Comprehensive School Improvement

Plan

Dixie Heights High School

Kenton County

Karen Hendrix, Principal
3010 Dixie Hwy
Fort Mitchell, KY 41017

TABLE OF CONTENTS

Phase I - Needs Assessment

16-17 Plan for Comprehensive School Improvement Plan

Phase II - KDE Assurances - Schools

Phase II - KDE Compliance and Accountability - Schools

Executive Summary

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf
Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf
Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf
Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf
Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf
Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		DX School_Equity_Diagnostic.xlsx

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

We have had an increase in students from a minority background and students from poverty. While these populations have grown, we continue to equitably serve all students. All students have equitable access to effective educators as our inexperienced educators are mentored by our experienced educators.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

With our increased population from poverty, we have identified additional barriers. One of these barriers is students having difficulty participating in after-school activities because they do not have access to transportation. In order to address this barrier and provide for the needs of the student, we have offered after-school bus transportation for students on Thursdays. As a result, most teachers provide their tutoring sessions on Thursdays so that all students can participate if they want. Another barrier is that it has become increasingly difficult to reach parents by phone. To address this barrier, we have increased the number of home visits from our FRC coordinator so that we can communicate with our students' families.

Comprehensive School Improvement Plan

Dixie Heights High School

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		DX School_Equity_Goals.xlsx

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

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 35.5% in 2016 to 67.2% for students with disabilities by 10/02/2017 as measured by School Report Card.

Strategy1:

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	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	08/08/2016	09/18/2017	$0 - No Funding Required	Collaborative Special Education teacher

Strategy2:

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	Funding Amount & Source	Staff Responsible
Increased the number of Read 180 classes to include a sophomore level class	Academic Support Program	08/08/2016	08/18/2017	$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 - Implementation of KCAS formative assessment lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement 5-10 formative assessment lessons and use the data gathered to inform instructional shifts called for in the KCAS	Academic Support Program	08/08/2016	09/22/2017	$0 - No Funding Required	department chair

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to determine common misconceptions of students to inform next step instruction	Academic Support Program	08/08/2016	09/22/2017	$0 - No Funding Required	department chair

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

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

Assistant Principals

Central Office

Family Resource Coordinator

Relationship Building

Overall Rating: 2.43

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.2	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).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Some parents report they are welcome to visit school.	Apprentice

	Statement or Question	Response	Rating
2.4	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
2.5	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
2.6	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
2.7	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

Overall Rating: 3.29

	Statement or Question	Response	Rating
3.1	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 implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	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 to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
3.5	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
3.6	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
3.7	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

Overall Rating: 1.57

	Statement or Question	Response	Rating
4.1	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
4.2	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 has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

	Statement or Question	Response	Rating
4.3	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 sends council minutes to largest parent organization with no follow-up.	Novice

	Statement or Question	Response	Rating
4.4	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
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
4.6	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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

	Statement or Question	Response	Rating
4.7	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

Overall Rating: 2.17

	Statement or Question	**Response**	**Rating**
5.1	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.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	**Response**	**Rating**
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	**Response**	**Rating**
5.3	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**
5.4	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**
5.5	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**
5.6	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.	Some teachers provide additional help or strategies to novice learners in their classroom but do not inform the parents about strategies used.	Novice

Learning Opportunities

Overall Rating: 2.17

	Statement or Question	Response	Rating
6.1	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 open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
6.2	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
6.3	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
6.4	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
6.5	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
6.6	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

Overall Rating: 2.67

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
7.4	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
7.5	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
7.6	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 offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

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

In reviewing the responses for this section, I noticed a need to increase our communication with parents and other community members.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Relationship Building — 2.43

Communications — 3.29

Decision Making — 1.57

Advocacy — 2.17

Learning Opportunities — 2.17

Community Partnerships — 2.67
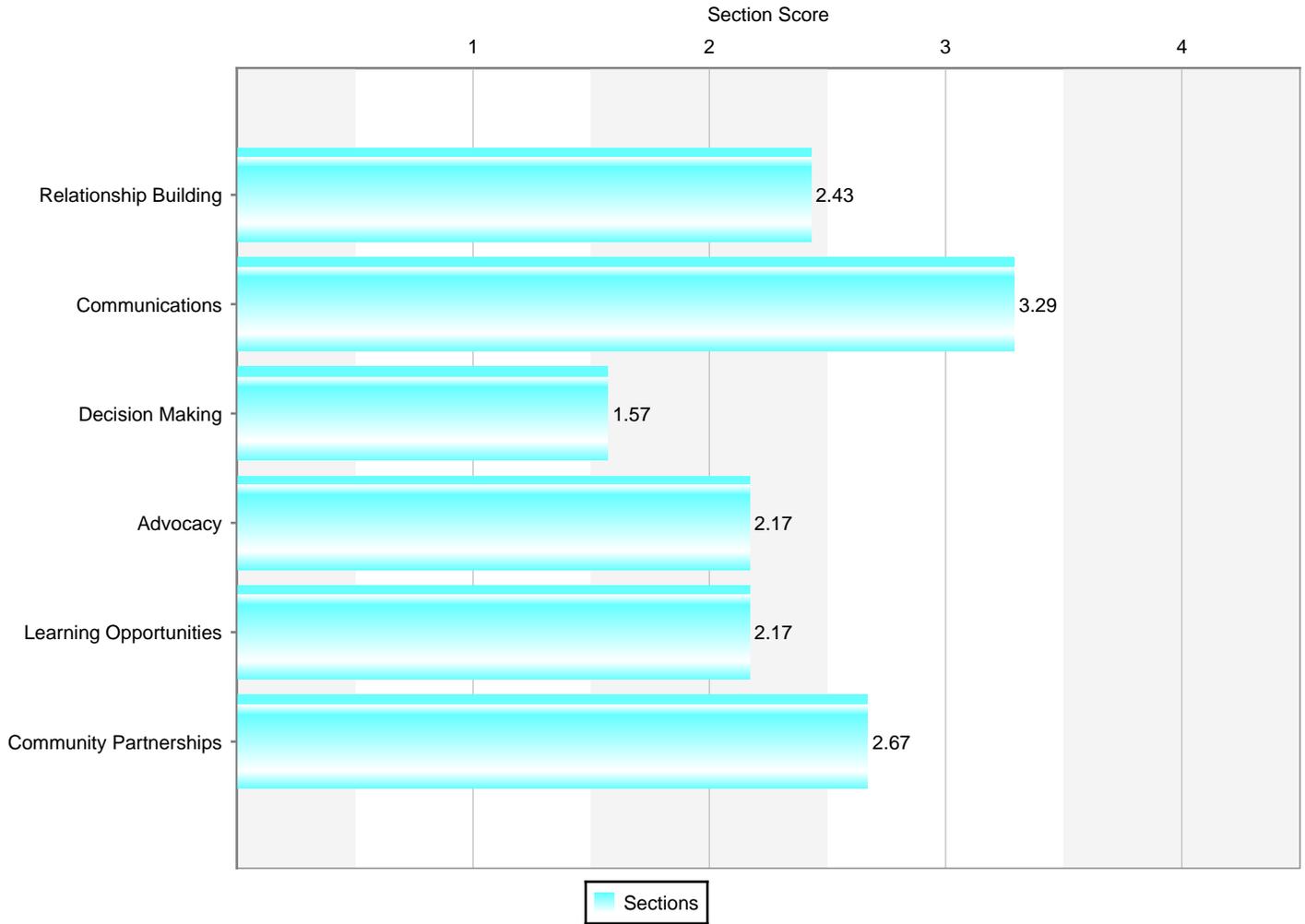
Sections

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

Phase I - 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 is proud to maintain being a distinguished school. We have identified that our growth scores and college/career readiness as areas of strength for us to celebrate. We have maintained our significant improvement in the area of our program review where we scored proficient in 3 of the 3 categories.

From our staff perception surveys, including our TELL survey data, we have identified administrative support to teachers as an area of growth.

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. However, we have switched to a new diagnostic tool called CERT which also provides related instructional videos for students to immediately use to provide interventions for deficit skills. Using this new tool, 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.

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?

We reached our goal of maintaining the rank of being a Distinguished school. We feel these are great causes to celebrate and have made plans to continue with these strengths by continuing to offer career paths and industry certification opportunities.

We are also very proud of our AP scores as our students scored significantly higher than the national scores in every subject area, except AP Euro which also made significant gains. Our freshman AP Government and Politics students had an 87% pass rate on a test that is generally taken by seniors. The national pass rate for this test is 48%. We plan to continue meeting with content teachers to provide meaningful data to identify their students' various strengths and weaknesses. From these data meetings, we will continue to collaboratively design action plans that intentionally address how we can provide support to students so they can obtain these needed skills. We increased from last year in our overall composite score by .2 and now have an overall score of 21. We plan to sustain/improve this score by continuing to offer ACT prep nights where students can get support on ACT skills from a certified teacher. Additionally, we plan to increase the opportunities for students to earn industry certifications.

Opportunities for Improvement

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

Dixie Heights High School grew in our graduation rate on the school report card and we are very proud of this growth. However, we decreased in the other areas. From these areas, we have set as a priority to improve in Gap and CCR. In order to obtain these goals, we plan to utilize the new CERT program and provide personalized instruction to students on any deficit skills they may have.

Conclusion

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

Overall, we are very proud of the success that we have experienced in the last year as we continue to be a Distinguished school. We plan to use this momentum to continue propelling us forward and we continue to set a goal of obtaining a School of Distinction status. In order to reach our new goal, we plan to utilize our new CERT program to provide personalized learning for all students.

16-17 Plan for Comprehensive School Improvement Plan

Overview

Plan Name

16-17 Plan for Comprehensive School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient/ distinguished in reading and math	Objectives: 1 Strategies: 4 Activities: 5	Organizational	$0
2	increase the current graduation rate for all students	Objectives: 1 Strategies: 2 Activities: 4	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: 6	Organizational	$10000
6	Novice Reduction: On-Demand Writing	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
7	Wellness	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
8	Program Review	Objectives: 1 Strategies: 1 Activities: 1	Academic	$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 49.8% to 60.7% by 10/02/2017 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	10/03/2016	10/02/2017	$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 academic skill deficits	Professional Learning	10/03/2016	10/02/2017	$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, then identify & implement reteaching instructional strategies	Academic Support Program	10/03/2016	10/02/2017	$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	10/03/2016	10/02/2017	$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	10/03/2016	10/02/2017	$0	No Funding Required	Administration and math department

Goal 2: increase the current graduation rate for all students

Measurable Objective 1:

collaborate to increase the average freshman graduation rate from 94.4% to 95% by 10/02/2017 as measured by the 5-year cohort graduation rate as reported on the Kentucky School Report Card.

Strategy 1:

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

Category: Persistance to Graduation

Activity - academic support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
identify at-risk students and schedule courses targeting their ILPs	Academic Support Program	10/03/2016	10/02/2017	$0	No Funding Required	Counselors; CTE teachers; FRYSC

Activity - Student Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In monthly meetings, the FRYSC coordinator will meet with students who are at-risk of dropping out of school to monitor that they possess the resources they need to be successful in school.	Career Preparation/Orientation	10/03/2016	10/02/2017	$0	FRYSC	FRYSC coordinator

Activity - Principal conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and counselor personally meets with each students who plans on dropping out of school to discuss alternatives	Academic Support Program	10/03/2016	10/02/2017	$0	No Funding Required	Principal, counselors

Strategy 2:

FRC support - Our FRC coordinator will identify students who are failing classes then meet with them to collect missing assignments and provide instructional support.

Category: Persistance to Graduation

Activity - Gina Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FRC coordinator will meet with students who are failing to help them make up missing assingments	Academic Support Program	10/03/2016	10/02/2017	$0	No Funding Required	FRC coordinator

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 35.5% in 2016 to 67.2% for students with disabilities by 10/02/2017 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	08/08/2016	09/22/2017	$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	08/08/2016	09/22/2017	$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	08/08/2016	09/18/2017	$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	08/08/2016	08/18/2017	$0	No Funding Required	Collaborative Special Education teacher

Goal 4: Tell Survey

Measurable Objective 1:

collaborate to increase the percentage of teachers who agree the school provides adequate space for collaboration from 71% in 2015 to 75% by 05/31/2017 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	10/03/2016	10/02/2017	$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 65.0% to 65.6% by 10/02/2017 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	10/03/2016	10/02/2017	$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 by adding pathways for students with special needs as well as adding opportunities where students can earn MOS certifications.	Career Preparation/Orientation	10/03/2016	10/02/2017	$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 content-specific strategies to implement in their courses and improve instruction.	Professional Learning	10/03/2016	10/02/2017	$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	10/03/2016	10/02/2017	$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 instruction to build skills necessary to reach benchmark.	Academic Support Program	10/03/2016	10/02/2017	$0	No Funding Required	Administration, department chairs, counselors

Activity - CERT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CERT is a diagnostic tool to help students identify deficit skills and provide instructional resources to assist with supporting skill acquisition utilized three times per year	Academic Support Program	09/05/2016	10/02/2017	$10000	District Funding	Administrators Teachers College/Career Coordinator

Goal 6: Novice Reduction: On-Demand Writing

Measurable Objective 1:

collaborate to reduce the percentage of students scoring novice in on-demand writing from 10.3% in 2016 to 9.9% by 10/02/2017 as measured by KPREP..

Strategy 1:

On-Demand Writing Practice - Teachers will provide students with more opportunities to write where they will receive individualized coaching feedback from their teachers.

Category: Integrated Methods for Learning

Activity - On Demand Writing Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with more opportunities to write. With these additional opportunities, students will receive individualized coaching feedback for their teachers where the students can identify ways to improve and practice these new skills in their writing.	Professional Learning, Academic Support Program	10/03/2016	10/02/2017	$0	No Funding Required	teachers and administration

Goal 7: Wellness

Measurable Objective 1:

collaborate to create a plan to increase the awareness of the district and school Wellness Policy from 100% in 2016 to 100% by 10/02/2017 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	10/03/2016	10/02/2017	$0	No Funding Required	School Wellness Committee Chairperson

Goal 8: Program Review

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in understanding the expectations in Writing by 10/02/2017 as measured by the School Report Card.

Strategy 1:

Writing Samples - Eng dept chair and the Eng department will review current student writing samples and share out identified trends as well as how to address any potential skill deficits.

Category: Continuous Improvement

Activity - PLC- writing samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Eng dept chair and the Eng department members will bring current writing samples from students in their classes. The members will review the samples and identify trend data. Finally, the group will discuss ways to address any student skill deficits.	Academic Support Program	10/03/2016	10/02/2017	$0	No Funding Required	Principal Eng Department Chair Eng Department members

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Conferencing	In monthly meetings, the FRYSC coordinator will meet with students who are at-risk of dropping out of school to monitor that they possess the resources they need to be successful in school.	Career Preparation/Orientation	10/03/2016	10/02/2017	$0	FRYSC coordinator
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	10/03/2016	10/02/2017	$0	School Wellness Committee Chairperson
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	10/03/2016	10/02/2017	$0	Department chairs and Principal
Industry Certifications	Increase the opportunities where students can earn industry certifications by adding pathways for students with special needs as well as adding opportunities where students can earn MOS certifications.	Career Preparation/Orientation	10/03/2016	10/02/2017	$0	Business department chair, administration
Scheduling	Students identified as not reaching benchmark will be placed in a math and/or English class designed to provide instruction to build skills necessary to reach benchmark.	Academic Support Program	10/03/2016	10/02/2017	$0	Administration, department chairs, counselors
Implementation of KCAS formative assessment lessons	Teachers will implement 5-10 formative assessment lessons and use the data gathered in the growth spreadsheet to inform instructional shifts called for in the KCAS.	Academic Support Program	10/03/2016	10/02/2017	$0	Administration and math department
Creating Teacher Work Space	Identifying appropriate rooms, clearing out these rooms and remodeling this space to make it more usable for teachers.	Other	10/03/2016	10/02/2017	$0	FRYSC and administration
academic support	identify at-risk students and schedule courses targeting their ILPs	Academic Support Program	10/03/2016	10/02/2017	$0	Counselors; CTE teachers; FRYSC

Comprehensive School Improvement Plan

Dixie Heights High School

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	08/08/2016	09/22/2017	$0	department chair
Analysis of Student Work	Teachers will collaborate to determine common misconceptions of students to inform next step instruction	Academic Support Program	08/08/2016	09/22/2017	$0	department chair
Gina Days	FRC coordinator will meet with students who are failing to help them make up missing assingments	Academic Support Program	10/03/2016	10/02/2017	$0	FRC coordinator
Analysis of Student Work	Teachers will analyze student data, then identify & implement reteaching instructional strategies	Academic Support Program	10/03/2016	10/02/2017	$0	Administration, department members
Principal conferencing	Principal and counselor personally meets with each students who plans on dropping out of school to discuss alternatives	Academic Support Program	10/03/2016	10/02/2017	$0	Principal, counselors
PLC- writing samples	The Eng dept chair and the Eng department members will bring current writing samples from students in their classes. The members will review the samples and identify trend data. Finally, the group will discuss ways to address any student skill deficits.	Academic Support Program	10/03/2016	10/02/2017	$0	Principal Eng Department Chair Eng Department members
On Demand Writing Practice	Teachers will provide students with more opportunities to write. With these additional opportunities, students will receive individualized coaching feedback for their teachers where the students can identify ways to improve and practice these new skills in their writing.	Professional Learning, Academic Support Program	10/03/2016	10/02/2017	$0	teachers 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	08/08/2016	09/18/2017	$0	Collaborative Special Education teacher
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	10/03/2016	10/02/2017	$0	Administrators, teachers
Read 180	Increased the number of Read 180 classes to include a sophomore level class	Academic Support Program	08/08/2016	08/18/2017	$0	Collaborative Special Education teacher
Department Data Analysis	Teachers will analyze content data as well as data for individual students to identify content-specific strategies to implement in their courses and improve instruction.	Professional Learning	10/03/2016	10/02/2017	$0	Principal
PD in using best practices	Training staff on how to effectively implement the Springboard curriculum.	Professional Learning	10/03/2016	10/02/2017	$0	Administrators
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	10/03/2016	10/02/2017	$0	Administration and department chairs

PD in using best practices	In monthly meetings, the departments will analyze student work and discuss ways to help students improve academic skill deficits	Professional Learning	10/03/2016	10/02/2017	$0	Administrators, department chairs, department members
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CERT	CERT is a diagnostic tool to help students identify deficit skills and provide instructional resources to assist with supporting skill acquisition utilized three times per year	Academic Support Program	09/05/2016	10/02/2017	$10000	Administrators Teachers College/Career Coordinator
				Total	$10000	

Phase II - KDE Assurances - Schools

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.	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
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.	N/A		

Comprehensive School Improvement Plan

Dixie Heights High School

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.	N/A		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	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.	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.	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.	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
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.	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.	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.	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.	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.	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.	N/A		

Comprehensive School Improvement Plan

Dixie Heights High School

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 (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, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	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.	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 para-educators demonstrating that the duties are on a limited basis only.	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.	N/A		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	N/A		

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

Phase II - KDE Compliance and Accountability - 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 TELLKY Survey results.

Goal 1:

Tell Survey

Measurable Objective 1:

collaborate to increase the percentage of teachers who agree the school provides adequate space for collaboration from 71% in 2015 to 75% by 05/31/2017 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	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	10/03/2016	10/02/2017	$0 - No Funding Required	FRYSC and administration

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

N/A (this question does not apply)

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

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 35.5% in 2016 to 67.2% for students with disabilities by 10/02/2017 as measured by School Report Card.

Strategy1:

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	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	08/08/2016	09/18/2017	$0 - No Funding Required	Collaborative Special Education teacher

Strategy2:

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	Funding Amount & Source	Staff Responsible
Increased the number of Read 180 classes to include a sophomore level class	Academic Support Program	08/08/2016	08/18/2017	$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 - Implementation of KCAS formative assessment lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement 5-10 formative assessment lessons and use the data gathered to inform instructional shifts called for in the KCAS	Academic Support Program	08/08/2016	09/22/2017	$0 - No Funding Required	department chair

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to determine common misconceptions of students to inform next step instruction	Academic Support Program	08/08/2016	09/22/2017	$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 94.4% to 95% by 10/02/2017 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 - academic support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
identify at-risk students and schedule courses targeting their ILPs	Academic Support Program	10/03/2016	10/02/2017	$0 - No Funding Required	Counselors; CTE teachers; FRYSC

Activity - Principal conferencing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and counselor personally meets with each students who plans on dropping out of school to discuss alternatives	Academic Support Program	10/03/2016	10/02/2017	$0 - No Funding Required	Principal, counselors

Activity - Student Conferencing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In monthly meetings, the FRYSC coordinator will meet with students who are at-risk of dropping out of school to monitor that they possess the resources they need to be successful in school.	Career Preparation/ Orientation	10/03/2016	10/02/2017	$0 - FRYSC	FRYSC coordinator

Strategy2:

FRC support - Our FRC coordinator will identify students who are failing classes then meet with them to collect missing assignments and

provide instructional support.

Category: Persistance to Graduation

Research Cited:

Activity - Gina Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRC coordinator will meet with students who are failing to help them make up missing assingments	Academic Support Program	10/03/2016	10/02/2017	$0 - No Funding Required	FRC coordinator

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 65.0% to 65.6% by 10/02/2017 as measured by

school report card.

Strategy1:

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

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

Category: Career Readiness Pathways

Research Cited:

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as not reaching benchmark will be placed in a math and/or English class designed to provide instruction to build skills necessary to reach benchmark.	Academic Support Program	10/03/2016	10/02/2017	$0 - No Funding Required	Administration, department chairs, counselors

Activity - After-School Practice Session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students bring a completed ACT practice test and receive tutoring from teachers on how to correctly answer the questions that they answered incorrectly	Extra Curricular	10/03/2016	10/02/2017	$0 - No Funding Required	Administrators, teachers

Activity - CERT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CERT is a diagnostic tool to help students identify deficit skills and provide instructional resources to assist with supporting skill acquisition utilized three times per year	Academic Support Program	09/05/2016	10/02/2017	$10000 - District Funding	Administrators Teachers College/Career Coordinator

Activity - Department Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze content data as well as data for individual students to identify content-specific strategies to implement in their courses and improve instruction.	Professional Learning	10/03/2016	10/02/2017	$0 - No Funding Required	Principal

Strategy2:

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

Category: Career Readiness Pathways

Research Cited:

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will work together to review where our students' needs are and add, delete, or change the current course offerings to meet these needs.	Academic Support Program	10/03/2016	10/02/2017	$0 - No Funding Required	Department chairs and Principal

Activity - Industry Certifications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase the opportunities where students can earn industry certifications by adding pathways for students with special needs as well as adding opportunities where students can earn MOS certifications.	Career Preparation/ Orientation	10/03/2016	10/02/2017	$0 - No Funding Required	Business department chair, administration

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

Goal 1:

Program Review

Measurable Objective 1:

collaborate to maintain the growth in the Program Review results from an average score of 8.0 in 2015 to 8.2 by 10/03/2016 as measured by the Program Review State Report.

Strategy1:

Writing Program Review - Literacy Design Collaborative- best practice

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

Category: Professional Learning & Support

Research Cited: Research in Action

Activity - LDC- module implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in English, social studies, and science will incorporate writing activities into their classroom lessons and have students produce content-based pieces.	Academic Support Program	10/01/2015	10/03/2016	$0 - No Funding Required	Administrators, department chairs, 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	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	10/01/2015	10/03/2016	$0 - No Funding Required	Administration, department chairs

Strategy3:

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	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	10/01/2015	10/03/2016	$0 - No Funding Required	Administration and teachers

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 1,440 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 CERT 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.

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 has maintained our status as a distinguished school. As always, academic success is visible in several areas at Dixie Heights High School. In the 2015-2016, the school continued in their tradition of excellence with our AP program as we continue to serve a large number of our students using this rigorous national curriculum. While we have a large portion of our student body taking
these rigorous classes, our students continue to achieve at high levels which can be seen as we exceeded the national pass rate in AP Art, AP Spanish, AP Bio, AP Chem, AP Lit, AP Lang, AP Government, AP European History and AP US History.

The next area is that we have highly qualified staff members as 90% of the faculty hold master's degrees. Five of our teachers; Lori Dennler, Teri Schatzman, James Clark, Susan Borchers, 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 honored with a Golden Apple award last year and has also been 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.
There is always room for improvement and we have identified for our priority areas that we will focus on are Gap and CCR. In order to obtain this growth, we are looking to use a new diagnostic tool called CERT which provides personalized instruction for all students. Likewise, we will continue offering 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 increase opportunities for students to earn various industry certifications. 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, Drama, Drug Free Club, Environmental, FBLA, Future Problem Solvers, German, Spanish National Honor Society, Journalism, Mock Trial, Principal Advisory club, Bowling club, Ski 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, archery, 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 ten academy options: 1) Sustainable Energy Technology Engineering, 2) Engineering, 3) Biomedical Science, 4) Informatics, 5) High Performance Production Technology, 6) Military Preparation 7) Future Educators, 8) Media Arts, 9) Gemini, and 10) Women in Engineering. 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.