

2017 Comprehensive School Improvement Plan

Sheldon Clark High School
Martin County

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Overview

Plan Name

2017 Comprehensive School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at SCHS will attain a proficient rating on the combined reading and math scores of K-PREP	Objectives: 1 Strategies: 5 Activities: 17	Organizational	\$8000
2	All students at Sheldon Clark High School will be College or Career Ready at graduation.	Objectives: 1 Strategies: 5 Activities: 20	Organizational	\$83310
3	All students at Sheldon Clark High School who enter as freshmen will graduate.	Objectives: 1 Strategies: 7 Activities: 21	Organizational	\$317150
4	To maintain the number of effective teachers as 100% in 2016 to 2020	Objectives: 3 Strategies: 7 Activities: 8	Organizational	\$2500
5	All SCHS students in the non-duplicated gap group will become proficient on their combined reading and math scores.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$142000
6	All students at Sheldon Clark High School will obtain a proficiency rating in science on the Kentucky Science Assessment.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$1500
7	Decrease the number of students scoring novice in the subjects of reading and math on the K-PREP by 10% annually.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$8500
8	By 2019, the attendance at Sheldon Clark High School will be at 96%.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$500

Goal 1: All students at SCHS will attain a proficient rating on the combined reading and math scores of K-PREP

Measurable Objective 1:

collaborate to increase the averaged combined Reading and Mathematics K-PREP scores from 51.9% in 2016 to 58.6% by 05/31/2017 as measured by the K-PREP assessment data.

Strategy 1:

Leadership Monitoring and Feedback - School Leadership Team will monitor classroom instruction and give timely, informative feedback to impact classroom instruction, build relationships with staff, and continue the professional growth process.

Category:

Strategy 2:

Aligned Curriculum/Authentic K-PREP Assessment - Teachers have worked collaboratively to align the Common Core Standards curriculum both vertically and horizontally within the school and through District K-12 alignment initiatives. Formative and Summative assessments will be based on this alignment and authentic to the K-PREP assessments based on the Unbridled Learning initiatives.

Category:

Strategy 3:

Classroom Instruction - Teachers will implement classroom instructional strategies that are researched based and engage students in the learning process.

Category:

Strategy 4:

Student Behavior and Attendance Incentives - The district and school goal for attendance is 96%. In 2015-16, attendance was 93.1% and the number of office referrals was higher than we would like. Through PBIS we want to develop a positive incentive system that will increase attendance and reduce inappropriate behavior.

Category: Continuous Improvement

Strategy 5:

Program Review - SCHS will complete the required review for Practical Living/Career Studies and Arts & Humanities. In addition, SCHS will complete the assurances related Global Competency and Writing.

Category: Continuous Improvement

Goal 2: All students at Sheldon Clark High School will be College or Career Ready at graduation.

Measurable Objective 1:

collaborate to increase the percentage of students who are College/Career Ready to 89.0% by 05/26/2017 as measured by the Next Generation goals.

Strategy 1:

Goal Setting and Communication - Strategy 1: Inform all stakeholders through various modes of communication about setting goals for College and Career Readiness attainment

Category:

Strategy 2:

ACT-like Assessments and Data Analysis - Students and staff will analyze Red Zone diagnostic data and ACT data and then set goals for improvement.

Category: Continuous Improvement

Strategy 3:

Intervention, Remediation, and Enrichment - SCHS will provide intervention classes for those students who have not met ACT benchmarks and provide enrichment courses for those students who wish to further identified talents.

Category: Continuous Improvement

Strategy 4:

ATC Collaboration - Strategy 4: Collaborative Career and Technical Education Strategies

Category:

Strategy 5:

Individual Learning Plan - Students will work with the guidance counselors to complete the Individual Learning Plan. Students will use the ILP to help guide their career planning.

Category: Persistence to Graduation

Goal 3: All students at Sheldon Clark High School who enter as freshmen will graduate.

Measurable Objective 1:

collaborate to increase the freshmen graduation rate to 92.3% by 05/26/2017 as measured by the 4-Year Cohort Graduation Data.

Strategy 1:

Comprehensive School Advising Model - Strategy 1: The school has created a Comprehensive School Advisor/Advisee program. All staff members will serve as a student advocate (go-to person) who is committed to investing in the student's personal and academic success.

Category:

Strategy 2:

School Safety, Student Discipline, PBIS & Parental Involvement - School safety must be the top priority for all stakeholders even before student achievement. It is the responsibility of society to keep our children safe under all circumstances. According to Maslow's Hierarchy of Needs, students must feel safe in order to be able to learn. All SCHS staff members are dedicated to the wellbeing of our students. Moreover, parents must be involved in our schools so we can develop the partnerships and support structure that students must have to achieve in school. The 2015 Sheldon Clark TELL Survey results indicate that teachers feel they do not consistently enforce rules for student conduct (50%) and that only 51.2% of the students at this school follow the rules. PBIS should be a big help in improving this. Early data

show that PBIS is making an impact. The 2015 TELL Survey also indicated that only 61.1% of the teachers felt that parents are influential decision makers in the school and only 62.5% of the teachers agreed that parents support teachers, thus contributing to their success with students. State average on these two indicators were 73.6% and 75.5% respectively.

Category: Management Systems

Strategy 3:

Coordinator of Student Advocacy and Mentoring - This position will involve an individual who will work with the principal to ensure that all students have an advocate and receive interventions and enrichment opportunities.

Category:

Strategy 4:

Extended School Services - SCHS will offer various activities to aid students to obtain a high school diploma and graduate on time.

Category: Persistence to Graduation

Strategy 5:

ILP - The school will take more advantage of ILPs in order to better meet the needs of all students.

Category: Professional Learning & Support

Strategy 6:

Response to Intervention - The school will employ a Response to Interventionist/Credit Recovery teacher and an Alternative Classroom teacher to target students who are having academic/behavioral difficulties in the regular education setting.

Category: Other - Response to Intervention

Strategy 7:

Recruitment and Retention of Teacher - SCHS will take advantage of groups such as Teach for America to assist us in recruiting highly qualified teachers.

Category: Other - Recruitment and Retention of Teachers

Goal 4: To maintain the number of effective teachers as 100% in 2016 to 2020

Measurable Objective 1:

demonstrate a proficiency as the school principal on the Professional Growth and Effectiveness System observation process by 05/31/2018 as measured by principal proficiency on TeachScape observation assessment.

Strategy 1:

Professional Growth and Teacher Effectiveness Professional Development - All participants of the pilot Professional Growth and Effectiveness System will participate in professional development as needed to begin implementing the PGES based on the KDE timeline.

Category:

Strategy 2:

PD Evaluation - The principal will develop a process and procedure whereby he will conduct an interview with any staff member who attends an off-site professional development event as a follow-up. The staff member will share the learning that occurred and offer input on how best to share the learning with other staff.

Category: Professional Learning & Support

Measurable Objective 2:

demonstrate a proficiency on the Teacher Professional Growth and Effectiveness System Ratings by 05/31/2018 as measured by Classroom observations, Teacher Professional Growth Plan, and Teacher Rating.

Strategy 1:

Teacher Summative Evaluations - Teachers will be notified and a schedule developed for teachers who are due a summative evaluation.

Category: Professional Learning & Support

Measurable Objective 3:

collaborate to develop effective teaching practices by 06/26/2015 as measured by the Danielson Framework for Effective Teachers.

Strategy 1:

Student Growth Goals - Teachers will work to develop student growth goals that indicate proficiency in enduring skills for their students.

Category: Teacher PGES

Strategy 2:

Data Analysis - Teachers, in collaboration with the principal, will examine data from multiple sources (observations, peer observations, student voice surveys, etc.) for the purpose of 1) identifying professional learning needs, 2) evaluating fiscal and human resource needs, and 3) redefining roles and responsibilities.

Category: Professional Learning & Support

Strategy 3:

Teacher Mentoring Program - Teachers new to the school will be mentored by the teacher leader of their department. Teacher leaders will perform follow-up activities to the Martin County New Teacher Induction Program to ensure the new teachers are following through with things learned at the district meeting. Teacher leaders will provide support to the new teachers so they can successfully implement strategies to reach school and district goals.

Category: Teacher PGES

Strategy 4:

High Yield Strategies - During PLCs teachers will share instructional high-yield strategies and evaluate their effectiveness in class. As a monitoring piece, teacher leaders will share this information with the principal.

Category: Integrated Methods for Learning

Goal 5: All SCHS students in the non-duplicated gap group will become proficient on their combined reading and math scores.

Measurable Objective 1:

58% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on the average Combined Reading and Mathematics score in Mathematics by 05/29/2020 as measured by K-Prep Assessment Data.

Strategy 1:

Data Analysis - Strategy 1: The Data Driven Decision-Making strategy and activities will be implemented to target and meet individual learning needs of each student.

These strategies will be used to target students who are in the non-duplicated gap group to provide multiple levels of support with the goal of College and/or Career

Readiness.

Category: Continuous Improvement

Strategy 2:

Tier II - Response to Intervention - The school master schedule was altered and additional time was added to the school day to provide a 30 minute block for RTI that is referred to as the "Red Zone". The program has undergone many changes since its inception in 2011 based on staff input and student achievement data analysis. This strategy will be reviewed annual and is subject to change.

Category: Persistence to Graduation

Strategy 3:

Tier III - Response To Intervention - Tier III instruction includes the use of Read 180, System 44, and Math 180 programs. Each classroom, with the exception of System 44, has two teachers and utilize small-group and one-on-one instruction to target individual student academic deficiencies and help those students improve academically.

Category: Persistence to Graduation

Goal 6: All students at Sheldon Clark High School will obtain a proficiency rating in science on the Kentucky Science Assessment.

Measurable Objective 1:

demonstrate a proficiency in science by 05/31/2018 as measured by the Kentucky Science Assessment .

Strategy 1:

Through Course Science Task - Students will be engaged in through course tasks in all science classes.

Category: Learning Systems

Strategy 2:

Science Professional Development - Science teachers will engage in professional development related to the new science assessment.

Category: Professional Learning & Support

Goal 7: Decrease the number of students scoring novice in the subjects of reading and math on the K-PREP by 10% annually.

Measurable Objective 1:

collaborate to decrease the number of novice in reading and math by 10% annually by 05/31/2018 as measured by K-PREP .

Strategy 1:

Novice Reduction - Through 30-60-90 Day Plans and the PBIS committee, SCHS will target novice-level students by collecting data (SMI, SRI, MAP, classroom assessments, etc.) , identifying barriers to learning, and develop strategies that meeting the individual needs of novice-level students.

Category: Continuous Improvement

Goal 8: By 2019, the attendance at Sheldon Clark High School will be at 96%.

Measurable Objective 1:

demonstrate a behavior of improved attendance annually by 05/31/2019 as measured by to a level of 96%.

Strategy 1:

Improved Attendance - Attendance

Category: Other - Attendance