

**Plan for KDE Comprehensive School
Improvement Plan MLHS 2015-16**

Model Laboratory High School
Madison County

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Overview

Plan Name

Plan for KDE Comprehensive School Improvement Plan MLHS 2015-16

Plan Description

Goals and Plans for Model Lab High CSIP - 2015-16

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 combined average in reading and math on End-of-Course Assessments from 74.3% to 86.0% by 2019.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
2	Increase the percentage of students who are college and career ready from 63.6% to 81.8% by 2019.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$1000
3	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.0% to 67.1% by 2019.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
4	Maintain the average graduation rate at 100%	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Reduce by 50% the number of students scoring novice in reading and math by 2019.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
6	Increase the percentage of programs that are Proficient/Distinguished in Arts/Humanities, Practical Living/Career Studies, Writing, and Global Competencies/World Languages.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$2500

Goal 1: Increase the combined average in reading and math on End-of-Course Assessments from 74.3% to 86.0% by 2019.

Measurable Objective 1:

86% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate student proficiency (pass rate) in Algebra II (mathematics) and English II (reading) in Algebra by 05/24/2019 as measured by End-of-Course Assessments in English II and Algebra II.

Strategy 1:

Curriculum Assessment - Instructional leadership and teachers will work to analyze student data to identify gaps in math and reading curriculum.

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and classroom teachers will utilize and analyze data from the state tests as well as in school diagnostic testing to identify students who are not at benchmark and require additional instructional supports in reading and math to achieve the targets.	Academic Support Program	08/12/2015	05/23/2016	\$0	No Funding Required	Leadership Team, Assistant Director, Classroom Teachers, RTI Coordinator, SED Director, Guidance Counselor

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Classes will be developed and added to the schedule for students who are not meeting benchmark in 9th, 10th grade reading and 12th grade math. Classes are designed to find interventions to help students meet benchmark requirements.	Academic Support Program	08/12/2015	05/23/2016	\$0	No Funding Required	Classroom Teachers, Guidance Counselor, RTI Coordinator, Leadership team
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Activity - REMIX & Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before school (REMIX) and after school tutoring will be made available for students who need additional supports in mathematics.	Tutoring	09/01/2015	05/23/2016	\$0	No Funding Required	Teachers, Counselor, Assistant Director, RTI Coordinator

Strategy 2:

Review Schedule - Master and Daily student schedule will be reviewed and evaluated to make sure students have the maximum amount of instructional time and resources are allocated to support student achievement.

Category: Learning Systems

Activity - Instructional Time Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Master Schedule and Instructional time schedule will be reviewed to allow for more instructional time in all classes including core English and Math.	Policy and Process	08/12/2015	05/23/2016	\$0	No Funding Required	Director, Assistant Director, Counselors, Leadership Team, Teachers, SBDM

Goal 2: Increase the percentage of students who are college and career ready from 63.6% to 81.8% by 2019.

Measurable Objective 1:

81% of Twelfth grade students will achieve college and career readiness by graduation in Career & Technical by 05/24/2019 as measured by meeting the College and Career Readiness Benchmark as set forth by the state .

Strategy 1:

Scheduling - Career and Technical education teachers will assess their class offerings and align/offer classes in a specific career pathway.

Category: Career Readiness Pathways

Activity - Pathway Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE teachers will review new career pathways and offer classes in a particular career pathway.	Career Preparation/Orientation	08/12/2015	05/23/2016	\$0	No Funding Required	CTE Teachers, Assistant Director, Guidance Counselor

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attend state offered professional development on TEDS; attend professional development and/or conferences in specific career pathways.	Career Preparation/Orientation, Professional Learning	08/12/2015	05/23/2016	\$1000	General Fund	CTE Teachers, Assistant Director

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Activity - Student Transcript Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student transcripts will be analyzed to determine what career pathways students can obtain through a KOSSA exam and/or achieve industry certifications.	Career Preparation/Orientation	08/12/2015	05/23/2016	\$0	No Funding Required	Guidance Counselor, CTE Teachers, Assistant Director

Strategy 2:

Benchmark Analysis - Students who have not met the state ACT benchmarks in English, Mathematics, and Reading will be identified and placed in instructional support classes to help them develop the skills to reach benchmark.

Category: Continuous Improvement

Activity - Instructional Support Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Senior students not meeting ACT benchmarks will be scheduled and placed into support classes to reach proficiency in English, Mathematics, and reading.	Academic Support Program	08/12/2015	05/23/2016	\$0	No Funding Required	Guidance Counselor, RTI Coordinator

Activity - Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take alternate exams such as the KYOTE and/or COMPASS to assess their benchmarks in English, Math, and Reading.	Direct Instruction	01/04/2016	05/23/2016	\$0	No Funding Required	Classroom Teachers, Guidance Counselor

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.0% to 67.1% by 2019.

Measurable Objective 1:

67% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate student proficiency (pass rate) within the non-duplicated gap group in Reading by 05/23/2016 as measured by End-of-Course Assessments in English II and Algebra II.

Strategy 1:

Targeted Interventions - Teachers will provide identified gap students with instructional interventions and supports to students who are not proficient in reading or math.

Category: Learning Systems

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students (9th/10th) not meeting the proficiency benchmark in reading will be scheduled into a reading class with focused instruction on increasing reading comprehension and English skills.	Academic Support Program, Class Size Reduction, Direct Instruction	08/12/2015	05/23/2016	\$0	No Funding Required	Classroom Teacher, Guidance Counselor, RTI Coordinator, Administration

Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students (12th) not meeting the proficiency or ACT benchmarks in math will be enrolled in an integrated math class focused on math strategies to improve understanding of math concepts.	Academic Support Program, Class Size Reduction, Direct Instruction	08/12/2015	05/23/2016	\$0	No Funding Required	Classroom Teachers, Guidance Counselor, RTI Coordinator, Administration

Strategy 2:

Monitor Implementation - Student progress will be monitored for students placed in reading and math intervention classes.

Category: Continuous Improvement

Activity - Implementation Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the non-duplicated gap group will have their progress monitored to make sure they are in the correct placement, meeting objectives and making progress towards proficiency. Adjustments will be made as necessary based on data.	Academic Support Program, Direct Instruction	08/12/2015	05/23/2016	\$0	No Funding Required	Classroom Teachers, Guidance Counselor, RTI Coordinator, Assistant Director

Goal 4: Maintain the average graduation rate at 100%

Measurable Objective 1:

improve graduation rate maintain the graduation rate at 100% by 05/23/2016 as measured by graduation rate on the KY school report card.

Strategy 1:

Targeted Interventions - Model will identify students who are at-risk of not graduating and develop and individual plan to help students stay on track to graduating with their cohort group.

Category: Persistence to Graduation

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Model will analyze transcripts to identify students who are at-risk of not graduation. Students will develop a plan to keep them on track. Progress will be monitored	Academic Support Program	08/12/2015	05/23/2016	\$0	No Funding Required	Guidance Counselor, Classroom Teachers, Administration, SED Director
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Goal 5: Reduce by 50% the number of students scoring novice in reading and math by 2019.

Measurable Objective 1:

collaborate to reduce the percentage of students scoring novice in reading and math by 3% by 05/23/2016 as measured by End-of-Course Assessments in English II and Algebra II.

Strategy 1:

Reading and Math Instructional Supports - Students scoring novice in either reading or math will be placed in instructional class to focus on reading and/or math taught by a certified teacher.

Category: Continuous Improvement

Activity - Reading and Math Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on KPREP, EXPLORE, PLAN, ACT, MAP, Dibels, and Colorado Screener data students scoring novice or below benchmark will be placed in instructional support classes to build and reinforce core concepts in reading and math.	Academic Support Program, Class Size Reduction	08/12/2015	05/23/2016	\$0	No Funding Required	Classroom Teacher, Guidance Counselor, Administration, and RTI Coordinator

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize state and school data to identify students who scored novice in reading and math.	Academic Support Program	08/12/2015	05/23/2016	\$0	No Funding Required	Assistant Director, Guidance Counselor, RTI Coordinator,

Goal 6: Increase the percentage of programs that are Proficient/Distinguished in Arts/Humanities, Practical Living/Career Studies, Writing, and Global Competencies/World Languages.

Measurable Objective 1:

collaborate to increase the percentage of programs that are Proficient/Distinguished by 06/30/2016 as measured by the Next-Generation Instructional Programs and Support Program Review formula.

Strategy 1:

Professional Development - Participation in Professional Development will be analyzed for Program Review areas.

Category: Continuous Improvement

Activity - Tell Survey Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tell Data was analyzed and indicated that teachers in Program Review needed more professional development.	Academic Support Program, Professional Learning	08/12/2015	05/23/2016	\$2500	General Fund	Director, Assistant Direction, Curriculum Supervisor, Teachers

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Activity - Program Review Rubric Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained on how to read, interpret, score, cite evidence and write rationales using the state updated Program Reviews.	Academic Support Program, Professional Learning	10/01/2015	05/23/2016	\$0	No Funding Required	Assistant Director,

Strategy 2:

Utilize Google Drive - Google Drive will be utilized to house all of the classroom evidence for Program Reviews.

Category: Management Systems

Activity - Program Review Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Folders for Program Review evidence will be created using Google Drive. Teachers will be taught how to upload materials into Google Drive for evidence collection and to create a Program Review data base for them to utilize in their programs.	Policy and Process, Technology	11/02/2015	05/23/2016	\$0	No Funding Required	Director, Assistant Director, Technology PLC members, Program Classroom Teachers, Leadership Team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tell Survey Analysis	Tell Data was analyzed and indicated that teachers in Program Review needed more professional development.	Academic Support Program, Professional Learning	08/12/2015	05/23/2016	\$2500	Director, Assistant Direction, Curriculum Supervisor, Teachers
Professional Development	Attend state offered professional development on TEDS; attend professional development and/or conferences in specific career pathways.	Career Preparation/Orientation, Professional Learning	08/12/2015	05/23/2016	\$1000	CTE Teachers, Assistant Director
					Total	\$3500

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis	Utilize state and school data to identify students who scored novice in reading and math.	Academic Support Program	08/12/2015	05/23/2016	\$0	Assistant Director, Guidance Counselor, RTI Coordinator,
Program Review Collection	Folders for Program Review evidence will be created using Google Drive. Teachers will be taught how to upload materials into Google Drive for evidence collection and to create a Program Review data base for them to utilize in their programs.	Policy and Process, Technology	11/02/2015	05/23/2016	\$0	Director, Assistant Director, Technology PLC members, Program Classroom Teachers, Leadership Team

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Targeted Interventions	Model will analyze transcripts to identify students who are at-risk of not graduation. Students will develop a plan to keep them on track. Progress will be monitored	Academic Support Program	08/12/2015	05/23/2016	\$0	Guidance Counselor, Classroom Teachers, Administration, SED Director
Reading and Math Support	Based on KPREP, EXPLORE, PLAN, ACT, MAP, Dibels, and Colorado Screener data students scoring novice or below benchmark will be placed in instructional support classes to build and reinforce core concepts in reading and math.	Academic Support Program, Class Size Reduction	08/12/2015	05/23/2016	\$0	Classroom Teacher, Guidance Counselor, Administration, and RTI Coordinator
Instructional Support Classes	Senior students not meeting ACT benchmarks will be scheduled and placed into support classes to reach proficiency in English, Mathematics, and reading.	Academic Support Program	08/12/2015	05/23/2016	\$0	Guidance Counselor, RTI Coordinator
Reading Intervention	Students (9th/10th) not meeting the proficiency benchmark in reading will be scheduled into a reading class with focused instruction on increasing reading comprehension and English skills.	Academic Support Program, Class Size Reduction, Direct Instruction	08/12/2015	05/23/2016	\$0	Classroom Teacher, Guidance Counselor, RTI Coordinator, Administration
Implementation Monitoring	Students in the non-duplicated gap group will have their progress monitored to make sure they are in the correct placement, meeting objectives and making progress towards proficiency. Adjustments will be made as necessary based on data.	Academic Support Program, Direct Instruction	08/12/2015	05/23/2016	\$0	Classroom Teachers, Guidance Counselor, RTI Coordinator, Assistant Director
Testing	Students will take alternate exams such as the KYOTE and/or COMPASS to assess their benchmarks in English, Math, and Reading.	Direct Instruction	01/04/2016	05/23/2016	\$0	Classroom Teachers, Guidance Counselor
Data Analysis	Administrators and classroom teachers will utilize and analyze data from the state tests as well as in school diagnostic testing to identify students who are not at benchmark and require additional instructional supports in reading and math to achieve the targets.	Academic Support Program	08/12/2015	05/23/2016	\$0	Leadership Team, Assistant Director, Classroom Teachers, RTI Coordinator, SED Director, Guidance Counselor

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Pathway Analysis	CTE teachers will review new career pathways and offer classes in a particular career pathway.	Career Preparation/Orientation	08/12/2015	05/23/2016	\$0	CTE Teachers, Assistant Director, Guidance Counselor
Math Intervention	Students (12th) not meeting the proficiency or ACT benchmarks in math will be enrolled in a integrated math class focused on math strategies to improve understanding of math concepts.	Academic Support Program, Class Size Reduction, Direct Instruction	08/12/2015	05/23/2016	\$0	Classroom Teachers, Guidance Counselor, RTI Coordinator, Administration
Program Review Rubric Training	All teachers will be trained on how to read, interpret, score, cite evidence and write rationales using the state updated Program Reviews.	Academic Support Program, Professional Learning	10/01/2015	05/23/2016	\$0	Assistant Director,
Instructional Time Analysis	Master Schedule and Instructional time schedule will be reviewed to allow for more instructional time in all classes including core English and Math.	Policy and Process	08/12/2015	05/23/2016	\$0	Director, Assistant Director, Counselors, Leadership Team, Teachers, SBDM
RTI	Classes will be developed and added to the schedule for students who are not meeting benchmark in 9th, 10th grade reading and 12th grade math. Classes are designed to find interventions to help students meet benchmark requirements.	Academic Support Program	08/12/2015	05/23/2016	\$0	Classroom Teachers, Guidance Counselor, RTI Coordinator, Leadership team
REMIX & Tutoring	Before school (REMIX) and after school tutoring will be made available for students who need additional supports in mathematics.	Tutoring	09/01/2015	05/23/2016	\$0	Teachers, Counselor, Assistant Director, RTI Coordinator
Student Transcript Analysis	Student transcripts will be analyzed to determine what career pathways students can obtain through a KOSSA exam and/or achieve industry certifications.	Career Preparation/Orientation	08/12/2015	05/23/2016	\$0	Guidance Counselor, CTE Teachers, Assistant Director
Total					\$0	