

Comprehensive Improvement Plan for Districts

Rationale

District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 (*State your proficiency goal*): By 2021, will increase the proficiency indicator (reading and math) of 74.9 to **84.9**.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [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](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
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In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Department Team Leaders, ILT Leaders, Instructional Coach, CCR Coach, Administration

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1	KCWP 1: Design and Deploy Standards	All teachers will collaborate to develop learning targets and rubrics for all priority standards in each course.	Completed standards-based rubrics.		
		The World Language teachers will develop and share learning targets with students that relate to the communication (reading, speaking, and listening) standards rubrics.	Completed learning targets and student self-monitoring observed in classroom.		
		English 1 teachers will develop common formative assessments for their classes and used.	Completed common formative assessments used at least once per quarter.		
	KCWP 2: Design and Deliver Instruction	English 2 teachers will teach ACT reading strategies explicitly in class.	Increased CERT and ACT scores.		
		English 3 teachers will utilize SSR (Silent Sustained Reading), Book Talks, ACT Reading Passages, intentional teaching of ACT reading strategies, and Newsela articles with comprehension and inference questions with their students.	Increased CERT and ACT scores.		

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		The Math Department has incorporated technology (smartboards, ENO boards, graphing calculators, etc.) to increase math proficiency.	Increased CERT and ACT scores.		
		The Math Department has adopted new textbooks with a focus on vocabulary and researched based strategies for instruction. They will focus on tier I classroom instruction and work toward standard mastery.	Increased CERT and ACT scores.		
		Algebra 1, Geometry and Algebra 2 teachers will use ACT questions as openers daily to provide students practice. They will also teach strategies to help students tackle ACT questions.	Increased CERT and ACT scores.		
		Physics teachers will use the For the Love of ACT Science material to help students understand the types of questions on the ACT and to develop strategies for tackling specific types of questions.	Increased CERT and ACT scores.		
		The Social Studies Department will utilize primary and secondary source documents (1) at least twice a week, to increase analysis and comprehension skills to promote student growth in the areas of critical thinking, interpretation, and communication of meaning.	Lesson and unit plans and increased assessment scores.		
		Integrated Social Studies teachers will create and use common formative assessments.	Completed assessments.		
		The World Language Department will increase the usage of complex reading strategies in the Target Language to assist students with	Increased reading scores.		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Interpretive Data. Activities will be developed and assessments will be administered that adhere to world language proficiency and the integrated performance assessment model.			
		Fine Arts teachers will increase focus on providing intentional cross-curricular connections that are present in arts curricula. Teachers will seek out opportunities to strengthen math and reading skills through projects and performances already in place.	Cross-curricular content in lesson and unit plans.		
	KCWP 3: Design and Deliver Assessment Literacy	The English Department has each grade level target deficiencies in reading based on common assessment and CERT data and intervenes through RTI activities, direct instruction, CERT videos and lessons, and differentiated learning objectives in class. Using STAR data from 8th grade, a remedial reading class was created for students at the 9th grade level.	Increased CERT and ACT scores.		
		Geometry teachers will create and use common unit exams aligned to priority standards.	Completed unit exams.		
		Integrated Social Studies and US History teachers will implement minimum one common formative assessment per unit using Canvas. Results on the Canvas assessments will be used to identify questions of strength and weakness among all classes.	Targeted instruction for classes and individual students and an increase in assessment scores.		
		The World Language Department will increase opportunities in	Increased assessment scores.		

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		<p>assessing a variety of core competencies (Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing). The summative results of these assessments will take the form of quarterly common assessments. Individual student data and progress will be documented and this data will be used to track their proficiency throughout their enrollment in World Language courses.</p>			
		<p>World Language teachers will create and use formative assessments based on communication goals.</p>	<p>Unit IPA results used to inform instruction, and increased IPA scores at end of year.</p>		
	<p>KCWP 4: Review, Analyze and Apply Data</p>	<p>English 2 teachers will complete CERT multiple choice analysis and/or passage type analysis with students in class.</p>	<p>Increased CERT and ACT scores.</p>		
	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>All Departments are divided into Instructional Leadership Teams by specific content areas to collaborate on curriculum, instruction, assessment results, and intervention and remediation. Our collaborative services teachers attend their own ILT, but attend department meetings with the department they collaborate in. ILT Leaders receive support and guidance from administration including an ILT Leader Manual and Support document and Canvas page.</p>	<p>ILT agendas and minutes, ILT Manual and Support, and ILT Canvas pages.</p>		

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): Increase the average writing proficiency rates for all students from 70.4 to 80.4%

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

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Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

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In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Department Team Leaders, ILT Leaders, Instructional Coach, CCR Coach, Administration

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1	KCWP 1: Design and Deploy Standards	All teachers will collaborate to develop learning targets and rubrics for all priority standards, and specifically for the writing standards.	Completed standards-based rubrics.		
		World History teachers will create rubrics for text-based, written open response questions.	Created rubrics and questions.		
	KCWP 2: Design and Deliver Instruction	All teachers adhere to the Cooper Writing Policy by completing writing pieces with their students in each course. Student writing is assessed, given feedback, and then improved into a final product. These pieces and the captured process is then stored in a digital portfolio.	Improved writing pieces and increased writing scores.		
		The English 4 teachers will explicitly teach appropriate writing strategies for planning and goal setting, drafting, evaluating, revising, and editing. Instruct	Lesson plans: Evidence of assignments on Canvas.		

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		students on how to choose and apply strategies appropriate for the audience and purpose.			
		The English 4 teachers will assess students' strengths and areas for improvement before teaching a new strategy or skill. Use assessments of student writing to inform instruction and feedback.	Evidence of feedback on rubric.		
		World History teachers will adopt a reading strategy and writing strategy to instruct in their classes.	Evidence of strategy use on assessments and increased scores.		
	KCWP 3: Design and Deliver Assessment Literacy	English 4 teachers will remediate students not meeting mastery through re-teaching common errors. Provide students the opportunity to edit and revise writing pieces.	Revision of students writing pieces. Evidence in first, second and any subsequent drafts in Canvas.		
		World History teachers will analyze results from written, open response assessments at the completion of each unit.	Increased scores on assessments.		
		Integrated Science and Biology teachers will create and use formative assessments in the form of CERs (claim, evidence, reasoning) to improve students writing and reasoning skills. They will use results to identify struggling students and inform instruction.	Students will increase their overall CER scores each time they write a CER.		

3: Gap

Goal 3 (State your Gap goal): Increase the average combined reading and math proficiency rates for all students in the Gap Group (Consolidated Student Group): 30.7 to 40.7%.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. Department Team Leaders, ILT Leaders, Instructional Coach, CCR Coach, Administration</p>
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Objective 1	KCWP 2: Design and Deliver Instruction	<p>Each Special Education Intervention Department Team will share professional resources quarterly with their assigned departments on interventions to help with differentiation, remediation of skills, motivation and other skills needed for the departments targeted at gap groups.</p> <p>**Transitions will be assigned to a core group to help find resources. Each department is assigned a leader in charge of communicating with their members and finding resources to share with their department leader about the achievement gap.</p> <p>Special Education teachers collaborate with math teachers to provide intentional and direct instruction for students using IXL, Cert quizzes and video review, SBG</p>	<p>Department agendas and minutes.</p> <p>Increased CERT and ACT scores.</p>		

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		rubric development, use of Cert questions as flashbacks.			
		Special Education teachers collaborate with English teachers to provide intentional and direct instruction for students using IXL, Cert quizzes and video review, SBG rubric development, deliberate instruction in test taking practices.	Increased CERT and ACT scores.		
		Special Education teachers will attend and employ PD for best practices and high yield strategies (explicit instruction PD provided through district and co-op).	Observed use of high-yield strategies in classroom and in unit and lesson plans.		
		English 1 teachers will develop and teach strategies (specific reading strategies like annotation), specifically for students identified in the Gap Group.	Evidence/observation of students implementing reading strategies on formative assessments and an increase in Spring CERT scores in reading.		
		English 2 teachers will use the reading standards (RL and RI) to focus instructional strategies and students' remediation. They will identify students in the Gap and focus on strategies to engage Gap students as well as provide equitable opportunities to Gap students through in-school tutoring and ESS after school tutoring.	Formative and summative assessment creation, and increased use of in-school and after school tutoring.		
		Algebra 1, Geometry and Algebra 2 teachers will identify students that struggle, specifically those identified in the Gap, and provide instruction specific to their learning gaps.	Increased CERT and ACT scores (specifically for students in the Gap Group).		

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		The Social Studies Department will utilize a variety of primary and secondary sources focused on increasing competency skills and moving students towards reaching a proficiency goal.	Increased CERT and ACT reading scores (specifically for students in the Gap Group).		
	KCWP 3: Design and Deliver Assessment Literacy	English 4 teachers will remediate students not meeting mastery through re-teaching common errors. Provide students the opportunity to edit and revise writing pieces.	Increased scores on spring writing assignments.		
		In math, the identified gap group is targeted for progress monitoring quarterly to ensure adequate progress is being achieved and interventions are being provided.	Increased CERT and ACT math scores (specifically for students in the Gap Group).		
	KCWP 4: Review, Analyze and Apply Data	Use of diagnostic data to ensure proper placement of all at-risk students in Reading and Math and develop individual interventions and strategies that are appropriate to meet the needs of students.	Increased CERT and ACT scores and success of identified at-risk students in attaining next-level grade status.		
		The English Department monitors mastery of students on district identified priority standards. Students, specifically those identified in the Gap Group, are given remediation opportunities throughout the units.	Increased CERT, ACT, and common assessment scores, specifically for students in the Gap Group.		
The English Department will utilize ACT and CERT English and Reading, On-Demand scores along with summative and formative achievement data to identify Sophomores and Juniors not meeting benchmark and determine criteria for remediation of reading and writing skills through English		Increased CERT, ACT, and common assessment scores, specifically for students in the Gap Group.			

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		<p>classes and English tutoring during and after school. English department utilizes released scores to help determine student growth goals on the PGES so this will focus on the instruction and intervention work for the year. Focus is given at all levels on the bundled priority standards, focusing on the standards related to achievement.</p>			
		<p>The math department uses RTI to target students who need additional math remediation. Tutoring is offered every day after school and during the built in JAM time. Self-check quizzes will be utilized to let students self-assess as well as time for CERT study hall to review their individual deficits. Teachers are providing guided notes for students who need additional assistance with note taking.</p>	<p>Increased CERT, ACT, and common assessment scores, specifically for students in the Gap Group.</p>		
		<p>Integrated Science and Biology teachers will identify students as Gap and low performing, design specialized instruction and offer remediation and re-teaching to allow students to comprehend the standards with extra support.</p>	<p>An increase in assessment scores and class grades for specified students.</p>		
	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>The collaborative team will meet monthly to derive strategies to help aid in the reduction of the novice performance of the special education population and other gap populations in the collaborative classes. These strategies will be passed on to the departments</p>	<p>Agendas and minutes from meetings.</p>		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 6: Establishing Learning Culture and Environment	<p>through their special education representative.</p> <p>Continue to sustain our Positive Behavior Intervention System, including both tier I and tiers II/III, that outlines expectations for students, specific to RCHS and our educational environment. Tier II/III team will continue to identify students at-risk in behavioral areas (utilizing PTG reports, Resiliency survey results, and staff referrals) and work on specific plans to address their needs and monitor data to determine success.</p>	Decrease in behavior incidents and referrals.		

4: Graduation rate

Goal 4 (*State your Graduation Rate goal*): Increase the Graduation Indicator from 97.3 to **99.3** by 2021, as measured by the 4 Year Cohort Graduation Rate.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1	KCWP 2: Design and Deliver Instruction	Seniors are assigned a graduation presentation that focuses on their career choice. English teacher's help students research their career and its requirements, as well as create and give a presentation on the subject in class. Teachers provide students with opportunities to work on this assignment in class.	Scores on final presentations.		
		The Math Department offers a test retake policy that offers students the ability to get to mastery.	Decreased failure rates in math courses.		
		The PE teachers will develop specific fitness strategies for weekly lesson plans to help improve fitness scores.	Lesson plans, increased FitGram fitness scores, and increased course grades.		
		All health education students will be given a pre and post survey over health/wellness. This survey will identify students who score in the high-risk health category. Teachers will look develop lesson plans and	After specific health content is covered 75% of high risk students will move to the moderate risk or above category.		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		strategies to improve students health/wellness.			
		The Fine Arts teachers will measure and monitor student engagement in the classroom and develop strategies to increase engagement.	Student pass rating will increase based on evaluation of engagement data to help keep kids on track and engaged.		
		The Fine Arts teachers will develop and implement remediation strategies that increase student passing rates.	End of course passing rates will increase.		
	KCWP 4: Review, Analyze and Apply Data	Increase at risk identification with incoming freshman students with our feeder middle schools. Students labeled as at-risk will receive proper academic interventions based upon their individual needs. * The Math Department uses Extended Algebra for students scoring low in mathematics.	Success of identified at-risk students in math and in attaining next-level grade status.		
		The CTE department will increase enrollment in their classes by analyzing TEDS data and student transcripts to promote CTE classes.	Increased enrollment in CTE courses.		
	KCWP 6: Establishing Learning Culture and Environment	Students are asked to set goals on CERT at the beginning of each school year and also asked to make long term career goals. Teachers have students look at the required ACT score for this career path, and then align their CERT goals to that score. Students then are reminded of this goal when they take the next CERT test.	Goal setting sheets.		
		Cooper will continue the Freshmen Mentoring Program that allows	FMP Program, reduction in discipline		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		junior and senior students the ability to mentor freshmen students in small groups, utilizing lesson plans, and getting-to-know-you games.	referrals for 9 th grade students.		

5: Growth

Goal 5 (State your Growth goal):

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1	KCWP 2: Design and Deliver Instruction	Departments will embed assessment-like reading passages (from the reading test sections of released test or equivalent resources; i.e.; study guides, ACT Books, CommonLit.org, and Newsela.com) into curriculum and lesson plans. Other assessment-like reading passages will be utilized throughout all departments.	Assessments, Increased CERT and ACT scores and a reduction of students identified as Novice.		
		Algebra 1 teachers will utilize the ALEKS program to deliver personalized instruction for students.	Increased CERT scores.		
		The Social Studies Department will utilize primary source documents at least twice a week. This will increase analysis and comprehension skills promoting student growth in the areas of critical thinking, interpretation, and expressive thought. Content based vocabulary will also be utilized to	Increased CERT and ACT scores and a reduction of students identified as Novice.		

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		assist in the understanding of content needed to comprehend the sources.			
	KCWP 3: Design and Deliver Assessment Literacy	Integrated Social Studies and US History teachers will create and use formative assessments. They will compare student results to evaluate student progress and identify gap students.	Completed assessments and increased scores for students on common formative assessments.		
	KCWP 4: Review, Analyze and Apply Data	The English Department will utilize ACT and CERT scores along with summative and formative achievement data to identify freshmen not meeting benchmark or in danger of failing and determine the criteria for remediation through English classes and English tutoring during RTI.	Increased CERT and ACT scores and a reduction of students identified as Novice.		
		The English Department will continue to implement and refine strategies based on tier I strategies to meet level one interventions and expectations in the classroom. Intentional instructional design to include ACT test taking strategies, reading and inference skills, and texts and questions aligned to the Common Core (CommonLit.org, NEWSLA.com, etc.). English utilizes CERT/ACT test taking strategies and non-fiction texts to focus on CERT/ACT style multiple choice questions through Common Core aligned texts. Daily use of priority standards are visible in the classroom that aid in instruction and student self-analysis, increasing vocabulary.	Increased CERT and ACT scores and a reduction of students identified as Novice.		

6: Transition Readiness

Goal 6 (State your Transition Readiness goal): Increase the transition indicator from 69.7 (2018) to **79.7** by 2021.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. Department Team Leaders, ILT Leaders, Instructional Coach, CCR Coach, Administration</p>
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Objective 1	KCWP 1: Design and Deploy Standards	CTE teachers will create common rubrics and assessments for employability and occupational skills.	Completed rubrics and assessments.		
		Refinement of CTE course offerings to ensure all CTE courses provide students an opportunity to complete in a pathway. The CTE department will conference with students individually before scheduling. Students will be identified and flagged for specific pathways after their first course. Students will be encouraged to progress in their current pathway. CTE Department will research options for dual credit courses to make pathway completion more attainable.	Increased number of students completing a career pathway.		
		The CTE department will organize and meet for two Advisory Meetings to gain information from all stakeholders about necessary	Agendas and minutes will be produced to record information received during these meetings.		

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		employability skills in the workforce.			
		The French and German programs will offer 2 courses each of Dual Credit. The Spanish program will offer 4 courses of Dual Credit.	Increase in students earning Dual Credit.		
	KCWP 2: Design and Deliver Instruction	Teachers will identify and implement instructional strategies to address deficits for all students below CCR benchmark [Identified in April of junior year]. Students not meeting benchmark in math will be encouraged to take Transitions Math, a course specifically designed to improve students' ACT scores.	Increased ACT scores and students meeting CCR.		
		CTE teachers will design instruction and prepare students for the employability and occupational portion of the End Of Pathway Assessment.	75% of CTE students will pass their EOP Assessment.		
	KCWP 4: Review, Analyze and Apply Data	The Social Studies Department will promote and support increasing the number of students taking AP/Dual Enrollment Social Studies classes.	Increase in AP/Dual Enrollment Social Studies students.		
		The Visual and Performing Arts department will promote and support increasing number of students taking AP courses within the arts by 10% by the 2019-2020 school year. We will increase the support and mentoring given to identify AP ready students within foundational courses to prepare them for advanced courses earlier in their high school career.	Increase in VPA AP enrollment.		
		School Counselors monitor this Persistence to Graduation Report regularly to identify groups of	Increased ACT scores, students meeting CCR, and graduation rate.		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		students that are at-risk and to work with them to identify and eliminate barriers.			
		All teachers will promote and see an increase in the number of students that are taking college level experiences courses (AP, Dual Enrollment, etc.)	Increase in AP/Dual Credits earned.		