

# APOLLO HIGH SCHOOL (11-2020)

## Comprehensive School Improvement Plan (CSIP)

### Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

### Operational Definitions

**Goal:** Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

**Objective:** Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy:** An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

### Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.

- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

## 1: Proficiency Goal

Goal 1: Minimize the number of students who receive a novice rating on the 10 <sup>th</sup> grade assessments:					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
AHS staff will collaborate to minimize the amount of novice learners on the 10 <sup>th</sup> grade examinations.	Minimize novice ratings in reading. Teachers will meet in content-area departments to discuss best practices and engagement strategies to assist learners with reading.	The ELA department will provide independent reading time in English classes for students to develop reading stamina by reading the works of the students' choice.	Student book projects KDE Assessment	1/2021-6/2021	N/A
		The ELA department will implement a vocabulary protocol to use implemented in 9 <sup>th</sup> -11 <sup>th</sup> grade English classes.	Weekly classroom quizzes KDE Assessment	1/2021-6/2021	\$800
	Minimize novice ratings in mathematics. Math teachers will meet regularly to discuss best practices and engagement strategies to assist learners with mathematics thinking and communication.	Math teachers will pilot two new curriculum programs and select one to implement effective August 2020. Teachers will work closely to develop common assessments and teaching strategies to help students be successful in a critical-thinking classroom.	KDE Assessment	8/2019-5/2021	\$50,000 Board funded

## 2: Separate Academic Indicator

Goal 2: AHS students will score proficient and distinguished on the science, social studies, and on-demand writing assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Reduce novice learners in science assessments.	Science teachers will collaborate to discuss best-practices, engagement strategies, and assessments.	All science teachers will implement NGSS Storylines and teaching strategies in all classes.	Student work samples Storyline assessment KDE Assessment	8/2019-6/2022	N/A
		The science department will meet in course PLC groups to discuss pacing and activities before and during completion.	Meeting minutes/agendas	8/2019-6/2022	N/A
	Students will read scholarly articles of different science topics to improve reading comprehension and stamina.	All science teachers will provide articles to students weekly for students to read and then discuss.	KDE Assessment	12/2019-6/2021	N/A
Minimize the number of novice scores from the on-demand writing assessment.	Implement a school-wide writing plan in science, social studies, ELA, and elective classes (as appropriate).	Instructional coaches will meet to revise the writing plan to ensure consistent vocabulary and structure across disciplines and grade levels as well as a system of accountability to ensure implementation.	Student work samples KDE Assessment	1/2020-6/2022	N/A
		ELA teachers will document student growth and share information with teachers as students move from one grade to another.	Teacher documentation Student work samples	1/2020-6/2021	N/A
					N/A

### 3: Achievement Gap

Goal 3: AHS will reduce the novice level for all GAP sub-populations and increase the number of GAP students who are transition ready.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the number of EL Students demonstrating growth in English.	Develop a tiered system, based on ACCESS scores, for all EL students.	Create schedules for EL students based on English proficiency. <ul style="list-style-type: none"> <li>Tier A: ACCESS level 1-1.9</li> <li>Tier B: ACCESS level 2-2.9</li> <li>Tier C: ACCESS level 3+</li> </ul>	Student schedules	1/2020-6/2022	N/A
		Train a team of teachers and instructional assistants in EL strategies and assessments to better assist them in learning both academic content and the English language.	Agenda/minutes Attendance sheet	11/2020-6/2021	\$200
	Monitor ACCESS scores and student achievement to ensure maximum numbers of EL students “test out” of the program.	If we reach a point during the pandemic to be in-person consistently, we will Pinpoint students near the 4.5 level in ACCESS and target their lowest areas for intentional practice. Teachers of these students will be notified and provided suggestions for helping them in specific areas of deficiency.	Number of students who test out of EL	10/2020-6/2022	N/A
		Create an intentional focus in EL Academic Enrichment classes of improving in English reading, writing, listening, and speaking skills.	# of students who demonstrate growth on the ACCESS test	8/2019-6/2022	N/A
	Improve heritage speakers’ speaking ability in English.	The World Language department will offer a native speakers’ class for students who speak Spanish.	Pre/Post assessment Student work samples	8/2020-6/2021	N/A
Students with Disabilities will demonstrate growth in academic areas.	Students will show growth of 3 points on MAP testing.	If we reach a point during the pandemic to be in-person consistently, students with disabilities will MAP test in the spring.	Test scores	8/2020-6/2021	N/A
		Special education teachers will receive PD in models of co-teaching that are effective: parallel teaching, station teaching, and alternative teaching.	Lesson plans Observations Student achievement data	8/2020-6/2021	N/A
	Students with disabilities teachers will use MAP data to inform instruction.	Students will be strategically grouped based on strengths and weaknesses revealed from MAP testing.	Lesson plans Observations MAP testing	9/2020-6/2021	N/A
		If we reach a point during the pandemic to be in-person consistently, co-teaching teams will implement station teaching with differentiated assignments based on MAP results.	Same as above	9/2020-6/2021	N/A

#### 4: Transition Readiness

Goal 4: Increase the number of AHS Students earning transition-readiness by graduation					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the number of GAP students who are deemed college-ready before graduation.	AHS will increase the amount of dual credit classes offered to seniors who are just shy of the state mandated benchmarks.	MAT 126 through OCTC will be offered in the spring semester of 2019-2020 for select students who have a 16-18 on the math portion of the ACT.	Roster of students enrolled Increase in transition-readiness indicator	1/2020-6/2022	N/A Provided through dual-credit scholarships and OCTC/WKU
		<del>WKU will send instructors to AHS to teach a section of sociology and a section of communications for students who are not benchmarked in Reading or English.</del>	<del>Roster of students enrolled Increase in transition-readiness indicator</del>	<del>1/2020-6/2020</del>	<del>N/A Provided through dual-credit scholarships and OCTC/WKU</del>
AHS will increase the number of students who have met benchmark status on the ACT or the KYOTE examinations.	AHS will increase the number of students who have met benchmark status on the ACT or the KYOTE examinations.	<del>AHS teachers will offer an ACT blitz for students who have signed up to take the December administration of the ACT exam. Sessions will be offered in all four exam areas after school.</del>	<del>Increased ACT scores for all participants</del>	<del>11/2019-12/2019</del>	<del>\$100 ESS-Funding</del>
		Seniors who have not yet demonstrated proficiency on the ACT exam will be encouraged to prepare for and take the KYOTE exam in math and/or English and reading.	Number of students passing the KYOTE.	11/2020-6/2021	N/A
		<del>Juniors will be given a practice ACT in September to give them an opportunity to experience the exam and give teachers a baseline for growth.</del>	<del>Increased ACT scores for all participants</del>	<del>9/2019-6/2020</del>	<del>Scantron Sheets</del>
		If we reach a point during the pandemic to be in-person consistently, sophomores will be given a practice ACT at the end of February - giving a baseline for growth between the 10 <sup>th</sup> and 11 <sup>th</sup> grade ACT (also to give opportunity for early Transition Readiness)	Increased ACT scores for all participants	2/2020-3/2021	\$15 per student (District-75%/Apollo-25%)
		ELA teachers will align grammar instruction to the ACT standards and embed instruction into ELA classes and as bell-ringer work	Pre/Post test ACT results	12/2020-6/2022	N/A

		Math teachers will develop weekly quizzes to assist with ACT-level questioning. Students will track both the amount of time to complete the questions and the number correct from week to week.	Student tracking charts ACT results	11/2020-6/2021	N/A
		Selected teachers will attend professional development specifically aimed at ACT achievement and bring strategies and ideas back to share with other department members.	Certificate of attendance	8/2019-6/2020	\$1200 PD funds
	Students will be offered an incentive to achieve transition readiness.	Seniors who have earned transition readiness by a set deadline will be eligible for a senior-day or a day-trip.	Number of students eligible to attend	1/2021-6/2021	School funds
		AHS will begin targeting students during grade 10 to encourage earlier ACT testing and earlier achievement of transition-readiness.	Number of students taking the exam as a sophomore.	1/2021-6/2022	N/A
Increase the number of GAP students who are career-ready before graduation.	Students will be offered an incentive to achieve transition readiness.	<del>Seniors who have earned transition readiness by a set deadline will be eligible for a senior-day or a day-trip.</del>	<del>Number of students eligible to attend</del>	<del>1/2020-6/2020</del>	<del>N/A</del>
		AHS will begin targeting students at the end of grade 9 to increase the number of students who will have completed two full credits in a career track and who are eligible for end-of-program assessments.	Number of students who take end-of-program exams. KDE transition data	1/2020-6/2022	N/A
	Offer carefully and intentionally sequenced courses in our CTE areas so that students are prepared for end-of-program exams.	AHS teachers will look carefully at courses offered to ensure students have the opportunity to progress through a career track. Intentional scheduling will help students stay on the chosen track.	Number of students taking end-of-program assessments. KDE transition data	12/2020-6/2022	N/A
		AHS will increase the number of dual-credit courses offered in the CTE areas.	Number of dual-credit courses offered	1/2020-6/2022	N/A

## 5: Graduation Rate

Goal 5: Apollo High School will maintain a high graduation rate with students on track to graduate at each grade level.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Apollo staff will work to increase the graduation rate to 96% or higher by 6/2021.	Offer credit recovery opportunities to students who are deemed at-risk of not graduating on time.	Students will be provided an opportunity to participate in an on-line credit recovery course if it is determined that they have no chance of passing a required course.	Reduced failure rate High graduation rate	1/2021 - 6/2021	\$2000 grant funds
		Senior grades will be checked by guidance counselors and administration every nine weeks. Students in jeopardy of failing will be counseled periodically.	Reduced failure rate High graduation rate	8/2020 - 6/2021	N/A
<b>PANDEMIC</b> – Apollo Staff and Administration will monitor the number of students who have not engaged or not engaged enough to be successful (“MIA” Students) under Remote Learning conditions	An MIA list of students will be created (GoogleSheet) by teachers	Administrators and guidance counselors will help communicate with parents or even make home visits in order to get the student engaged in their work and log in with teachers each day	Reduced failure rate High graduation rate	9/2020 – 6/2021	N/A
		A detailed documentation of contacts will be made in IC Contact Log as well as home visits by administration/FRYSC/Guidance	All contacts and home visits recorded	9/2020 – 6/2021	N/A
	Wednesdays will be used for ESS or remediation	Special transportation will be provided by the district to bring small groups of unsuccessful students in to work with in order to get caught up on work or provide assistance with items they need help	Reduced failure rate High graduation rate	10/2020 – 6/2021	N/A

## 6: School climate and culture

Goal 6: Apollo High School will be a safe, welcoming place for all students and staff.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
AHS will work to ensure students from all backgrounds that they are welcomed and valued in our population.	Improve cultural awareness and connections between students and families of different backgrounds and cultures.	The World Language Department, in collaboration with the FRYSC and feeder schools will host an Apollo Cultural Festival showcasing multiple people groups. Our students of all ethnicities and cultural backgrounds will be creating and running these booths.	Personal reflections Photos/videos	10/2020-6/2021	School Funds
	Increase parental involvement in our Students with Disabilities population.	Case managers will contact all parents of Students with Disabilities and the students prior to the end of the first grading period (9 weeks). Student contact will continue monthly thereafter, with parental contact occurring at least one each grading period.	Documentation in IC Google sheet	8/2020-6/2021	N/A
	Develop leadership skills and build community awareness.	Homeroom structure will be modified; each homeroom will be referred to as an "Eagle Family" to include students from all grade levels; selected groups will complete the Student Leadership Challenge.	Student survey results	8/2020-6/2021	N/A
		Teachers will build relationships with their EFT students so that every student has at least one adult they feel comfortable confiding in.	Student survey results	8/2020-6/2021	N/A
	Trauma-Informed Training for Staff to help reduce student barriers to learning.	Teachers and staff will continue to receive Trauma-Informed update training so that we have a better chance of serving students with trauma.	Student Attendance Student Performance	8/2020-6/2021	District Funds
AHS will be intentionally focus on building positive relationships between and among faculty and staff members.	Increase activities that foster appreciation and positive relationships for the adults in our building.	Teachers and support staff will nominate colleagues for a monthly staff member and teacher of the month award.	Teacher survey results	8/2020-6/2021	\$600 SEEK / Adult vending
		Teachers will circulate goody mugs throughout the year, filled with treats and given anonymously.	Teacher survey results	8/2020-6/2021	N/A
		AHS will host a Christmas luncheon and a Christmas party for all faculty, staff, and spouses.	Teacher survey results	12/2019	\$1200 SEEK / Adult vending
		In November, faculty and staff will be encouraged to send a thank-you card to anyone who has helped them in any way.	I'm thankful for...cards	11/2019	N/A

		Administration will conduct a bi-annual survey that is given to teachers that will focus on the safety concerns teachers may have as well as keep a pulse on Apollo's culture.	Positive Survey Results	10/2019 & 3/2020	N/A
	A Culture/Climate Committee will be developed and consist of Certified as well as Classified individuals. This committee will meet monthly to ensure that Apollo maintains the most positive climate as we navigate through this pandemic and beyond	The former Family-Consumer Science room will be turned into a 'Wellness Room' for staff to utilize throughout the day if they need to 'step away' and take a break. This room is intended to support our staff individually and in small groups as we navigate through this challenging pandemic.	Daily Access to the Room	9/2020 – 6/2021+	Adult Vending funds, Donations and Grant Funding
		A subcommittee will be formed with the purpose for staff members to have a non-administrative and confidential means for finding available help and resources, whether provided by DCPS or not.	- Low Staff Absenteeism - Minimal long term or FMLA - Good Retention of Staff -	9/2020 – 6/2021	DCPS provided services