



KING'S FORK

H I G H S C H O O L

2022-2023

School Improvement Plan

King's Fork High School



STUDENT ACHIEVEMENT & INSTRUCTION (ELA)

Problem Statement: *English SOL pass rates dropped during the 2020-2021 school year and King’s Fork High School was categorized in Level 3 for its students with disabilities in English.*

Measurable Aim *(what will be improved, by how much, by when, and for what/whom):*
By June 2023, English SOL pass rates will increase from 77% to 87%.
By June 2023, the achievement gaps for students with disabilities will decrease by 10% in English.

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea to Date	Title I, Part A, Budget Implications <i>(if applicable)</i>
English teachers will utilize department common assessments in order to ensure alignment in content and cognition.	School Administrators Department Chairs Teachers	Classroom Observation	School Administrators will conduct weekly classroom observations to ensure the skills are being taught that will be assessed on the common assessments. Administrators will provide meaningful feedback to teachers within 48 hours and will note the number of students engaged with the lesson.		
		Teacher Lesson Plans	Teacher Lesson Plans will be monitored weekly		

		<p>Gradebook (Teacher Access Center)</p> <p>SOL Reading Pass Rate</p>	<p>to ensure pacing and alignment are met and assessments are appropriate and rigorous.</p> <p>Teachers will identify students' strengths and weaknesses in order to create effective assessments to measure student progress.</p> <p>Percent of students passing the SOL Reading/Writing assessment.</p>		
<p>Department level meetings have been structured to increase curriculum alignment with a strong focus on formative assessments.</p>	<p>Administrators, Department Chairs</p>	<p>Assessments, Gradebooks, Observations, Department Meeting Minutes</p>	<p>Student Engagement Increases, Pass Rates</p>		
<p>Identify Tier II and Tier III students in needs of services by focusing on the Tiers of Intervention services provided by the school.</p>	<p>Administration, Teachers</p>	<p>Assessments, Gradebook, Observations</p>	<p>Grades, Attendance, "Jumping" Tiers</p>		

<p>Skill support classes will be used to reinforce content skills not attained in the General Classroom setting. General Education teachers will communicate with Skill Support teachers what skills are lacking and need work. In addition, Skill Support classes have been created to keep Skill Support teachers with their content strength and students on their caseloads.</p>	<p>Administration, Teachers</p>	<p>Assessments, Observations of Skill Support Classes</p>	<p>Grades</p>		
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Monthly Team Meeting Updates *(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):*

August: The School Leadership Team met on August 25, 2022 to discuss classroom expectations, observations, and student engagement. Teachers were reminded that administrators will be checking for lesson plans at the beginning of each week and that observations will be conducted daily. It was communicated to teachers that during the first month of school, teachers should be identifying students’ strengths and weaknesses through classroom interactions and pre-assessments and that this will be discussed in the October Leadership team meeting.

STUDENT ACHIEVEMENT & INSTRUCTION (Math)

Problem Statement: *Math SOL pass rates were below 70% and King’s Fork High School was categorized in Level 3 for its students with disabilities in Math.*

Measurable Aim *(what will be improved, by how much, by when, and for what/whom):*

By June 2023, Math SOL pass rates will increase from 69% to 75%.

By June 2023, the achievement gaps for students with disabilities will decrease by 10% in Math.

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea to Date	Title I, Part A, Budget Implications <i>(if applicable)</i>
English teachers will utilize department common assessments in order to ensure alignment in content and cognition.	School Administrators Department Chairs Teachers	Classroom Observation	School Administrators will conduct weekly classroom observations to ensure the skills are being taught that will be assessed on the common assessments. Administrators will provide meaningful feedback to teachers within 48 hours and will note the number of students engaged with the lesson.		
		Teacher Lesson Plans Gradebook (Teacher Access Center)	Teacher Lesson Plans will be monitored weekly to ensure pacing and alignment are met and assessments are appropriate and rigorous. Teachers will identify students' strengths and weaknesses in order to create effective		

		SOL Reading Pass Rate	assessments to measure student progress. Percent of students passing the SOL Reading/Writing assessment.		
Department level meetings have been structured to increase curriculum alignment with a strong focus on formative assessments.	Administrators, Department Chairs	Assessments, Gradebooks, Observations, Department Meeting Minutes	Student Engagement Increases, Pass Rates		
Identify Tier II and Tier III students in needs of services by focusing on the Tiers of Intervention services provided by the school.	Administration, Teachers	Assessments, Gradebook, Observations	Grades, Attendance, "Jumping" Tiers		
Skill support classes will be used to reinforce content skills not attained in the General Classroom setting. General Education teachers will communicate with Skill Support teachers what skills are lacking and need work.	Administration, Teachers	Assessments, Observations of Skill Support Classes	Grades		

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		<p>Gradebook (Teacher Access Center)</p> <p>SOL Reading Pass Rate</p>	<p>alignment are met and assessments are appropriate and rigorous.</p> <p>Teachers will identify students' strengths and weaknesses in order to create effective assessments to measure student progress.</p> <p>Percent of students passing the SOL Reading/Writing assessment.</p>		
<p>Department level meetings have been structured to increase curriculum alignment with a strong focus on formative assessments.</p>	<p>Administrators, Department Chairs</p>	<p>Assessments, Gradebooks, Observations, Department Meeting Minutes</p>	<p>Student Engagement Increases, Pass Rates</p>		
<p>Identify Tier II and Tier III students in needs of services by focusing on the Tiers of Intervention services provided by the school.</p>	<p>Administration, Teachers</p>	<p>Assessments, Gradebook, Observations</p>	<p>Grades, Attendance, "Jumping" Tiers</p>		

Skill support classes will be used to reinforce content skills not attained in the General Classroom setting. General Education teachers will communicate with Skill Support teachers what skills are lacking and need work.	Administration, Teachers	Assessments, Observations of Skill Support Classes	Grades		
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STUDENT ACHIEVEMENT & INSTRUCTION (GCI)

Problem Statement: *During the 2020-2021 school year, KFHS GCI dropped from 91.1% to 87.6%.*

Measurable Aim *(what will be improved, by how much, by when, and for what/whom):*
By June 2023, King’s Fork High School will increase its GCI from 82.4% to 90% by June 2023.

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea to Date	Title I, Part A, Budget Implications (if applicable)
An increased focus on differentiating lessons.	Administration, Teachers	Lesson Plans, Observations	Student Engagement will increase, Grades will improve, Improved Attendance		
Formative Assessments will be utilized in order to pinpoint potential problems with students	Administration, Teachers	Lesson Plans, Gradebooks	Grades, Engagement		
Meetings with Seniors and Parents	Administration, Graduation Coach, Testing Coordinator, Guidance Counselor	Senior Plans	Graduation Requirements being met		
Utilize Edgenuity for Recovery Courses	Administration, Graduation Coach, ISAEP Coordinator	Completion of Courses	Course Credits		

<p>When students are sent to Turlington Woods Alternative School they are sent with the Graduation Coach to make sure that their schedules are accurate (Edgenuity for non-core courses/Specialty courses). Upon return a Counselor is involved in the Exit Meeting to make sure grades/transcripts are accurate upon their return.</p>	<p>Administrators, Graduation Coach, Guidance Counselor</p>	<p>Entrance/Exit Meeting Notes</p>	<p>Transitions from Turlington Woods to KFHS are smooth and consistent.</p>		
<p>Skill support classes will be used to reinforce content skills not attained in the General Classroom setting. General Education teachers will communicate with Skill Support teachers what skills are lacking and need work.</p>	<p>General Education Teachers, Special Education Teachers</p>	<p>Observations of Skill Support Classes</p>			

Monthly Team Meeting Updates *(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):*
Data from 2020-2021 showed that 46% of students with disabilities failed one class and that 39% of those same students were chronically absent.

September: Weekly meetings with Dr. Spruill, Assistant Principal; Mrs. Bell, Graduation Coach; and I to discuss GCI. During this time, an effort is placed on locating students that are on the Cohort List, but are not physically in the building; these are considered our “unconfirmed students”. In addition, scheduling is a focal point as Seniors have priority to make sure their classes are available to meet graduation requirements. A Z-Block schedule for credit recovery has been created to address classes that are not available face to face due to classroom size and teacher shortages.

STUDENT ACHIEVEMENT & INSTRUCTION (CCCRI)

Problem Statement: *King’s Fork High School did not reach the 88% benchmark for CCCRI Accreditation.*

Measurable Aim : *By June of this school year the 100% of the cohort will meet the requirement of CCCRI by ensuring that 100% of the 2023 cohort complete a service learning project through their Government classes.*

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea to Date	Title I, Part A, Budget Implications <i>(if applicable)</i>
Students will meet the graduation requirement of CCCRI by completing a service learning project in their Government classes.	Principal, Dept. Chair, Graduation Coach, Government Teachers, and the Director of School Professional Counseling	Log of service learning projects from the Government teachers	Monitoring service learning project progress and the input of data in eschool when the project has been completed by each student.		

Monthly Team Meeting Updates *(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):*

October: End of 9-week meeting with Dr. Spruill, Assistant Principal; Ms. Requizzo, Director of School Professional Counseling; Dr. Carmelitano, History Department Chair and Ms. Bell, Graduation Coach to discuss how many students have satisfied their service learning project during the 9-week marking period. After verification of these students, an immediate input in eschool will be updated to reflect satisfaction by Ms. Requizzo, Director of School Professional Counseling.

SCHOOL CLIMATE & CULTURE (Discipline)

Problem Statement: The Department of Justice (DOJ) for having a disproportionate number of black male students being suspended for and sent to Administrative Hearings.

Measurable Aim: By the end of 2022-2023, KFHS will increase the positive relationship of black males with instructional staff which will reduce the number of referrals of black males by 10%.

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea	Title I, Part A, Budget Implications (if applicable)
SEL activities will take place daily during 1 st Block to build positive relationships with all students.	School Administrators Teachers	Classroom Observations/ SEL Daily Check-Ins Fall & Spring Student Surveys	School Administrators will conduct weekly classroom observations to ensure the morning meetings and daily check-ins are being implemented. Percent of students responding with positive agreement to questions during the fall and then in the spring on the survey.		NA
		Number of Referrals	Number of referrals by race/ethnicity each month	Monthly Referrals: Black/African American—94(64 Male, 30 Female), White—7 (5 Male, 2 Female),	

			and overall for the year.	Indian—1 (1 Male), Asian—1 (1 Male), Bi-Racial—3 (3 Male)	
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<p>Establish and maintain processes that foster a safe and orderly environment that is conducive to learning.</p>	<p>KFHS Guidance Dept.</p>	<p>Counselors have been assigned to bus duty and cafeteria duty to observe students who may be struggling with issues that could be resolved before they turn to violence.</p>	<p>Observations</p>	<p>Because of the number of vaping and unauthorized area referrals, administrators, the SRO, and security personnel will increase the amount of time in the hallways during times of transition. Teachers have been reminded to record tardies for students not reporting on time.</p>	
	<p>Administrators, SRO</p>	<p>Administrators and SRO's have been assigned to monitor the hallways during times of transition and the cafeteria to address potential issues.</p>	<p>Observations</p>		
		<p>Threat assessment team and a document have been created to monitor and assess students as a threat to themselves or others.</p>	<p>Threat Assessments</p>		
	<p>Director of Student Activity (DSA), Administrators</p>	<p>KFHS has adopted Each 1, Reach 1 where students will have the opportunity to choose an extracurricular activity to participate in to increase social skills in high schools.</p>	<p>Student Activity Google Sheet</p>		
	<p>Administrators, Coaches, DSA's</p>	<p>All student-athletes and students participating in an extracurricular activity will receive the COVID-19 vaccination or weekly testing.</p>	<p>Assumption of Risk Notebook</p>		

Behavior Intervention Specialists	Behavior Intervention Specialists will be utilized to clear the hallways during times of transition. In addition, they will be used to build positive relationships with students to de-escalate conflict with students and other students and students and teachers.			
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Monthly Team Meeting Updates *(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):*

In 2020-2021, there were 1283 referrals written with 643 suspensions at King’s Fork High School.

September 2021: Referrals: Total-106, Black/African American—94(64 Male, 30 Female), White—7 (5 Male, 2 Female), Indian—1 (1 Male), Asian—1 (1 Male), Bi-Racial—3 (3 Male). Of the 106 referrals, 62 of the students were vaping or found in an unauthorized area.

Nine (9) Administrative Hearings were scheduled during the month of September: 5 Black (3 Males 2 Females) 4 White (4 Males).

September 2022: When compared to September 2021, the total number of referrals for King’s Fork High School has dropped from 119 to 53. The largest notable difference is the category of unauthorized area which dropped from 58 to 13 instances.

SCHOOL CLIMATE & CULTURE (Survey)

Problem Statement: According to the 2021-2022 Virginia School Climate survey, King’s Fork High School received an 8.53/10 that the staff was perceived as supportive, helpful, and respectful of students.

Measurable Aim: By June 2023, King’s Fork High School will achieve a rating of at 9/10 in the Virginia School Climate survey.

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea	Title I, Part A, Budget Implications (if applicable)
Create a Parent Advisory Committee that will meet each quarter to discuss and monitor ways to improve communication between the school and all of its constituents. Topics of discussion will include, but are not limited to, academic achievement, COVID mitigation strategies, communication, discipline, school safety, and transportation.	Administration	Parent Advisory Committee Agendas	Spring Parent Survey		

Identify creative ways of delivering content (face to face/virtually)	Teachers	Lesson Plans	Spring Parent/Student Survey		
Recognize the efforts and awards of teachers at athletic events and place them on the webpage	Administrators, Webmaster	School Web Page	Spring Parent/Student Survey		
Create opportunities for social interaction and peer relationships by having students with special needs work with program students for mentoring and tutoring. Focus should be given to deficit areas that have been identified through students' IEPs.	Administrators, Grad Coach	After school tutoring, Coffee Kennel Attendance	Grades, Reduction in Discipline		

Monthly Team Meeting Updates *(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):*

September: KFHS hosted its Senior Information Night where Seniors and their parents were able to meet the administration, Guidance Department, and Graduation Coach. Seniors and parents were also given the opportunity to meet representatives from Herff Jones, colleges, the military, and businesses. Scholarship information and important dates were shared with parents and students.

COMMUNITY ENGAGEMENT & COMMUNICATION (Family Engagement)

Problem Statement: In 2021-2022, there were few community family engagement events held at KFHS.

Measurable Aim: By June 20223 KFHS will plan and implement family engagement programs that foster connections between home and school at least four times a year.

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea	Title I, Part A, Budget Implications (if applicable)
Continue to increase family engagement programs to foster connections between home and school.	Administrators, Departments	Family Engagement Night Agenda and Attendance	To improve the perception of staff members from community stakeholders.		

Monthly Team Meeting Updates *(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):*

August: Freshman orientation was held at King’s Fork High School on August 18, 2022. Freshmen and parents were able to tour the building and have questions answered by administrators, guidance counselors, teachers, coaches, and the School Resource Officer (SRO). More than 250 students attended.

September: On September 1, 2022, King’s Fork High School hosted an Open House at the school. Students and parents were able to meet their teachers and tour the school with their 2022-2023 academic schedules.

Federal Accountability - Participation Rate

Problem Statement: *The federal accountability participation rate for 2021-2022 fell to 93% which is below the 95% participation rate expectation.*

Measurable Aim *(what will be improved, by how much, by when, and for what/whom):* **By June 2022, 95% of students within the school and 95% percent of student within each reporting group will participate in the identified accountability measure for Virginia SOL's**

<p align="center">Change Idea <i>(strategies to be implemented)</i></p>	<p align="center">Person(s) Responsible for Implementation & Monitoring</p>	<p align="center">Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i></p>	<p align="center">Measures <i>(how will we know if the change idea is being implemented and having an impact)</i></p>	<p align="center">Description of Outcomes/Finding s Resulting from the Change Idea to Date</p>	<p align="center">Title I, Part A, Budget Implications <i>(if applicable)</i></p>
<p>Communicate to parents the importance of testing for students who miss the quarterly assessments above.</p>	<p>Administration Testing Coordinator</p>	<p>Communication Logs Website Peachjar Newsletter</p>	<p>Increased Participation</p>		
<p>Create additional opportunities for students to test beyond their normal testing day</p>	<p>Administration Testing Coordinator</p>	<p>Testing Schedule</p>	<p>Increased Participation</p>		

Enhance communication effort related to make-up testing date.	Administration Testing Coordinator	Communication Logs Website Peachjar Newsletter	Increased Participation		
Select testing dates that maximize the number of days allowed for make-up testing.	Administration Testing Coordinator	Testing Schedule	Increased Participation		

Monthly Team Meeting Updates *(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):*
2022
English: Reading Students with Disabilities 93%
Math: Students with Disabilities 87%
English: Reading White 94%