for that area. We have discussed these sections during our administrator meetings to obtain collaborative feedback from all administrators. From this point, the administrator elicited feedback from their committees made up of teachers. The teachers chose the committees they joined which are: curriculum, student services, and climate. In these meetings, teachers provided input on the CSIP. Due to the difficulty in finding a time that met everyone's schedule, the committee meetings were held directly after our monthly faculty meeting. After the committees have provided their input, the proposed plan was taken to our SBDM council for feedback.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The administrative team held the responsibility of obtaining ideas from their committees, putting this information in the ASSIST programs, and then monitoring the school's progress on it. The committee groups had the responsbility of creating the plan and providing feedback on it. The SBDM council had the responsibiltiy of reviewing the plan and ensuring that it met the needs of the school. Ultimately, it is the SBDM who approves our CSIP.

In the future, we plan to expand our stakeholders' input by eliciting more parent and student involvement. Our plan is to review the CSIP with parents during our "Coffee with Karen" principal chat. During this time, the plan will be explained and ideas for improvement will be brainstormed. In addition, we plan to elicit more student involvement by sharing the plan with our vision team students. Like the principal chat, the CSIP plan will be explained and ideas for improvement will be encouraged.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Dixie Heights High School's Comprehensive School Improvement Plan (CSIP) is located on our website for all stakeholders to view at any time. If a parent or community member requests a paper copy, then one will be given to him/her. In our monthly faculty committee meetings, the group discusses the school's progress on the CSIP goals. However, this progress report is not communicated to all stakeholders. One way we can improve in this area is to discuss and publish their committee minutes in our SBDM agenda and minutes. Throughout the school year on a monthly basis, our SBDM council reviews and discusses various parts of the CSIP and these updates are posted in the SBDM agenda and minutes.

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		

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 2015. 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

Category: Human Capital Management

Research Cited:

Activity - Creating Teacher Work Space	Activity Type	Tier	Phase	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 6.1% in 2014 to 34.6% for students with disabilities by 10/01/2015 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

Category: Continuous Improvement

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

Activity - Read 180	Activity Type	Tier	Phase	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			08/01/2014	10/01/2015	$0 - No Funding Required	Collaborative Special Education teacher

Strategy2:

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.

Category: Continuous Improvement

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

Activity - Hands- On Math & Equals Math	Activity Type	Tier	Phase	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			08/01/2014	10/01/2015	$0 - No Funding Required	Collaborative Special Education teacher

Strategy3:

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.

Category: Professional Learning & Support

Research Cited:

Activity - Analysis of Student Work	Activity Type	Tier	Phase	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			08/01/2014	10/01/2015	$0 - No Funding Required	department chair

Activity - Implementation of KCAS formative assessment lessons	Activity Type	Tier	Phase	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			03/01/2014	10/01/2015	$0 - No Funding Required	department chair

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 93.1% in 2014 to 93.2% by 10/01/2015 as measured by the 5-year cohort graduation rate as reported on the Kentucky School Report Card.

Strategy1:

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

Category: Persistance to Graduation

Research Cited:

Activity - Principal conferencing	Activity Type	Tier	Phase	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			03/01/2014	05/01/2015	$0 - No Funding Required	Principal, counselors

Activity - CLAIM	Activity Type	Tier	Phase	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			09/01/2014	05/01/2015	$0 - No Funding Required	Faculty & administration

Activity - academic support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
identify at-risk students and schedule courses targeting their ILPs	Academic Support Program			03/01/2014	05/01/2015	$0 - No Funding Required	Counselors; CTE teachers; FRYSC

Activity - Student Conferencing	Activity Type	Tier	Phase	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			03/01/2014	05/01/2015	$0 - FRYSC	FRYSC coordinator

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 7.5 in 2014 to 8.0 by 10/01/2015 as measured by the Program Review State Report.

Strategy1:

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

Category: Stakeholder Engagement

Research Cited:

Activity - ILP updates	Activity Type	Tier	Phase	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			05/01/2014	05/01/2015	$0 - No Funding Required	Administration and teachers

Strategy2:

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

Category: Integrated Methods for Learning

Research Cited:

Activity - Cross-curricular instruction	Activity Type	Tier	Phase	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			05/01/2014	05/01/2015	$0 - No Funding Required	Administration, department chairs

Strategy3:

Writing Program Review - Literacy Design Collaborative- best practice

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

Category: Professional Learning & Support

Research Cited: Research in Action

Activity - LDC- module implementation	Activity Type	Tier	Phase	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			03/03/2014	05/01/2015	$0 - No Funding Required	Administrators, department chairs, 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 61.0% in 2014 to 73.0% by 10/01/2015 as measured by school report card.

Strategy1:

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.

Category: Career Readiness Pathways

Research Cited:

Activity - Curriculum Alignment	Activity Type	Tier	Phase	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			06/01/2014	05/01/2015	$0 - No Funding Required	Department chairs and Principal

Activity - Industry Certifications	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase the opportunities where students can earn industry certifications.	Career Preparation/ Orientation			03/01/2014	05/01/2015	$0 - No Funding Required	Business department chair, administration

Strategy2:

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.

Category: Career Readiness Pathways

Research Cited:

Activity - Scheduling	Activity Type	Tier	Phase	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 - Department Data Analysis	Activity Type	Tier	Phase	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			08/01/2014	05/01/2015	$0 - No Funding Required	Principal

Activity - After-School Practice Session	Activity Type	Tier	Phase	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			10/01/2014	05/01/2015	$0 - No Funding Required	Administrators, teachers

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	10-2-13	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	10-2-13	

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	9-12-14	

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	8-11-14	

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	4-2-14	

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		