



Comprehensive School Improvement Plan

Southwestern High School

Pulaski County

Toni Ellis, Principal
1765 Wtlo Road
Somerset, KY 42503

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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)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*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.</p> <p>**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:</p>	I acknowledge that I have uploaded the School Equity Data.		SWHS Equity

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.

Southwestern is the largest school in the county with 1282 students. Student teacher ratio is relatively high in some core areas due to intervention support that part of SB 1. According to equity data analysis, Southwestern provides an equitable education to all students. This is in line with a district-wide trend of equitable access to highly qualified teachers for all students.

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.

Biggest challenge is to provide a master schedule full of opportunities for students to excel and transition to post secondary college, career , and or military. Current schedule is 5 period trimester. This schedule allows for multiple avenues for students to pursue career interest through Advance Placement, dual credit , and Career/Technical pathways but sometimes will overload a content (core) area. Continuous balance of interventions is also a requirement to offer above mentioned classes with current staffing levels.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>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.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		SWHS Equity Goals

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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 averaged combined Reading and Math proficiency ratings from 55.4% to 78.2% by 2019

Measurable Objective 1:

collaborate to increase the combined Reading and Math proficiency ratings from 55.4% to 69.4% by 05/31/2017 as measured by School Report Card.

Strategy1:

Professional Learning - Teachers will support their professional growth plans through job embedded professional learning.

Category: Professional Learning & Support

Research Cited:

Activity - Day 5 Kagan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend professional development -Days 5.	Professional Learning	06/01/2017	07/28/2017	\$3000 - District Funding	Danita Ellis

Activity - Kagan Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive support and feedback for student engagement by Kagan coaches throughout the school year . Fidelity of structure and selection of appropriate structures for instructional units.	Professional Learning	09/14/2016	05/31/2017	\$500 - District Funding	Danita Ellis and Michelle Sadler

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Activity - TEAM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In effort to train and retain highly qualified teachers, all first and second year teachers participate in a two year teacher induction program called Teacher Effectiveness and Mentoring (TEAM).	Professional Learning Recruitment and Retention	01/01/2017	12/30/2017	\$0 - District Funding	Angela Murphy

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?

Lisa White- Math Dept Chair, Cindy Brainard- Science Department Chair; Brad Luke -Fine Arts department Chair, Sean McBride-Social Studies Department Chair, Charity Edwards- Health/PE Department Chair, Liz Fair, ELA Department Chair, Brittany Petrey Department Chair -Exceptional Children; Anita Caron /Ashley Cummins - GEARUP; John Hargis, Teresa Reed, Doug Grider -guidance; Kathy Hall - Frysc; Michelle Sadler -Curr. Specialist; Debbie Mullins, Paula Phelps, Deidre Tarter, and Kim Phelps-parents, Kevin Cook - Area Tech; Louie Childers; Linda Bourne - Community

Relationship Building

Overall Rating: 3.29

	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 that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	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.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	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.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	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.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	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.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 3.0

	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 staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	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.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	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).	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, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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	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: 2.71

	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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	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 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
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.	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.	Proficient

	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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	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 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
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 treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	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.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 3.0

	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.	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
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	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 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).	Proficient

	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.	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.	Proficient

	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.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 2.67

	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 as 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.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities 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 as participation in 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.	Proficient

	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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	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 develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 3.0

	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 regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	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.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	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

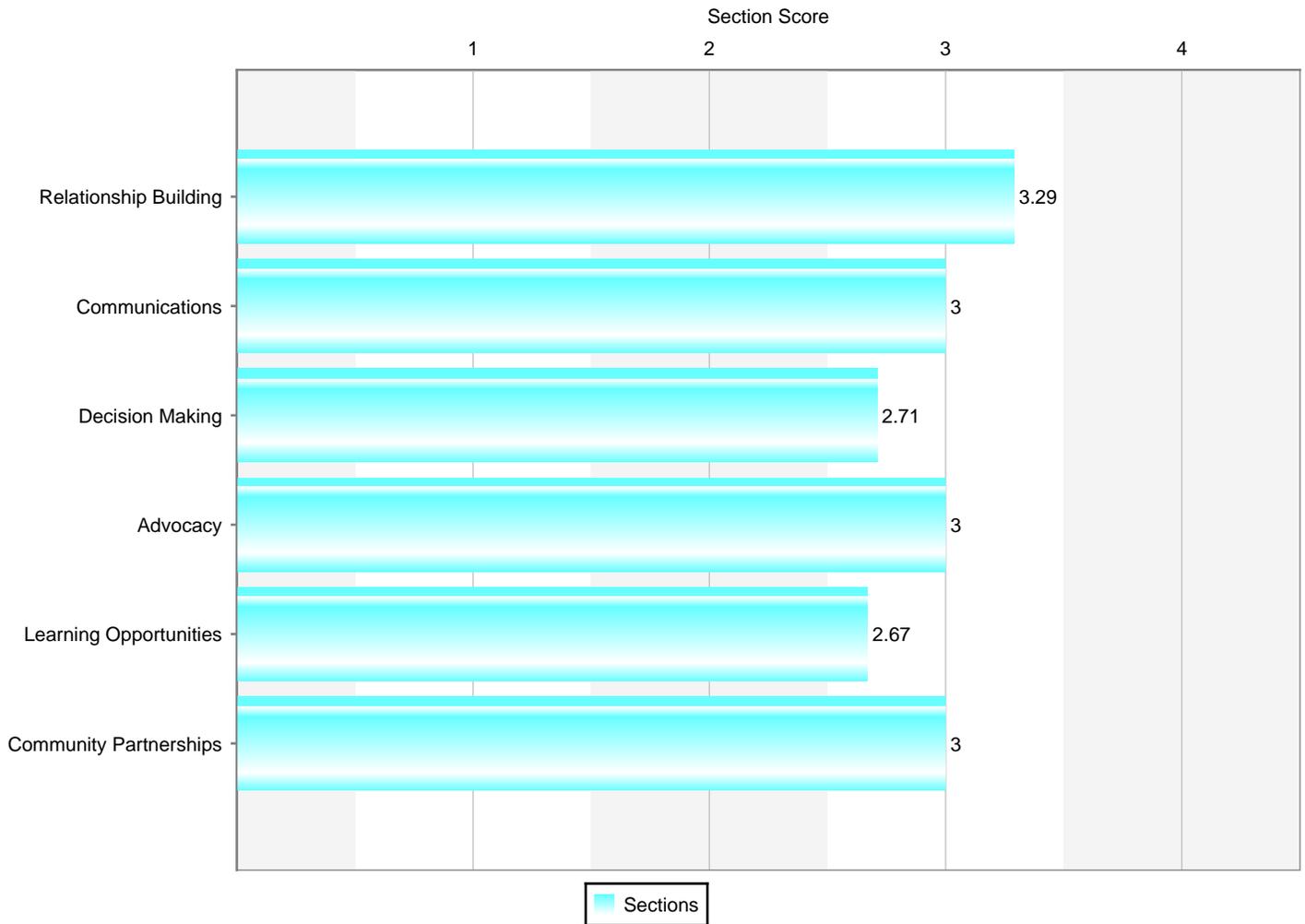
Reflect upon your responses to each of the Missing Piece objectives.

Southwestern High School needs to work on a stronger commitment to increasing parental involvement in their child's academic and social success. Our staff reports academic progress through multiple modes of communication but the commitment needs to go much deeper than just providing opportunities to become more involved. Parents need to know all aspects of child's success and actively participate in goal setting and reducing barriers by fostering leadership among parents outside of extra-curricular. The decision making process needs parent leadership to ensure continuous improvement.

There are numerous ways that we include parents outside of parent conferences such as scheduling, financial aid workshops, dual credit /Advance Placement opportunities and workshops, college /workplace tours, KHEAA workshops, and mentoring /internships with PLTW and Career/Technical Certifications.

Report Summary

Scores By Section



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.

Southwestern High School engaged all stakeholders through various committees and meetings. The needs assessment committee that was comprised of students, parents, teachers and community members met to analyze data from School Report Card ,Tell Survey, and ValEd to make recommendations to school leadership team for the planning process development. CTE advisory council meetings in the area of Pre-engineering, Biomedical, Family /Consumer Science, Business/Marketing, Agriculture , and the Literacy team were also included in the process by submitting their minutes and needs to the leadership team .

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

Representation from the stakeholder groups included students, parents, teachers, administration and community members. Their responsibilities included giving feedback to specific questions about the schools purpose and direction, governance and leadership, teaching and assessing, resources and support and using results for continuous improvement. The recommendations were shared and discussed with SBDM council throughout monthly meetings.

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

The final plan is located on the school website for all stakeholders to view . Regular updates of progress are shared and discussed at regular SBDM council meetings each month. Progress notes on goals and activities are updated with current test data and /or completion of activities.

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?

Achievement Data:

End of Course Data:

60.5 % of students met benchmark in English II EOC

50.3 % of students met benchmark in Algebra II EOC

46.0 % of students met benchmark in Biology EOC

61.35 % of students met benchmark in US History EOC

KPrep- On Demand Writing

53.3% of students met benchmark

8.1% of students were novice writers

Gap :

Reading Novice reduction was not met with any population Free/Reduced, Disability, and Non Duplicated Gap

Math Novice reduction targets were met in all populations Free/Reduced, Disability, and Non Duplicated Gap

College Career Readiness:

81.5% of seniors were college or career ready- 100% with bonus for students being both.

Graduation Rate:

97.4% of students met graduation requirements and received diploma.

The data does not indicate 93% attendance rate and barriers to learning that are determined with classroom/local data . Protocol in place for teachers and administrators to monitor curriculum, instruction , and assessment practices and revise instruction to ensure students are mastering coursework.

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?

Areas of Strength:

Distinguished for past five years with continuous improvement in CCR and Graduation rate.

Protocols in place through RTI and interventions based on student individual data to ensure all students graduate and are CCR.

Opportunities for Improvement

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

Achievement levels in Reading, Math , and Writing need to increase by at least 10 to 20% while reducing novice and apprentice.

Staff is very focused on providing, discussing with stakeholders, and monitoring every student in each areas to ensure that number of students meeting benchmark increases. Interventions and refining assessments to match standard at appropriate level is ongoing and continuous. PLC groups meet regularly to analyze data and change instructional /assessment practices.

Conclusion

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

The data will indicate that more individualized instruction must occur to ensure mastery of each standard in Reading, Math, and Writing for all students. PLC groups need to focus on every standard and assessment to make sure the assessment has a strong match to appropriate level of depth as indicated by each standard. Knowing every student and providing the explicit intervention needed is the focus to raise student achievement and reduce novice.

2016-17 School Improvement Plan

Overview

Plan Name

2016-17 School Improvement Plan

Plan Description

2016 -17 Plan

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	Increase the averaged combined Reading and Math proficiency ratings from 55.4% to 78.2% by 2019	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$17500
2	Increase the averaged combined Reading and Math proficiency ratings in the non duplicated gap group from 44.8% to 74.1% by 2019	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$31000
3	Reduce the number of students scoring novice on EOC and Kprep by 50% by 2019.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
4	Increase the percentage of students who are college and/ or career ready to 85% by 2019 before bonus is applied	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$79600
5	Increase the cohort graduation rate to 98% by 2019.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$61500
6	The school will work with families and communities to remove barriers to learning in order to meet the intellectual , social , and developmental needs of all students.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$2300
7	2016-2017 demonstrate proficiency in all areas of the Program Review by 2017. Programs include Arts & Humanities, Practical Living/Career Studies, Writing , and Global Competency & World Language.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: Increase the averaged combined Reading and Math proficiency ratings from 55.4% to 78.2% by 2019

Measurable Objective 1:

collaborate to increase the combined Reading and Math proficiency ratings from 55.4% to 69.4% by 05/31/2017 as measured by School Report Card.

Strategy 1:

Curriculum Realignment - Common Core standards and current assessments realigned to match depth of knowledge . Edits /revisions to curriculum maps and unit assessments made as necessary clearly assess standard.

Category: Continuous Improvement

Activity - Curriculum Realignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments will begin to revisit core maps - checking for gaps with Common Core, Ky Academic core Standards that are barriers to proficiency for all students. Assessments revisited and edited as needed to ensure appropriate depth of knowledge is assessed as the standard indicates.	Professional Learning	11/07/2016	08/01/2017	\$2000	District Funding	Michelle Sadler

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Map Assessments will be administered 3 times per year in Reading and Math for 9th and 10th grade students. Data analyzed to identify student learning needs. CERT, ACT data used for grade 11. EOC classroom assessment data is analyzed in Reading and Math .PLC meetings to ensure scores are driving instruction.	Direct Instruction, Academic Support Program	11/07/2016	05/31/2017	\$0	No Funding Required	Michelle Sadler

Strategy 2:

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Professional Learning - Teachers will support their professional growth plans through job embedded professional learning.

Category: Professional Learning & Support

Activity - Teacher Training Day 5 Kagan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will attend professional development -Day 5 Kagan.	Professional Learning	06/01/2017	07/28/2017	\$3000	District Funding	Danita Ellis

Activity - Kagan Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support and feedback for student engagement by Kagan coaches throughout the school year . Fidelity of structure and selection of appropriate structures for instructional units.	Other - Teacher Leadership and Building Capacity	09/14/2016	05/31/2017	\$500	District Funding	Danita Ellis and Michelle Sadler

Status	Progress Notes	Created On	Created By
In Progress	Have developed plan and are providing on going support for teachers by coaching visits.	January 09, 2017	Ms. Danita Ellis

Activity - TEAM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In effort to train and retain highly qualified teachers, all first and second year teachers participate in a two year teacher induction program called Teacher Effectiveness and Mentoring (TEAM).	Professional Learning, Recruitment and Retention	01/01/2017	12/30/2017	\$0	District Funding	Angela Murphy

Activity - Advanced Placement/PLTW Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Southwestern High School

Select teachers will update as needed Advanced Placement and/or PLTW to insure curriculum is taught and assessed with fidelity.	Technology, Professional Learning	01/01/2017	12/30/2017	\$12000	Grant Funds	Danita Ellis, Lisa White
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Status	Progress Notes	Created On	Created By
In Progress	New pre- eng teacher at Winter training Dec 28th- Jan 9th, 2017.	January 09, 2017	Ms. Danita Ellis

Goal 2: Increase the averaged combined Reading and Math proficiency ratings in the non duplicated gap group from 44.8% to 74.1% by 2019

Measurable Objective 1:

collaborate to increase the combined Reading and Math proficiency ratings in the non duplicated gap group from 44.8% to 63.7% by 2017. by 05/31/2017 as measured by School Report Card.

Strategy 1:

RTI - Tier II and III students identified through formative assessment and progress tracked and monitored on each instructional unit . Data shared in PLC meetings and conferencing . Additional interventions provided for students during classroom instruction and school day . Additional support provided during ESS by teachers , Americorps , and Math Coach.

Category: Continuous Improvement

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier II and III students identified through formative/summative assessments needing additional support will have access to additional instruction during lunch , before, and /or after school .	Academic Support Program	08/15/2016	05/31/2017	\$7000	District Funding	Tony Cress

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Activity - Strategies and Study Skills classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at academic risk are provided strategy and /or study skill classes to increase mastery level in Reading and Math through teacher made activities and academic support programs such as No Red ink, Lexia, Reading Plus, and Aleks.	Academic Support Program	08/09/2016	05/31/2017	\$24000	District Funding	Danita Ellis, Michelle Sadler , Tony Cress

Goal 3: Reduce the number of students scoring novice on EOC and Kprep by 50% by 2019.**Measurable Objective 1:**

collaborate to reduce the number of students scoring at the novice level by 10% in EOC and Kprep by 2017. by 05/31/2017 as measured by School Report Card.

Strategy 1:

Progress Monitoring - Progress monitor all students through classroom assessments, providing feedback, rubrics, and exemplars on a regular basis in all End of Course classrooms.

Category: Management Systems

Activity - Intervention and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide classroom intervention and support for students not at mastery on each instructional assessment as determined through assessment practices on each standard in all End of Course classrooms	Direct Instruction	08/09/2016	05/31/2017	\$0	No Funding Required	Danita Ellis

Activity - Goal blitz	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in EOC classes will goal set and strive to meet proficiency/novice reduction through intervention provided by teacher and /peers.	Policy and Process	09/01/2016	02/15/2017	\$0	No Funding Required	Michelle Sadler

Activity - Tier III remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional assistants and teachers will provide more intense reading and math instruction as needed for Tier III level students during elective courses and or/study skills to ensure mastery of standards for EOC classes.	Tutoring, Academic Support Program	11/01/2016	05/31/2017	\$0	No Funding Required	Brittany Petrey

Goal 4: Increase the percentage of students who are college and/ or career ready to 85% by 2019 before bonus is applied

Measurable Objective 1:

collaborate to increase the percentage of students who are college and/or career ready from 81.5 to 82% before bonus is applied by 05/31/2017 as measured by School Report Card.

Strategy 1:

College Career Readiness - Intervention classes are provided for all 12th students that do not meet ACT benchmarks . Curriculum is designed to focus on reading comprehension, language mechanic skills and explicit math competencies to be assessed again on ACT , Workkeys, and/or Kyote.

Category: Integrated Methods for Learning

Activity - CCR /Senior Topics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers provide interventions in English , Reading and Math for all 12th grade students scoring below CPE benchmarks on ACT. Students are re-assessed throughout the term .	Direct Instruction	09/09/2016	05/31/2017	\$65000	General Fund	Danita Ellis

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Activity - College/Career Advising	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students meet with advisor to develop 4 year plan, schedule courses to meet diploma level and career pathway expectations.	Career Preparation/Orientation	12/01/2016	07/01/2017	\$600	District Funding	Mischa Brainard

Activity - Soft Skills and Win Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Career and Technical teachers will work with CTE classes on developing and enhancing workplace soft skills by integrating into curriculum through teacher developed activities and WIN software.	Direct Instruction, Technology, Academic Support Program	01/01/2017	12/30/2017	\$3500	Career and Technical Education Funds	Michelle Sadler

Activity - CCR PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select senior core teachers and all Career and Technical Education teachers will meet to track student progress towards College/Career readiness and implement plan to stay on track to meet benchmarks and /or certifications. Follow up during PLC meetings and growth days throughout the year.	Career Preparation/Orientation	11/07/2016	12/30/2017	\$500	District Funding	Mischa Brainard

Strategy 2:

ACT Prep - Provide support for students taking ACT through CERT, Mastery Prep, and multiple enrichment sessions for students.

Category: Continuous Improvement

Activity - ACT Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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CERT diagnostic given to all juniors and seniors below benchmark. Students are provided additional support and enrichment designed at the benchmark level of performance. Multiple trips to College Campus for students to experience the college atmosphere while participating in teacher enrichment activities.	Academic Support Program	09/15/2016	03/21/2017	\$10000	Grant Funds	Michelle Sadler
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Goal 5: Increase the cohort graduation rate to 98% by 2019.

Measurable Objective 1:

collaborate to increase the cohort graduation rate to 97.6% by 05/31/2017 as measured by School Report Card.

Strategy 1:

Barriers to Learning - Teachers and administrators will meet regularly to determine students at risk for dropout or not on track to meet graduation requirements. Individual plan developed for each student and monitored to ensure on time graduation.

Category: Persistence to Graduation

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plato courses purchased for students that academically behind their peers. Students may access during school day through credit recovery and /or outside school day . Some additional classes may be developed on Converge classroom for credit recovery as needed .	Technology, Academic Support Program	08/09/2016	05/31/2017	\$6500	Grant Funds	Danita Ellis

Activity - Transitional Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Alternate placement for students to receive Tier III level instruction for behavior or academic needs.	Behavioral Support Program, Academic Support Program, Parent Involvement	08/09/2016	05/31/2017	\$55000	General Fund	Mark Flynn
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Goal 6: The school will work with families and communities to remove barriers to learning in order to meet the intellectual , social , and developmental needs of all students.

Measurable Objective 1:

collaborate to increase the communication level two ways with stakeholders on student progress in social, intellectual and development needs of all students by 05/31/2017 as measured by student/parent contact logs and survey data..

Strategy 1:

Communication - Use variety of methods to involve all stakeholders such as One Call, Remind, website, parent conferences, positive comment cards, and home visits as needed.

Category: Stakeholder Engagement

Activity - Monitor Attendance Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Notify parent and students daily through one call of absences. Provide positive messages in the one call to promote more frequent use of student and parent portal to foster self monitoring .	Parent Involvement, Community Engagement	11/15/2016	12/30/2017	\$0	No Funding Required	Danita Ellis , Kathy Hall

Strategy 2:

Professional Learning - Provide professional learning as needed for PBIS team and all teachers in classroom management , positive behavior interventions and

Comprehensive School Improvement Plan

Southwestern High School

support, bullying prevention, suicide prevention, and child abuse /neglect prevention and reporting.

Category: Professional Learning & Support

Activity - Prevention training/ and reporting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff is trained on bullying prevention, suicide prevention, and child abuse/neglect signs and reporting along with professional boundaries/ethics.	Behavioral Support Program, Professional Learning	01/01/2017	12/30/2017	\$800	FRYSC	Kathy Hall , Teresa Reed John Hargis

Strategy 3:

Positive Behavior Supports - PBIS teams meet monthly and use SWIS to track number of student referrals. Individual interventions plans are developed, implemented, and monitored on Tier II and III students .

Administrators, FRYSC , and district staff meet monthly to analyze multiple sets of student data, develop intervention plan, and monitor plan to remove all barriers to learning.

Category: Management Systems

Activity - PBIS Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly meetings to analyze SWIS data. Student plans are developed, implemented, and monitored.	Behavioral Support Program	01/01/2017	12/30/2017	\$500	District Funding	Mark Flynn

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quarterly meetings held with district staff, school administrators, and FRYSC to monitor intervention plans for Tier II and III students.	Behavioral Support Program	09/14/2016	12/30/2017	\$0	No Funding Required	Tony Cress

Activity - Student Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are recognized each trimester through blue/orange card activities for engaging in positive behaviors.	Behavioral Support Program	10/31/2016	12/30/2017	\$1000	District Funding	Mark Flynn

Goal 7: 2016-2017 demonstrate proficiency in all areas of the Program Review by 2017. Programs include Arts & Humanities, Practical Living/Career Studies, Writing , and Global Competency & World Language.

Measurable Objective 1:

collaborate to build proficiency in all areas of the Program Review by 05/15/2017 as measured by KDE Program Review Rubrics .

Strategy 1:

Continuous improvement - Monitor the PR areas, analyze levels of implementation, identify needs, and locate resources and processes for improvement.

Category: Continuous Improvement

Activity - PR Cycle I & II Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will submit summary reports documenting internal reviews and progress toward program proficiency to the district Program Review Coordinator. Cycle I Report will be submitted November 30; Cycle II Report will be submitted January 30. The Cycle Reports will also be reviewed by the SBDM.	Policy and Process	01/01/2017	12/30/2017	\$0	No Funding Required	Danita Ellis, Michelle Sadler

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Southwestern High School

Activity - District External Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will participate in an external district review of programs, conducted by the District Program Review Coordinator. The external reviews will take place in late April or early May. The School Program Review Coordinator, school administrators, and district representatives will discuss program strengths, weaknesses, and opportunities for improvement. Areas of need and resources to meet proficiency will be identified.	Policy and Process	01/01/2017	12/30/2017	\$0	No Funding Required	Danita Ellis, Michelle Sadler

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Soft Skills and Win Curriculum	All Career and Technical teachers will work with CTE classes on developing and enhancing workplace soft skills by integrating into curriculum through teacher developed activities and WIN software.	Direct Instruction, Technology, Academic Support Program	01/01/2017	12/30/2017	\$3500	Michelle Sadler
Total					\$3500	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery	Plato courses purchased for students that academically behind their peers. Students may access during school day through credit recovery and /or outside school day . Some additional classes may be developed on Converge classroom for credit recovery as needed .	Technology, Academic Support Program	08/09/2016	05/31/2017	\$6500	Danita Ellis
Advanced Placement/PLTW Workshops	Select teachers will update as needed Advanced Placement and/or PLTW to insure curriculum is taught and assessed with fidelity.	Technology, Professional Learning	01/01/2017	12/30/2017	\$12000	Danita Ellis, Lisa White
ACT Activities	CERT diagnostic given to all juniors and seniors below benchmark. Students are provided additional support and enrichment designed at the benchmark level of performance. Multiple trips to College Campus for students to experience the college atmosphere while participating in teacher enrichment activities.	Academic Support Program	09/15/2016	03/21/2017	\$10000	Michelle Sadler
Total					\$28500	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Prevention training/ and reporting	All staff is trained on bullying prevention, suicide prevention, and child abuse/neglect signs and reporting along with professional boundaries/ ethics.	Behavioral Support Program, Professional Learning	01/01/2017	12/30/2017	\$800	Kathy Hall , Teresa Reed John Hargis
Total					\$800	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District External Review	The school will participate in an external district review of programs, conducted by the District Program Review Coordinator. The external reviews will take place in late April or early May. The School Program Review Coordinator, school administrators, and district representatives will discuss program strengths, weaknesses, and opportunities for improvement. Areas of need and resources to meet proficiency will be identified.	Policy and Process	01/01/2017	12/30/2017	\$0	Danita Ellis, Michelle Sadler
Tier III remediation	Instructional assistants and teachers will provide more intense reading and math instruction as needed for Tier III level students during elective courses and or/study skills to ensure mastery of standards for EOC classes.	Tutoring, Academic Support Program	11/01/2016	05/31/2017	\$0	Brittany Petrey
Intervention and Support	Teachers will provide classroom intervention and support for students not at mastery on each instructional assessment as determined through assessment practices on each standard in all End of Course classrooms	Direct Instruction	08/09/2016	05/31/2017	\$0	Danita Ellis
Progress Monitoring	Map Assessments will be administered 3 times per year in Reading and Math for 9th and 10th grade students. Data analyzed to identify student learning needs. CERT, ACT data used for grade 11. EOC classroom assessment data is analyzed in Reading and Math .PLC meetings to ensure scores are driving instruction.	Direct Instruction, Academic Support Program	11/07/2016	05/31/2017	\$0	Michelle Sadler
PR Cycle I & II Reports	The school will submit summary reports documenting internal reviews and progress toward program proficiency to the district Program Review Coordinator. Cycle I Report will be submitted November 30; Cycle II Report will be submitted January 30. The Cycle Reports will also be reviewed by the SBDM.	Policy and Process	01/01/2017	12/30/2017	\$0	Danita Ellis, Michelle Sadler
RTI	Quarterly meetings held with district staff, school administrators, and FRYSC to monitor intervention plans for Tier II and III students.	Behavioral Support Program	09/14/2016	12/30/2017	\$0	Tony Cress

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Goal blitz	Students in EOC classes will goal set and strive to meet proficiency/novice reduction through intervention provided by teacher and /peers.	Policy and Process	09/01/2016	02/15/2017	\$0	Michelle Sadler
Monitor Attendance Events	Notify parent and students daily through one call of absences. Provide positive messages in the one call to promote more frequent use of student and parent portal to foster self monitoring .	Parent Involvement, Community Engagement	11/15/2016	12/30/2017	\$0	Danita Ellis , Kathy Hall
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS Team	Monthly meetings to analyze SWIS data. Student plans are developed, implemented, and monitored.	Behavioral Support Program	01/01/2017	12/30/2017	\$500	Mark Flynn
CCR PLC	Select senior core teachers and all Career and Technical Education teachers will meet to track student progress towards College/Career readiness and implement plan to stay on track to meet benchmarks and /or certifications. Follow up during PLC meetings and growth days throughout the year.	Career Preparation/Orientation	11/07/2016	12/30/2017	\$500	Mischa Brainard
College/Career Advising	Students meet with advisor to develop 4 year plan, schedule courses to meet diploma level and career pathway expectations.	Career Preparation/Orientation	12/01/2016	07/01/2017	\$600	Mischa Brainard
Kagan Coaching	Teachers will receive support and feedback for student engagement by Kagan coaches throughout the school year . Fidelity of structure and selection of appropriate structures for instructional units.	Other - Teacher Leadership and Building Capacity	09/14/2016	05/31/2017	\$500	Danita Ellis and Michelle Sadler
Student Recognition	Students are recognized each trimester through blue/orange card activities for engaging in positive behaviors.	Behavioral Support Program	10/31/2016	12/30/2017	\$1000	Mark Flynn
TEAM	In effort to train and retain highly qualified teachers, all first and second year teachers participate in a two year teacher induction program called Teacher Effectiveness and Mentoring (TEAM).	Professional Learning, Recruitment and Retention	01/01/2017	12/30/2017	\$0	Angela Murphy
Teacher Training Day 5 Kagan	All teachers will attend professional development -Day 5 Kagan.	Professional Learning	06/01/2017	07/28/2017	\$3000	Danita Ellis
Strategies and Study Skills classes	Students at academic risk are provided strategy and /or study skill classes to increase mastery level in Reading and Math through teacher made activities and academic support programs such as No Red ink, Lexia, Reading Plus, and Aleks.	Academic Support Program	08/09/2016	05/31/2017	\$24000	Danita Ellis, Michelle Sadler , Tony Cress

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Extended School Services	Tier II and III students identified through formative/summative assessments needing additional support will have access to additional instruction during lunch , before, and /or after school .	Academic Support Program	08/15/2016	05/31/2017	\$7000	Tony Cress
Curriculum Realignment	Departments will begin to revisit core maps - checking for gaps with Common Core, Ky Academic core Standards that are barriers to proficiency for all students. Assessments revisited and edited as needed to ensure appropriate depth of knowledge is assessed as the standard indicates.	Professional Learning	11/07/2016	08/01/2017	\$2000	Michelle Sadler
Total					\$39100	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Transitional Classroom	Alternate placement for students to receive Tier III level instruction for behavior or academic needs.	Behavioral Support Program, Academic Support Program, Parent Involvement	08/09/2016	05/31/2017	\$55000	Mark Flynn
CCR /Senior Topics	Teachers provide interventions in English , Reading and Math for all 12th grade students scoring below CPE benchmarks on ACT. Students are re- assessed throughout the term .	Direct Instruction	09/09/2016	05/31/2017	\$65000	Danita Ellis
Total					\$120000	

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	Analysis completed Nov 7th with School Report Card- summary sent to parents November 15th	

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	Not a Title I school	

Comprehensive School Improvement Plan

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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.	Yes	School has protocol for parental involvement and provides opportunities - no formal policy - working on formalizing	

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

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.	Yes	Not a title I school	

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.	Yes		

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.	Yes		

Comprehensive School Improvement Plan

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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.	Yes		

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.	Yes		

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.	Yes	Not a title I school	

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.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

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.	Yes	Not a Title 1 School	

Comprehensive School Improvement Plan

Southwestern 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.	Yes	Not Title 1	

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.	Yes		

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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.	Yes		

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.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	Not a Title 1 School	

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:

The school will work with families and communities to remove barriers to learning in order to meet the intellectual , social , and developmental needs of all students.

Measurable Objective 1:

collaborate to increase the communication level two ways with stakeholders on student progress in social, intellectual and development needs of all students by 05/31/2017 as measured by student/parent contact logs and survey data..

Strategy1:

Communication - Use variety of methods to involve all stakeholders such as One Call, Remind, website, parent conferences, positive comment cards, and home visits as needed.

Category: Stakeholder Engagement

Research Cited:

Activity - Monitor Attendance Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Notify parent and students daily through one call of absences. Provide positive messages in the one call to promote more frequent use of student and parent portal to foster self monitoring .	Community Engagement Parent Involvement	11/15/2016	12/30/2017	\$0 - No Funding Required	Danita Ellis , Kathy Hall

Strategy2:

Positive Behavior Supports - PBIS teams meet monthly and use SWIS to track number of student referrals. Individual interventions plans are developed, implemented, and monitored on Tier II and III students .

Administrators, FRYSC , and district staff meet monthly to analyze multiple sets of student data, develop intervention plan, and monitor plan to remove all barriers to learning.

Category: Management Systems

Research Cited:

Activity - PBIS Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly meetings to analyze SWIS data. Student plans are developed, implemented, and monitored.	Behavioral Support Program	01/01/2017	12/30/2017	\$500 - District Funding	Mark Flynn

Comprehensive School Improvement Plan

Southwestern High School

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quarterly meetings held with district staff, school administrators, and FRYSC to monitor intervention plans for Tier II and III students.	Behavioral Support Program	09/14/2016	12/30/2017	\$0 - No Funding Required	Tony Cress

Activity - Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are recognized each trimester through blue/orange card activities for engaging in positive behaviors.	Behavioral Support Program	10/31/2016	12/30/2017	\$1000 - District Funding	Mark Flynn

Strategy3:

Professional Learning - Provide professional learning as needed for PBIS team and all teachers in classroom management , positive behavior interventions and support, bullying prevention, suicide prevention, and child abuse /neglect prevention and reporting.

Category: Professional Learning & Support

Research Cited:

Activity - Prevention training/ and reporting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff is trained on bullying prevention, suicide prevention, and child abuse/neglect signs and reporting along with professional boundaries/ ethics.	Behavioral Support Program Professional Learning	01/01/2017	12/30/2017	\$800 - FRYSC	Kathy Hall , Teresa Reed John Hargis

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

Goal 1:

Increase the averaged combined Reading and Math proficiency ratings from 55.4% to 78.2% by 2019

Measurable Objective 1:

collaborate to increase the combined Reading and Math proficiency ratings from 55.4% to 69.4% by 05/31/2017 as measured by School Report Card.

Strategy1:

Curriculum Realignment - Common Core standards and current assessments realigned to match depth of knowledge . Edits /revisions to curriculum maps and unit assessments made as necessary clearly assess standard.

Category: Continuous Improvement

Research Cited:

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Activity - Curriulum Realignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments will begin to revisit core maps - checking for gaps with Common Core, Ky Academic core Standards that are barriers to proficiency for all students. Assessments revisited and edited as needed to ensure appropriate depth of knowledge is assessed as the standard indicates.	Professional Learning	11/07/2016	08/01/2017	\$2000 - District Funding	Michelle Sadler

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Map Assessments will be administered 3 times per year in Reading and Math for 9th and 10th grade students. Data analyzed to identify student learning needs. CERT, ACT data used for grade 11. EOC classroom assessment data is analyzed in Reading and Math .PLC meetings to ensure scores are driving instruction.	Academic Support Program Direct Instruction	11/07/2016	05/31/2017	\$0 - No Funding Required	Michelle Sadler

Strategy2:

Professional Learning - Teachers will support their professional growth plans through job embedded professional learning.

Category: Professional Learning & Support

Research Cited:

Activity - TEAM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In effort to train and retain highly qualified teachers, all first and second year teachers participate in a two year teacher induction program called Teacher Effectiveness and Mentoring (TEAM).	Professional Learning Recruitment and Retention	01/01/2017	12/30/2017	\$0 - District Funding	Angela Murphy

Activity - Advanced Placement/PLTW Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers will update as needed Advanced Placement and/or PLTW to insure curriculum is taught and assessed with fidelity.	Technology Professional Learning	01/01/2017	12/30/2017	\$12000 - Grant Funds	Danita Ellis, Lisa White

Activity - Teacher Training Day 5 Kagan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend professional development -Day 5 Kagan.	Professional Learning	06/01/2017	07/28/2017	\$3000 - District Funding	Danita Ellis

Activity - Kagan Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive support and feedback for student engagement by Kagan coaches throughout the school year . Fidelity of structure and selection of appropriate structures for instructional units.	Other - Teacher Leadership and Building Capacity	09/14/2016	05/31/2017	\$500 - District Funding	Danita Ellis and Michelle Sadler

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Goal 2:

Increase the averaged combined Reading and Math proficiency ratings in the non duplicated gap group from 44.8% to 74.1% by 2019

Measurable Objective 1:

collaborate to increase the combined Reading and Math proficiency ratings in the non duplicated gap group from 44.8% to 63.7% by 2017. by 05/31/2017 as measured by School Report Card.

Strategy1:

RTI - Tier II and III students identified through formative assessment and progress tracked and monitored on each instructional unit . Data shared in PLC meetings and conferencing . Additional interventions provided for students during classroom instruction and school day . Additional support provided during ESS by teachers , Americorps , and Math Coach.

Category: Continuous Improvement

Research Cited:

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II and III students identified through formative/summative assessments needing additional support will have access to additional instruction during lunch , before, and /or after school .	Academic Support Program	08/15/2016	05/31/2017	\$7000 - District Funding	Tony Cress

Activity - Strategies and Study Skills classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students at academic risk are provided strategy and /or study skill classes to increase mastery level in Reading and Math through teacher made activities and academic support programs such as No Red ink, Lexia, Reading Plus, and Aleks.	Academic Support Program	08/09/2016	05/31/2017	\$24000 - District Funding	Danita Ellis, Michelle Sadler , Tony Cress

Goal 3:

Reduce the number of students scoring novice on EOC and Kprep by 50% by 2019.

Measurable Objective 1:

collaborate to reduce the number of students scoring at the novice level by 10% in EOC and Kprep by 2017. by 05/31/2017 as measured by School Report Card.

Strategy1:

Progress Monitoring - Progress monitor all students through classroom assessments, providing feedback, rubrics, and exemplars on a regular basis in all End of Course classrooms.

Category: Management Systems

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Research Cited:

Activity - Tier III remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional assistants and teachers will provide more intense reading and math instruction as needed for Tier III level students during elective courses and or/study skills to ensure mastery of standards for EOC classes.	Academic Support Program Tutoring	11/01/2016	05/31/2017	\$0 - No Funding Required	Brittany Petrey

Activity - Intervention and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide classroom intervention and support for students not at mastery on each instructional assessment as determined through assessment practices on each standard in all End of Course classrooms	Direct Instruction	08/09/2016	05/31/2017	\$0 - No Funding Required	Danita Ellis

Activity - Goal blitz	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in EOC classes will goal set and strive to meet proficiency/novice reduction through intervention provided by teacher and /peers.	Policy and Process	09/01/2016	02/15/2017	\$0 - No Funding Required	Michelle Sadler

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 averaged combined Reading and Math proficiency ratings in the non duplicated gap group from 44.8% to 74.1% by 2019

Measurable Objective 1:

collaborate to increase the combined Reading and Math proficiency ratings in the non duplicated gap group from 44.8% to 63.7% by 2017.

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by 05/31/2017 as measured by School Report Card.

Strategy1:

RTI - Tier II and III students identified through formative assessment and progress tracked and monitored on each instructional unit . Data shared in PLC meetings and conferencing . Additional interventions provided for students during classroom instruction and school day . Additional support provided during ESS by teachers , Americorps , and Math Coach.

Category: Continuous Improvement

Research Cited:

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II and III students identified through formative/summative assessments needing additional support will have access to additional instruction during lunch , before, and /or after school .	Academic Support Program	08/15/2016	05/31/2017	\$7000 - District Funding	Tony Cress

Activity - Strategies and Study Skills classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students at academic risk are provided strategy and /or study skill classes to increase mastery level in Reading and Math through teacher made activities and academic support programs such as No Red ink, Lexia, Reading Plus, and Aleks.	Academic Support Program	08/09/2016	05/31/2017	\$24000 - District Funding	Danita Ellis, Michelle Sadler , Tony Cress

Goal 2:

Reduce the number of students scoring novice on EOC and Kprep by 50% by 2019.

Measurable Objective 1:

collaborate to reduce the number of students scoring at the novice level by 10% in EOC and Kprep by 2017. by 05/31/2017 as measured by School Report Card.

Strategy1:

Progress Monitoring - Progress monitor all students through classroom assessments, providing feedback, rubrics, and exemplars on a regular basis in all End of Course classrooms.

Category: Management Systems

Research Cited:

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Activity - Intervention and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide classroom intervention and support for students not at mastery on each instructional assessment as determined through assessment practices on each standard in all End of Course classrooms	Direct Instruction	08/09/2016	05/31/2017	\$0 - No Funding Required	Danita Ellis

Activity - Goal blitz	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in EOC classes will goal set and strive to meet proficiency/novice reduction through intervention provided by teacher and /peers.	Policy and Process	09/01/2016	02/15/2017	\$0 - No Funding Required	Michelle Sadler

Activity - Tier III remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional assistants and teachers will provide more intense reading and math instruction as needed for Tier III level students during elective courses and or/study skills to ensure mastery of standards for EOC classes.	Tutoring Academic Support Program	11/01/2016	05/31/2017	\$0 - No Funding Required	Brittany Petrey

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

Goal 1:

Increase the cohort graduation rate to 98% by 2019.

Measurable Objective 1:

collaborate to increase the cohort graduation rate to 97.6% by 05/31/2017 as measured by School Report Card.

Strategy1:

Barriers to Learning - Teachers and administrators will meet regularly to determine students at risk for dropout or not on track to meet graduation requirements. Individual plan developed for each student and monitored to ensure on time graduation.

Category: Persistence to Graduation

Research Cited:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plato courses purchased for students that academically behind their peers. Students may access during school day through credit recovery and /or outside school day . Some additional classes may be developed on Converge classroom for credit recovery as needed .	Technology Academic Support Program	08/09/2016	05/31/2017	\$6500 - Grant Funds	Danita Ellis

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Activity - Transitional Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Alternate placement for students to receive Tier III level instruction for behavior or academic needs.	Academic Support Program Behavioral Support Program Parent Involvement	08/09/2016	05/31/2017	\$55000 - General Fund	Mark Flynn

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

Goal 1:

Increase the percentage of students who are college and/ or career ready to 85% by 2019 before bonus is applied

Measurable Objective 1:

collaborate to increase the percentage of students who are college and/or career ready from 81.5 to 82% before bonus is applied by 05/31/2017 as measured by School Report Card.

Strategy1:

College Career Readiness - Intervention classes are provided for all 12th students that do not meet ACT benchmarks . Curriculum is designed to focus on reading comprehension, language mechanic skills and explicit math competencies to be assessed again on ACT , Workkeys, and/or Kyote.

Category: Integrated Methods for Learning

Research Cited:

Activity - CCR PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select senior core teachers and all Career and Technical Education teachers will meet to track student progress towards College/Career readiness and implement plan to stay on track to meet benchmarks and /or certifications. Follow up during PLC meetings and growth days throughout the year.	Career Preparation/ Orientation	11/07/2016	12/30/2017	\$500 - District Funding	Mischa Brainard

Activity - Soft Skills and Win Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Career and Technical teachers will work with CTE classes on developing and enhancing workplace soft skills by integrating into curriculum though teacher developed activities and WIN software.	Direct Instruction Academic Support Program Technology	01/01/2017	12/30/2017	\$3500 - Career and Technical Education Funds	Michelle Sadler

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Activity - CCR /Senior Topics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers provide interventions in English , Reading and Math for all 12th grade students scoring below CPE benchmarks on ACT. Students are re- assessed throughout the term .	Direct Instruction	09/09/2016	05/31/2017	\$65000 - General Fund	Danita Ellis

Activity - College/Career Advising	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students meet with advisor to develop 4 year plan, schedule courses to meet diploma level and career pathway expectations.	Career Preparation/ Orientation	12/01/2016	07/01/2017	\$600 - District Funding	Mischa Brainard

Strategy2:

ACT Prep - Provide support for students taking ACT through CERT, Mastery Prep, and multiple enrichment sessions for students.

Category: Continuous Improvement

Research Cited:

Activity - ACT Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CERT diagnostic given to all juniors and seniors below benchmark. Students are provided additional support and enrichment designed at the benchmark level of performance. Multiple trips to College Campus for students to experience the college atmosphere while participating in teacher enrichment activities.	Academic Support Program	09/15/2016	03/21/2017	\$10000 - Grant Funds	Michelle Sadler

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

Goal 1:

2016-2017 demonstrate proficiency in all areas of the Program Review by 2017. Programs include Arts & Humanities, Practical Living/Career Studies, Writing , and Global Competency & World Language.

Measurable Objective 1:

collaborate to build proficiency in all areas of the Program Review by 05/15/2017 as measured by KDE Program Review Rubrics .

Strategy1:

Continuous improvement - Monitor the PR areas, analyze levels of implementation, identify needs, and locate resources and processes for improvement.

Category: Continuous Improvement

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Research Cited:

Activity - District External Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will participate in an external district review of programs, conducted by the District Program Review Coordinator. The external reviews will take place in late April or early May. The School Program Review Coordinator, school administrators, and district representatives will discuss program strengths, weaknesses, and opportunities for improvement. Areas of need and resources to meet proficiency will be identified.	Policy and Process	01/01/2017	12/30/2017	\$0 - No Funding Required	Danita Ellis, Michelle Sadler

Activity - PR Cycle I & II Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will submit summary reports documenting internal reviews and progress toward program proficiency to the district Program Review Coordinator. Cycle I Report will be submitted November 30; Cycle II Report will be submitted January 30. The Cycle Reports will also be reviewed by the SBDM.	Policy and Process	01/01/2017	12/30/2017	\$0 - No Funding Required	Danita Ellis, Michelle Sadler

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?

Southwestern High School is located in western Pulaski County on WTLO Road. The school has been in existence since August of 1993 and has grown by over 400 students since its opening 22 years ago. In 2010, a new addition of 17 classrooms were added to the existing facility to accommodate approximately 1200 students. Southwestern High School operates on a 5 period (70 minute) trimester schedule. The staff consists of approximately 70 teachers, 3 guidance counselors, 4 administrators, and 1 curriculum specialist.

Southwestern has a strong tradition of academic excellence and high expectations for students and staff. Over the past five years the number of Advanced Placement offerings have grown from 9 to 22 through district and Advance Ky initiatives. The school has dual credit opportunities with the local community college, several 4 year universities, and through the Area Technology Center. Southwestern offers PLTW courses in Engineering, and Biomedical. Many students will graduate and be prepared to enter post secondary education with 1 to 2 semesters accomplished while in high school. Currently 9 staff members are credentialed to offer dual credit courses in English, Math, Science, Agriculture, Business, History, and Music.

The community has the expectation that all students will graduate and be able to succeed at the next level. The community strongly supports and lives the mission and vision of school: "Southwestern High School will strive to graduate every student College/Career Ready and prepared for the 21st century. "

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.

It is the mission and vision of Southwestern High School to strive to graduate every student college/career ready and prepared for the 21st century. If you look at the high school feedback report each year you will see a trend of 62-67 percent of students want to attend college and there is consistent ACT data to show that only 40% of them are meeting benchmarks that predict college success rate. We continue to look for ways within the school day to keep students on track with required course work by implementing interventions before, during and after school. We offer college readiness courses for those students that are college bound but are not meeting benchmarks. We continually assess students on ACT, Compass, and KYOTE in our efforts to increase to a matching college readiness rate of 67%. For the past five years, SWHS has exceeded the state goal in CCR and has shown continuous improvement each year. The most current year before bonus applied yielded 81.5 college and or career ready rate for the Class of 2016 with a graduation rate of 97.4% for that same class.

We heavily recruit students to take as many of the 22 Advance Placement and / or dual credit offerings that will fit in their schedule. We also offer industry certifications through our Area Tech Center to approximately 150 students in the areas of carpentry, automotive, welding, allied health, and technology. This year students will have an additional opportunity; Natural Gas pipeline technician, and Industrial Maintenance. Students also have access to Career Technical Education pathways with KOSSA opportunities within Agriculture, Culinary, Financial Services, Marketing, pre-engineering, Business, Biomedical, JROTC, Arts and Humanities, and Technology. We also encourage students to get involved in our 22 sanctioned sport offerings and the fourteen club offerings we have for students.

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.

SWHS has many notable achievements: Southwestern High School has consistently maintained excellence for many years when it comes to test scores under several different accountability systems. We have built a tradition of academic excellence that has made us the pace setters for many schools in this region.

SWHS ---SCHOOL OF DISTINCTION - DISTINGUISHED HIGH PROGRESS 2015

SWHS---- DISTINGUISHED HIGH PROGRESS 2014

SWHS ---SCHOOL OF DISTINCTION - DISTINGUISHED HIGH PROGRESS 2013

SWHS---- DISTINGUISHED HIGH PROGRESS 2012

SWHS--- DISTINGUISHED 2011

Southwestern earned the silver medal from US World Report 2015

Southwestern earned the silver medal from US World Report 2014

Southwestern earned the silver medal from US World Report 2013

Southwestern earned the silver medal from US World Report 2012

Southwestern earned the bronze medal from US World Report 2011

AP Scholars total 87 2016;

AP Scholars total 83 2015;

AP Scholars total 62 2014;

AP Scholars 53 total 2013

AP Scholars 36 total 2012:

Additional Information

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

I would like to take this opportunity to thank staff, students and parents for working each and every day to make Southwestern a great place for our students. Being named a School of Distinction just affirms the hard work done each day for our kids.

Every day is an awesome day to be a Warrior! Southwestern High School has consistently maintained excellence for the past five years when it comes to test scores under several different accountability systems. We have built a tradition of academic excellence that has made us the pace setters for many schools in this region.

The bottom line is a very basic concept--we provide good basic instruction that meets the needs of our students. We put students first and make sound decisions based on what is best for our kids and we are not afraid to be innovative and change things up when needed.

We will continue to work on the work as we have done in the past and to look toward the future as we continue to serve our students. It is the dedication and hard work of you and our students that have contributed to the honor of being named a School of Distinction. It is distinctly an awesome day to be a Warrior!!