



# **Comprehensive School Improvement Plan**

**East Jessamine High School**  
**Jessamine County**

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## **Introduction**

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

**Equitable Access to Effective Educators - School**

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		EJHS Equity Diagnostic

**Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

The population of East Jessamine High School is a majority free/reduced meals. The percentage of minority students does not mirror the minority teacher population.

The staff at East Jessamine High School has a majority of teachers with 4 or more years of experience. This displays a low turnover rate among the teaching staff.

**After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

A barrier to solving the minority teacher discrepancy is in the hiring process and the qualified minority applicants. This is a focus for the school and district to have the teaching staff reflect the student body.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		EJHS Equity Goals 2016-2017

# Comprehensive School Improvement Plan

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Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

## Goal 1:

Building capacity to involve all teachers in TPGES

## Measurable Objective 1:

collaborate to build capacity in 100% of EJHS teachers to participate in PGES by 12/19/2014 as measured by data input in the EDS system in CIITS..

## Strategy1:

TPGES Support for Implementation - District staff will provide training supports for schools to use in introducing Teacher Professional Growth and Effectiveness system and preparing teachers for full implementation of system during the 2014-15 school year.

Category:

Research Cited:

Activity - TPGES Support for Implementation for New Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One hour will be provided during the New Teacher Orientation training prior to the 2014-15 school year to provide an overview of TPGES and introduce the TPGES Evaluation Framework to all new certified staff.	Professional Learning	07/28/2014	08/08/2014	\$50 - District Funding	District HR staff District OTL staff

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Activity - Student Voice Survey Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will be provided with training materials and structures to implement the Student Voice Survey with all students. Principals will be provided materials to assist with analysis and use of survey data to support teacher professional growth.	Professional Learning	02/03/2014	03/28/2014	\$0 - No Funding Required	District HR Staff District OTL Staff

Activity - Overview and framework Introduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will be provided with training materials and structures to provide an overview of TPGES and introduce the TPGES Evaluation Framework to their certified staff.	Professional Learning	01/06/2014	02/28/2014	\$0 - No Funding Required	District HR Staff District OTL Staff

Activity - Student Growth Goals Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two hours of training will be provided to all staff on the process of collaboratively developing student growth goals that are centered around an essential/enduring skill(s), concept, or process in a specific content area. The training will also focus on evidence collection, goal setting, and instructional strategies to attain growth goals.	Professional Learning	06/02/2014	08/08/2014	\$500 - District Funding	District HR Staff District OTL Staff

# **Phase I - The Missing Piece**

## **Introduction**

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

## **Stakeholders**

**What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?**

Chris Hawboldt - Curriculum Resource Administrator

Aaron Etherington - Principal

Hannah Campbell - Director of Secondary Schools

## Relationship Building

Overall Rating: 2.86

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

**Communications**

Overall Rating: 2.14

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.1</b>	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.2</b>	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.3</b>	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.4</b>	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Optional parent-teacher conferences are offered at school and parents are notified if a teacher wants to conference.	Novice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

**Decision Making**

Overall Rating: 1.57

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council does not encourage parent participation on SBDM committees or school planning.	Novice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

**Advocacy**

Overall Rating: 2.83

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

## Learning Opportunities

Overall Rating: 2.83

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

## Community Partnerships

Overall Rating: 2.83

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

## Reflection

**Reflect upon your responses to each of the Missing Piece objectives.**

Strengths:

Response to student gaps in knowledge through intervention.

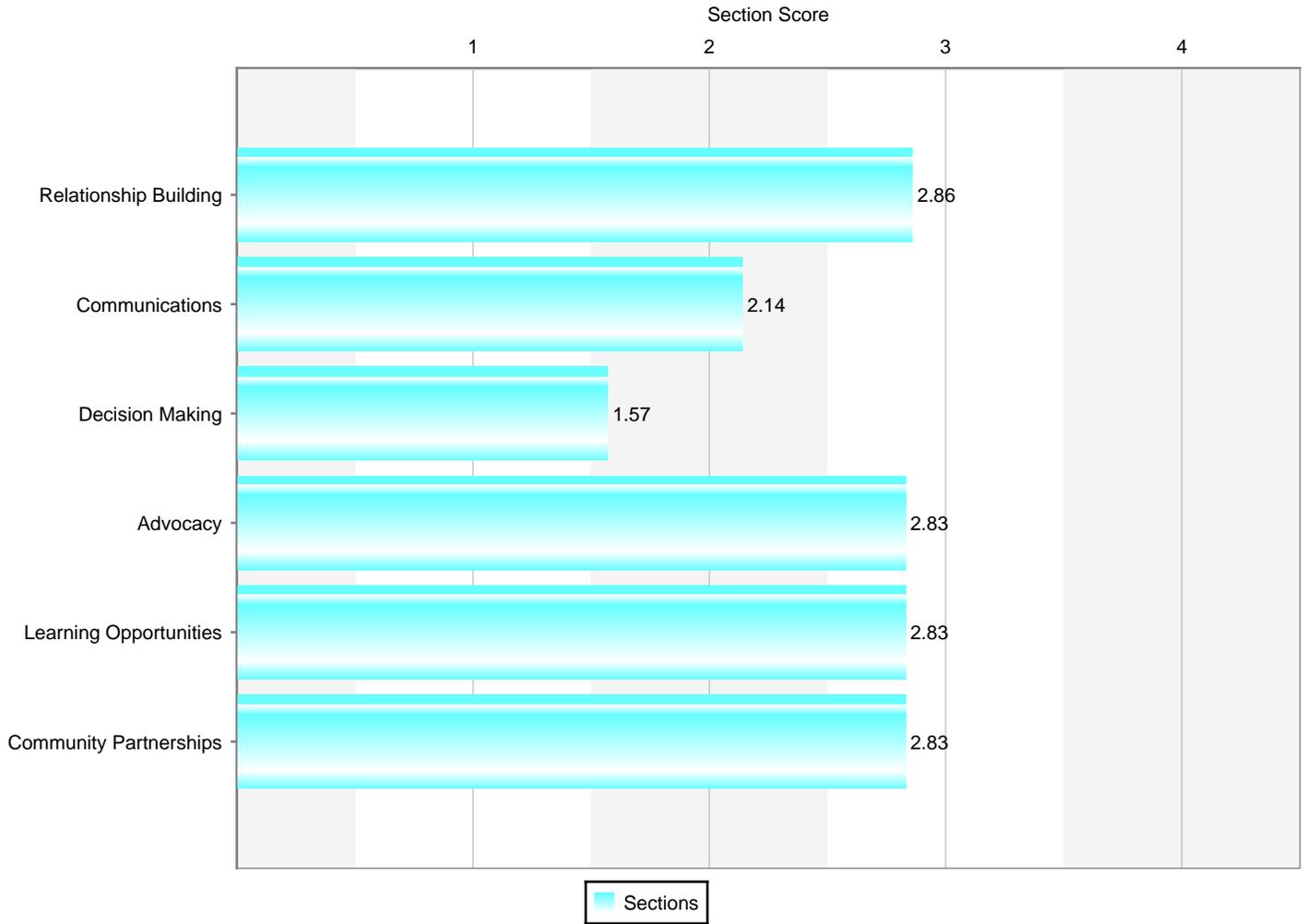
Parent communication of the progress of their students and the needs we are meeting for their students.

Weaknesses:

Parent involvement

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Teacher Effectiveness Leaders were asked to establish department goals and action plans. Those were embedded into the actual CSIP. This work was completed in their monthly PLCs and meetings with Administrators.

Parent informational sessions with FAFSA, GSP, AP, and other scholarship opportunities. These are facilitated through out CCR center.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Teachers- teacher leaders from each department including Special Education and CCR- developing departmental goals and action plans

Parents - parents of students in all groups are encouraged to attend the sessions we have set for them to address the needs of FAFSA, GSP, AP, and other scholarship opportunities.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

Once the CSIP feedback has been given by district level reps then SBDM will be given the final copy for their approval. Once SBDM has approved then copies will be provided to TELs to disseminate to rest of the staff.

# **Phase I - Needs Assessment**

## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

Why has our non-duplicated student gap grown in reading? How do we increase our academic achievement? How do we maintain/increase our graduation rate?

The data tells us:

1. We are not scaffolding for our students in the classroom (Tier 1)
2. RTI program needs continual refinement to reduce novice students
3. Current supports for students needing credit recovery are in place
4. Inadequate reporting of student progress (lack of communication)

## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

Standards-based grading (SBG)- students are expected to show mastery and grades reflect their level of content knowledge

Focus to Finish (F2F)- our credit recovery program is helping students graduate with their cohort

Willing to engage students in learning, for example Project Based Learning and LDC

SBG- policies and procedures are being reviewed and revised

F2F- will remain as is

PBL and LDC- more staff development will be put in place to continue and enhance

## **Opportunities for Improvement**

### **What were areas in need of improvement? What plans are you making to improve the areas of need?**

Areas of improvement:

1. Identifying students needing academic support and intervention
2. Reducing the 'gap'
3. Increasing staff voice and allowing input
4. Creating opportunities for more personalized learning
5. Creating a schedule that meets the needs of the students not the staff

Plans for improvement:

Refining our RTI system

Being intentional with identification of GAP students and intentional with course placement

Designing quarterly common assessments

Creating, implementing, and monitoring formative assessments

Committees formed: scheduling, advisory, curriculum, CCR, attendance, and safety

Advisory and scheduling committees are working to develop a master schedule where an advisory/personalized learning time is built in

Staffing changes

Revising SBG policies

Applying to become an Invitational Alliance School

Attendance policy and procedure changes

Safety Audit to make additional changes to our safety plans

Making the school more 'inviting'

Increasing communication with parents (progress reports, Principal newsletters)

## **Conclusion**

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

Our next steps will be to implement the CSIP, monitor the implementation, and adjust based on the data.

# **EJHS Achievement Gap Plan 2016-2017**

## **Overview**

### **Plan Name**

EJHS Achievement Gap Plan 2016-2017

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math scores for all Kentucky high school students from 46.2% to 62.3% in 2017.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$14000
2	Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 37.0% in 2014 to 53.9% in 2017.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$17000

## Goal 1: Increase the average combined reading and math scores for all Kentucky high school students from 46.2% to 62.3% in 2017.

### Measurable Objective 1:

demonstrate a proficiency increase for all students combined reading and math scores from 40.4% to 61.6% by 05/31/2017 as measured by EOC/KPREP reading and math scores.

### Strategy 1:

RTI Intervention and Support - RTI Intervention and Support - Interventions - A systematic process for Tier 2 and Tier 3 interventions will be developed and implemented.

Category: Continuous Improvement

Research Cited: Center for Response to Intervention and RTI Intervention

Activity - Development and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Effective intervention programs and a progress monitoring system will be identified/developed and implemented during intervention classes. Training for interventionists will include, but not be limited to the following: awareness and initial implementation, best practice for fidelity of implementation, RTI and acceleration, Special Education implementation, and progress monitoring.	Academic Support Program	08/12/2015	05/31/2017	\$12000	General Fund	Curriculum Resource Administrator, Principal, and Director of Secondary Education

Activity - Monitoring/PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An RTI Team (PLC) will meet regularly (every 12 weeks) to discuss the effectiveness and fidelity of interventions and strategies. Data will be collected and analyzed during the PLC. Documentation from each meeting will be required.	Academic Support Program, Professional Learning	01/04/2016	05/31/2017	\$2000	General Fund	Curriculum Resource Administrator, Principal, and Director of Secondary Education

### Strategy 2:

Formative Assessments - Formative Assessments - Formative assessments that are aligned to the Algebra II and English II EOC blueprints and aligned with learning progressions will be developed and administered to students weekly. Teachers will analyze the results of formative assessments and utilize those results to provide direct feedback to students, determine immediate next steps in the instructional sequence, adapt instructional techniques and strategies, and intervene with struggling students. This strategy supports Component 1F; Designing Student assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.

Category: Continuous Improvement

## Comprehensive School Improvement Plan

East Jessamine High School

Research Cited: Inside the Black Box by (Black and William), Classroom Assessment for Student Learning (Chappuis, Chappuis, and Arter)

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department PLCs meet once per month with a focus on formative assessment practices. Alternating between sharing and planning assessment with analysis of student work. Teachers will then move forward with using the analysis of student work/achievement to change instruction.	Professional Learning	08/12/2015	11/30/2015	\$0	No Funding Required	Curriculum Resource Administrator, Principal, and TELs
Activity - Development and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Effectiveness Leaders (TELs) and CRAs will attend monthly trainings conducted by the district about formative assessment practices. TELs will share the training components with their respective departments at monthly PLC meetings. All teachers will implement the formative assessment practices regularly into instruction and share results, including tasks, data, and student work, with grade-level and department teachers at scheduled PLC meetings.	Professional Learning	08/12/2015	05/31/2017	\$0	No Funding Required	TELs, Curriculum Resource Administrator, Director of Secondary
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Winter and spring reading MAP data for 9th-11th grade students will be analyzed for spring-to-winter and spring-to-spring growth, mid-term and quarterly progress reports will be sent home for parents, and 'half-time' exams will be administered to monitor the progress of students. The principal and CRA will conference with each team, and with individual teachers as needed, about the results and develop plans of action for next steps. CRA and TEL will monitor the quality and alignment/congruency of formative assessments through teacher-work analysis sessions and walk-through data. The principal and CRA will conduct weekly walk-throughs with a focus on alignment/congruency of formative assessments, engagement of students in instructional activities, and how teachers are making instructional adjustments and providing feedback based on formative assessment results.	Policy and Process	08/12/2015	05/31/2017	\$0	No Funding Required	Principal, Curriculum Resource Administrator, and TEL

**Goal 2: Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 37.0% in 2014 to 53.9% in 2017.**

### Measurable Objective 1:

A 17% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of 53.9% in Reading by 05/31/2017 as measured by EOC.

# Comprehensive School Improvement Plan

East Jessamine High School

## Strategy 1:

RTI Intervention and Support - A systematic process for Tier 2 and Tier 3 interventions will be developed and implemented. This will be carried out through intervention specific courses as well as support level courses.

Category: Other - Interventions

Research Cited: Center for Response to Intervention and RTI Intervention

Activity - Continued Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Effective intervention programs and a progress monitoring system will be identified/developed and implemented during intervention classes. Training for interventionists will include, but not be limited to the following: awareness and initial implementation, best practice for fidelity of implementation, RTI and acceleration, Special Education implementation, and progress monitoring.	Academic Support Program, Professional Learning	08/10/2016	05/31/2017	\$10000	Other	Principal, Director of Secondary Schools, Curriculum Resource Administrator, RTI Coach
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, administration, and intervention staff will continue to monitor the progress of the identified students. MAP data will be used as benchmark data points to drive the placement of students in courses and the supports that are needed. These decisions will be baselined by the achievement on the EOC testing and other norm referenced assessments.	Academic Support Program	08/10/2016	09/30/2016	\$0	Other	Curriculum Resource Administrator, teachers, RTI Coach, Counselors
Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An RTI PLC will meet once a month in the third week to identify the strategies that are being implemented in the intervention and support courses. The members of the PLC will include administration, teachers, and the RTI Coach. This committee will also examine the placement of students in the courses and the effectiveness of the intervention procedures.	Academic Support Program	08/10/2016	05/31/2017	\$2000	General Fund	Curriculum Resource Administrator, principal, teachers, RTI Coach

## Strategy 2:

Academic Vocabulary - Through teacher effectiveness leader led modules, teachers will be given proven strategies that will deepen the vocabulary knowledge of the students at East Jessamine High School. These strategies will be implemented at the classroom level, but emphasized in the intervention and support courses. The design of the strategy is to assist students in reading proficiency which will positively affect the overall achievement of students.

Category: Continuous Improvement

Research Cited: Vocabulary for the Common Core - Marzano & Simms

**Comprehensive School Improvement Plan**

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Activity - Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher effectiveness leaders present to teachers in formative assessment lessons directed at the implementation of academic vocabulary in the classroom.	Professional Learning	08/10/2016	05/31/2017	\$5000	General Fund	Curriculum Resource Administrator, principal, director of secondary schools, teacher effectiveness leaders, teachers
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of academic vocabulary will be continually monitored through walk throughs, classroom observations, and Learning Walks. These instances will be a chance to ensure the deep emphasis on the pertinent vocabulary for the content being presented.	Academic Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	CRA, Principal, TEL, Director of Secondary Schools

## 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
Modules	Teacher effectiveness leaders present to teachers in formative assessment lessons directed at the implementation of academic vocabulary in the classroom.	Professional Learning	08/10/2016	05/31/2017	\$5000	Curriculum Resource Administrator, principal, director of secondary schools, teacher effectiveness leaders, teachers
Development and Training	Effective intervention programs and a progress monitoring system will be identified/developed and implemented during intervention classes. Training for interventionists will include, but not be limited to the following: awareness and initial implementation, best practice for fidelity of implementation, RTI and acceleration, Special Education implementation, and progress monitoring.	Academic Support Program	08/12/2015	05/31/2017	\$12000	Curriculum Resource Administrator, Principal, and Director of Secondary Education
Monitoring/PLC	An RTI Team (PLC) will meet regularly (every 12 weeks) to discuss the effectiveness and fidelity of interventions and strategies. Data will be collected and analyzed during the PLC. Documentation from each meeting will be required.	Academic Support Program, Professional Learning	01/04/2016	05/31/2017	\$2000	Curriculum Resource Administrator, Principal, and Director of Secondary Education
PLC	An RTI PLC will meet once a month in the third week to identify the strategies that are being implemented in the intervention and support courses. The members of the PLC will include administration, teachers, and the RTI Coach. This committee will also examine the placement of students in the courses and the effectiveness of the intervention procedures.	Academic Support Program	08/10/2016	05/31/2017	\$2000	Curriculum Resource Administrator, principal, teachers, RTI Coach
<b>Total</b>					<b>\$21000</b>	

### Other

## Comprehensive School Improvement Plan

East Jessamine High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Continued Training	Effective intervention programs and a progress monitoring system will be identified/developed and implemented during intervention classes. Training for interventionists will include, but not be limited to the following: awareness and initial implementation, best practice for fidelity of implementation, RTI and acceleration, Special Education implementation, and progress monitoring.	Academic Support Program, Professional Learning	08/10/2016	05/31/2017	\$10000	Principal, Director of Secondary Schools, Curriculum Resource Administrator, RTI Coach
Monitoring	Teachers, administration, and intervention staff will continue to monitor the progress of the identified students. MAP data will be used as benchmark data points to drive the placement of students in courses and the supports that are needed. These decisions will be baselined by the achievement on the EOC testing and other norm referenced assessments.	Academic Support Program	08/10/2016	09/30/2016	\$0	Curriculum Resource Administrator, teachers, RTI Coach, Counselors
<b>Total</b>					<b>\$10000</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring	The use of academic vocabulary will be continually monitored through walk throughs, classroom observations, and Learning Walks. These instances will be a chance to ensure the deep emphasis on the pertinent vocabulary for the content being presented.	Academic Support Program	08/10/2016	05/31/2017	\$0	CRA, Principal, TEL, Director of Secondary Schools
PLC	Department PLCs meet once per month with a focus on formative assessment practices. Alternating between sharing and planning assessment with analysis of student work. Teachers will then move forward with using the analysis of student work/achievement to change instruction.	Professional Learning	08/12/2015	11/30/2015	\$0	Curriculum Resource Administrator, Principal, and TELs
Development and Training	Teacher Effectiveness Leaders (TELs) and CRAs will attend monthly trainings conducted by the district about formative assessment practices. TELs will share the training components with their respective departments at monthly PLC meetings. All teachers will implement the formative assessment practices regularly into instruction and share results, including tasks, data, and student work, with grade-level and department teachers at scheduled PLC meetings.	Professional Learning	08/12/2015	05/31/2017	\$0	TELs, Curriculum Resource Administrator, Director of Secondary

**Comprehensive School Improvement Plan**

East Jessamine High School

Monitoring	<p>Winter and spring reading MAP data for 9th-11th grade students will be analyzed for spring-to-winter and spring-to-spring growth, mid-term and quarterly progress reports will be sent home for parents, and 'half-time' exams will be administered to monitor the progress of students. The principal and CRA will conference with each team, and with individual teachers as needed, about the results and develop plans of action for next steps.</p> <p>CRA and TEL will monitor the quality and alignment/congruency of formative assessments through teacher-work analysis sessions and walk-through data. The principal and CRA will conduct weekly walk-throughs with a focus on alignment/congruency of formative assessments, engagement of students in instructional activities, and how teachers are making instructional adjustments and providing feedback based on formative assessment results.</p>	Policy and Process	08/12/2015	05/31/2017	\$0	Principal, Curriculum Resource Administrator, and TEL
<b>Total</b>					\$0	

# **East Jessamine High School CSIP 2016-2017**

## **Overview**

### **Plan Name**

East Jessamine High School CSIP 2016-2017

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percentage of students who are college and career ready from 85.8% to 95% by 2018.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$54000
2	Increase the average freshman graduation rate from 92.7% to 93.7% by 2018.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$44000
3	Increase the percentage of proficient programs across Kentucky from 69.0% to 75.9% by 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Increase the average combined reading and math scores for all Kentucky high school students from 46.2% to 62.3% in 2017.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$14000
5	Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 37.0% in 2014 to 53.9% in 2017.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$17000

## Goal 1: Increase the percentage of students who are college and career ready from 85.8% to 95% by 2018.

### Measurable Objective 1:

collaborate to increase CCR for all students 85.8% to 95% by 05/31/2018 as measured by CCR assessments.

### Strategy 1:

College and Career Readiness for all - CCR Enrichment and Support - A systematic process for interventions and support will be developed and implemented.

Category: Continuous Improvement

Research Cited: ACT and KDE

Activity - PLC/Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A CCR Team (PLC consisting of CCR Counselor, CCR teachers, English and Math teachers who offer enrichment and support to seniors) will meet once per month to discuss the effectiveness and fidelity of interventions and strategies. Data will be collected and analyzed during the PLC. Documentation from each meeting will be required.	Academic Support Program, Professional Learning	08/12/2015	05/31/2017	\$5000	General Fund	Principal, CCR Counselor
Activity - Development and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum development for English IV and Math IV; Current Math IV and ENG IV are courses designed to provide content instruction related to CCR areas of math, reading, and English. CCR and CSS are courses designed to provide strategies, and remediation with specific areas of growth within math, reading and English areas. These courses will need to 'integrate' into one CCR English/Reading and one CCR Math for seniors not achieving benchmark. Students not reaching benchmark in reading or english will also be enrolled in a 4th ELA.	Professional Learning	08/12/2015	05/31/2017	\$5000	General Fund	Principal, CRA, CCR Counselor
Activity - Pathway Completion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intentional scheduling for students to complete a desired pathway.	Career Preparation/Orientation	07/01/2016	06/30/2017	\$44000	District Funding	Administration, Counselors, Career & Tech Administration

## Goal 2: Increase the average freshman graduation rate from 92.7% to 93.7% by 2018.

### Measurable Objective 1:

improve graduation rate of East Jessamine High students from 92.7% to 93.7%. by 05/31/2018 as measured by percentage of students graduating in 4 years..

### Strategy 1:

Increasing Graduation Rate - Persistence to Graduation - East Jessamine High will utilize data analysis and continuous improvement strategies to ensure student mastery of content and skills. Counselors and Administrators will regularly review at-risk students' academic progress - Struggling students will be monitored quarterly to ensure that they are on target to pass the classes they are currently in, thus increasing their likelihood of graduating by the end of their fourth year of high school. Targeted interventions and/or supports will be put in place to help those who are not being successful in the regular setting.

Category: Persistence to Graduation

Research Cited: National Dropout Prevention Center, ACT, KDE

Activity - Credit Recovery/Focus to Finish	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors and administrators will use the Persistence to Graduation Tool Academic to identify and develop individualized plans for the most at risk students (Focus to Finish placement) and will develop the students' individualized learning plan.	Academic Support Program	01/01/2016	05/31/2017	\$0	No Funding Required	Principal, Counselors, Focus to Finish Staff
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A protocol/process will be developed and implemented that addresses the needs of students not being successful during each quarter, including options for skills mastery and/or credit recovery. Individual teachers will meet with administrative team to discuss individual plans for students to be successful in their class or to discuss placement in support classes.	Academic Support Program	01/01/2016	05/31/2017	\$0	No Funding Required	Principal, CRA, Counselors, Teachers
Activity - Accountability Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration monitoring of the graduation tracking of current seniors.	Policy and Process	07/01/2016	06/30/2017	\$44000	District Funding	Curriculum Resource Administrator, Principal, Assistant Principals

## Goal 3: Increase the percentage of proficient programs across Kentucky from 69.0% to 75.9% by 2017.

**Measurable Objective 1:**

demonstrate a proficiency in all Program Review areas by 05/31/2017 as measured by the State Program Review Rubric.

**Strategy 1:**

Evidence Selection - Evidence is identified to support the school's analysis. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Evidence identification

tasks will be assigned based on the respective roles and responsibilities of each stakeholder. Program Review Committees will search out additional evidence during the process in order to make judgments or to support rationales.

Category: Other - Program Review

Research Cited: <http://education.ky.gov/curriculum/pgmrev/Pages/default.aspx>

Activity - Collecting Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
East Jessamine Hlgh Program Review Committees made the recommendation (Program Review Summary 2015) that more evidence be collected during the Fall Semester. All teachers must submit two new pieces of evidence and evidence will be collected via a Program Review Pinterest Board in the Faculty Workroom. A template will be attached to each piece of evidence identifying the standard it is addressing and a brief description. Program Review Chairs will review all new submissions in January and will request additional pieces of evidence if needed.	Policy and Process	08/12/2015	05/31/2017	\$0	No Funding Required	CRA and Program Review Committee Chairs

**Goal 4: Increase the average combined reading and math scores for all Kentucky high school students from 46.2% to 62.3% in 2017.**

**Measurable Objective 1:**

demonstrate a proficiency increase for all students combined reading and math scores from 40.4% to 61.6% by 05/31/2017 as measured by EOC/KPREP reading and math scores.

**Strategy 1:**

RTI Intervention and Support - RTI Intervention and Support - Interventions - A systematic process for Tier 2 and Tier 3 interventions will be developed and implemented.

Category: Continuous Improvement

Research Cited: Center for Response to Intervention and RTI Intervention

Activity - Development and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

East Jessamine High School

Effective intervention programs and a progress monitoring system will be identified/developed and implemented during intervention classes. Training for interventionists will include, but not be limited to the following: awareness and initial implementation, best practice for fidelity of implementation, RTI and acceleration, Special Education implementation, and progress monitoring.	Academic Support Program	08/12/2015	05/31/2017	\$12000	General Fund	Curriculum Resource Administrator, Principal, and Director of Secondary Education
<b>Activity - Monitoring/PLC</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
An RTI Team (PLC) will meet regularly (every 12 weeks) to discuss the effectiveness and fidelity of interventions and strategies. Data will be collected and analyzed during the PLC. Documentation from each meeting will be required.	Academic Support Program, Professional Learning	01/04/2016	05/31/2017	\$2000	General Fund	Curriculum Resource Administrator, Principal, and Director of Secondary Education

### Strategy 2:

Formative Assessments - Formative Assessments - Formative assessments that are aligned to the Algebra II and English II EOC blueprints and aligned with learning progressions will be developed and administered to students weekly. Teachers will analyze the results of formative assessments and utilize those results to provide direct feedback to students, determine immediate next steps in the instructional sequence, adapt instructional techniques and strategies, and intervene with struggling students. This strategy supports Component 1F; Designing Student assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.

Category: Continuous Improvement

Research Cited: Inside the Black Box by (Black and William), Classroom Assessment for Student Learning (Chappuis, Chappuis, and Arter)

<b>Activity - PLC</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Department PLCs meet once per month with a focus on formative assessment practices. Alternating between sharing and planning assessment with analysis of student work. Teachers will then move forward with using the analysis of student work/achievement to change instruction.	Professional Learning	08/12/2015	11/30/2015	\$0	No Funding Required	Curriculum Resource Administrator, Principal, and TELs
<b>Activity - Development and Training</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teacher Effectiveness Leaders (TELs) and CRAs will attend monthly trainings conducted by the district about formative assessment practices. TELs will share the training components with their respective departments at monthly PLC meetings. All teachers will implement the formative assessment practices regularly into instruction and share results, including tasks, data, and student work, with grade-level and department teachers at scheduled PLC meetings.	Professional Learning	08/12/2015	05/31/2017	\$0	No Funding Required	TELs, Curriculum Resource Administrator, Director of Secondary

**Comprehensive School Improvement Plan**

East Jessamine High School

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Winter and spring reading MAP data for 9th-11th grade students will be analyzed for spring-to-winter and spring-to-spring growth, mid-term and quarterly progress reports will be sent home for parents, and 'half-time' exams will be administered to monitor the progress of students. The principal and CRA will conference with each team, and with individual teachers as needed, about the results and develop plans of action for next steps.</p> <p>CRA and TEL will monitor the quality and alignment/congruency of formative assessments through teacher-work analysis sessions and walk-through data.</p> <p>The principal and CRA will conduct weekly walk-throughs with a focus on alignment/congruency of formative assessments, engagement of students in instructional activities, and how teachers are making instructional adjustments and providing feedback based on formative assessment results.</p>	Policy and Process	08/12/2015	05/31/2017	\$0	No Funding Required	Principal, Curriculum Resource Administrator, and TEL

## **Goal 5: Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 37.0% in 2014 to 53.9% in 2017.**

**Measurable Objective 1:**

A 17% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of 53.9% in Reading by 05/31/2017 as measured by EOC.

**Strategy 1:**

RTI Intervention and Support - A systematic process for Tier 2 and Tier 3 interventions will be developed and implemented. This will be carried out through intervention specific courses as well as support level courses.

Category: Other - Interventions

Research Cited: Center for Response to Intervention and RTI Intervention

Activity - Continued Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Effective intervention programs and a progress monitoring system will be identified/developed and implemented during intervention classes. Training for interventionists will include, but not be limited to the following: awareness and initial implementation, best practice for fidelity of implementation, RTI and acceleration, Special Education implementation, and progress monitoring.</p>	Academic Support Program, Professional Learning	08/10/2016	05/31/2017	\$10000	Other	Principal, Director of Secondary Schools, Curriculum Resource Administrator, RTI Coach

## Comprehensive School Improvement Plan

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Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, administration, and intervention staff will continue to monitor the progress of the identified students. MAP data will be used as benchmark data points to drive the placement of students in courses and the supports that are needed. These decisions will be baselined by the achievement on the EOC testing and other norm referenced assessments.	Academic Support Program	08/10/2016	09/30/2016	\$0	Other	Curriculum Resource Administrator, teachers, RTI Coach, Counselors

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An RTI PLC will meet once a month in the third week to identify the strategies that are being implemented in the intervention and support courses. The members of the PLC will include administration, teachers, and the RTI Coach. This committee will also examine the placement of students in the courses and the effectiveness of the intervention procedures.	Academic Support Program	08/10/2016	05/31/2017	\$2000	General Fund	Curriculum Resource Administrator, principal, teachers, RTI Coach

### Strategy 2:

Academic Vocabulary - Through teacher effectiveness leader led modules, teachers will be given proven strategies that will deepen the vocabulary knowledge of the students at East Jessamine High School. These strategies will be implemented at the classroom level, but emphasized in the intervention and support courses. The design of the strategy is to assist students in reading proficiency which will positively affect the overall achievement of students.

Category: Continuous Improvement

Research Cited: Vocabulary for the Common Core - Marzano & Simms

Activity - Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher effectiveness leaders present to teachers in formative assessment lessons directed at the implementation of academic vocabulary in the classroom.	Professional Learning	08/10/2016	05/31/2017	\$5000	General Fund	Curriculum Resource Administrator, principal, director of secondary schools, teacher effectiveness leaders, teachers

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of academic vocabulary will be continually monitored through walk throughs, classroom observations, and Learning Walks. These instances will be a chance to ensure the deep emphasis on the pertinent vocabulary for the content being presented.	Academic Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	CRA, Principal, TEL, Director of Secondary Schools

## 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
PLC	An RTI PLC will meet once a month in the third week to identify the strategies that are being implemented in the intervention and support courses. The members of the PLC will include administration, teachers, and the RTI Coach. This committee will also examine the placement of students in the courses and the effectiveness of the intervention procedures.	Academic Support Program	08/10/2016	05/31/2017	\$2000	Curriculum Resource Administrator, principal, teachers, RTI Coach
Modules	Teacher effectiveness leaders present to teachers in formative assessment lessons directed at the implementation of academic vocabulary in the classroom.	Professional Learning	08/10/2016	05/31/2017	\$5000	Curriculum Resource Administrator, principal, director of secondary schools, teacher effectiveness leaders, teachers
Monitoring/PLC	An RTI Team (PLC) will meet regularly (every 12 weeks) to discuss the effectiveness and fidelity of interventions and strategies. Data will be collected and analyzed during the PLC. Documentation from each meeting will be required.	Academic Support Program, Professional Learning	01/04/2016	05/31/2017	\$2000	Curriculum Resource Administrator, Principal, and Director of Secondary Education
Development and Training	Curriculum development for English IV and Math IV; Current Math IV and ENG IV are courses designed to provide content instruction related to CCR areas of math, reading, and English. CCR and CSS are courses designed to provide strategies, and remediation with specific areas of growth within math, reading and English areas. These courses will need to 'integrate' into one CCR English/Reading and one CCR Math for seniors not achieving benchmark. Students not reaching benchmark in reading or english will also be enrolled in a 4th ELA.	Professional Learning	08/12/2015	05/31/2017	\$5000	Principal, CRA, CCR Counselor

## Comprehensive School Improvement Plan

East Jessamine High School

PLC/Monitoring	A CCR Team (PLC consisting of CCR Counselor, CCR teachers, English and Math teachers who offer enrichment and support to seniors) will meet once per month to discuss the effectiveness and fidelity of interventions and strategies. Data will be collected and analyzed during the PLC. Documentation from each meeting will be required.	Academic Support Program, Professional Learning	08/12/2015	05/31/2017	\$5000	Principal, CCR Counselor
Development and Training	Effective intervention programs and a progress monitoring system will be identified/developed and implemented during intervention classes. Training for interventionists will include, but not be limited to the following: awareness and initial implementation, best practice for fidelity of implementation, RTI and acceleration, Special Education implementation, and progress monitoring.	Academic Support Program	08/12/2015	05/31/2017	\$12000	Curriculum Resource Administrator, Principal, and Director of Secondary Education
<b>Total</b>					<b>\$31000</b>	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Accountability Monitoring	Administration monitoring of the graduation tracking of current seniors.	Policy and Process	07/01/2016	06/30/2017	\$44000	Curriculum Resource Administrator, Principal, Assistant Principals
Pathway Completion	Intentional scheduling for students to complete a desired pathway.	Career Preparation/Orientation	07/01/2016	06/30/2017	\$44000	Administration, Counselors, Career & Tech Administration
<b>Total</b>					<b>\$88000</b>	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Continued Training	Effective intervention programs and a progress monitoring system will be identified/developed and implemented during intervention classes. Training for interventionists will include, but not be limited to the following: awareness and initial implementation, best practice for fidelity of implementation, RTI and acceleration, Special Education implementation, and progress monitoring.	Academic Support Program, Professional Learning	08/10/2016	05/31/2017	\$10000	Principal, Director of Secondary Schools, Curriculum Resource Administrator, RTI Coach

## Comprehensive School Improvement Plan

East Jessamine High School

Monitoring	Teachers, administration, and intervention staff will continue to monitor the progress of the identified students. MAP data will be used as benchmark data points to drive the placement of students in courses and the supports that are needed. These decisions will be baselined by the achievement on the EOC testing and other norm referenced assessments.	Academic Support Program	08/10/2016	09/30/2016	\$0	Curriculum Resource Administrator, teachers, RTI Coach, Counselors
<b>Total</b>					<b>\$10000</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery/Focus to Finish	Counselors and administrators will use the Persistence to Graduation Tool Academic to identify and develop individualized plans for the most at risk students (Focus to Finish placement) and will develop the students' individualized learning plan.	Academic Support Program	01/01/2016	05/31/2017	\$0	Principal, Counselors, Focus to Finish Staff
Development and Training	Teacher Effectiveness Leaders (TEs) and CRAs will attend monthly trainings conducted by the district about formative assessment practices. TEs will share the training components with their respective departments at monthly PLC meetings. All teachers will implement the formative assessment practices regularly into instruction and share results, including tasks, data, and student work, with grade-level and department teachers at scheduled PLC meetings.	Professional Learning	08/12/2015	05/31/2017	\$0	TEs, Curriculum Resource Administrator, Director of Secondary
Monitoring	Winter and spring reading MAP data for 9th-11th grade students will be analyzed for spring-to-winter and spring-to-spring growth, mid-term and quarterly progress reports will be sent home for parents, and 'half-time' exams will be administered to monitor the progress of students. The principal and CRA will conference with each team, and with individual teachers as needed, about the results and develop plans of action for next steps. CRA and TEL will monitor the quality and alignment/congruency of formative assessments through teacher-work analysis sessions and walk-through data. The principal and CRA will conduct weekly walk-throughs with a focus on alignment/congruency of formative assessments, engagement of students in instructional activities, and how teachers are making instructional adjustments and providing feedback based on formative assessment results.	Policy and Process	08/12/2015	05/31/2017	\$0	Principal, Curriculum Resource Administrator, and TEL
Monitoring	The use of academic vocabulary will be continually monitored through walk throughs, classroom observations, and Learning Walks. These instances will be a chance to ensure the deep emphasis on the pertinent vocabulary for the content being presented.	Academic Support Program	08/10/2016	05/31/2017	\$0	CRA, Principal, TEL, Director of Secondary Schools

## Comprehensive School Improvement Plan

East Jessamine High School

Collecting Evidence	East Jessamine High Program Review Committees made the recommendation (Program Review Summary 2015) that more evidence be collected during the Fall Semester. All teachers must submit two new pieces of evidence and evidence will be collected via a Program Review Pinterest Board in the Faculty Workroom. A template will be attached to each piece of evidence identifying the standard it is addressing and a brief description. Program Review Chairs will review all new submissions in January and will request additional pieces of evidence if needed.	Policy and Process	08/12/2015	05/31/2017	\$0	CRA and Program Review Committee Chairs
PLC	Department PLCs meet once per month with a focus on formative assessment practices. Alternating between sharing and planning assessment with analysis of student work. Teachers will then move forward with using the analysis of student work/achievement to change instruction.	Professional Learning	08/12/2015	11/30/2015	\$0	Curriculum Resource Administrator, Principal, and TELs
Progress Monitoring	A protocol/process will be developed and implemented that addresses the needs of students not being successful during each quarter, including options for skills mastery and/or credit recovery. Individual teachers will meet with administrative team to discuss individual plans for students to be successful in their class or to discuss placement in support classes.	Academic Support Program	01/01/2016	05/31/2017	\$0	Principal, CRA, Counselors, Teachers
<b>Total</b>					<b>\$0</b>	

## **Phase II - KDE Assurances - Schools**

**Introduction**

KDE Assurances - School

**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	N/A		

# Comprehensive School Improvement Plan

East Jessamine High School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	N/A		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	N/A		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

# Comprehensive School Improvement Plan

East Jessamine High School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A		

# Comprehensive School Improvement Plan

East Jessamine High School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	N/A		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	N/A		

# Comprehensive School Improvement Plan

East Jessamine High School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	N/A		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	N/A		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	N/A		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	N/A		

## **Phase II - KDE Compliance and Accountability - Schools**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

## Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

**Goal 1:**

Increase the percentage of students who are college and career ready from 85.8% to 95% by 2018.

**Measurable Objective 1:**

collaborate to increase CCR for all students 85.8% to 95% by 05/31/2018 as measured by CCR assessments.

**Strategy1:**

College and Career Readiness for all - CCR Enrichment and Support - A systematic process for interventions and support will be developed and implemented.

Category: Continuous Improvement

Research Cited: ACT and KDE

Activity - PLC/Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A CCR Team (PLC consisting of CCR Counselor, CCR teachers, English and Math teachers who offer enrichment and support to seniors) will meet once per month to discuss the effectiveness and fidelity of interventions and strategies. Data will be collected and analyzed during the PLC. Documentation from each meeting will be required.	Academic Support Program Professional Learning	08/12/2015	05/31/2017	\$5000 - General Fund	Principal, CCR Counselor

Activity - Development and Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum development for English IV and Math IV; Current Math IV and ENG IV are courses designed to provide content instruction related to CCR areas of math, reading, and English. CCR and CSS are courses designed to provide strategies, and remediation with specific areas of growth within math, reading and English areas. These courses will need to 'integrate' into one CCR English/Reading and one CCR Math for seniors not achieving benchmark. Students not reaching benchmark in reading or english will also be enrolled in a 4th ELA.	Professional Learning	08/12/2015	05/31/2017	\$5000 - General Fund	Principal, CRA, CCR Counselor

# Comprehensive School Improvement Plan

East Jessamine High School

Activity - Pathway Completion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intentional scheduling for students to complete a desired pathway.	Career Preparation/Orientation	07/01/2016	06/30/2017	\$44000 - District Funding	Administration, Counselors, Career & Tech Administration

## Goal 2:

Increase the average combined reading and math scores for all Kentucky high school students from 46.2% to 62.3% in 2017.

### Measurable Objective 1:

demonstrate a proficiency increase for all students combined reading and math scores from 40.4% to 61.6% by 05/31/2017 as measured by EOC/KPREP reading and math scores.

### Strategy1:

RTI Intervention and Support - RTI Intervention and Support - Interventions - A systematic process for Tier 2 and Tier 3 interventions will be developed and implemented.

Category: Continuous Improvement

Research Cited: Center for Response to Intervention and RTI Intervention

Activity - Monitoring/PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An RTI Team (PLC) will meet regularly (every 12 weeks) to discuss the effectiveness and fidelity of interventions and strategies. Data will be collected and analyzed during the PLC. Documentation from each meeting will be required.	Academic Support Program Professional Learning	01/04/2016	05/31/2017	\$2000 - General Fund	Curriculum Resource Administrator, Principal, and Director of Secondary Education

Activity - Development and Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Effective intervention programs and a progress monitoring system will be identified/developed and implemented during intervention classes. Training for interventionists will include, but not be limited to the following: awareness and initial implementation, best practice for fidelity of implementation, RTI and acceleration, Special Education implementation, and progress monitoring.	Academic Support Program	08/12/2015	05/31/2017	\$12000 - General Fund	Curriculum Resource Administrator, Principal, and Director of Secondary Education

### Strategy2:

Formative Assessments - Formative Assessments - Formative assessments that are aligned to the Algebra II and English II EOC blueprints and aligned with learning progressions will be developed and administered to students weekly. Teachers will analyze the results of formative assessments and utilize those results to provide direct feedback to students, determine immediate next steps in the instructional sequence, adapt instructional techniques and strategies, and intervene with struggling students. This strategy supports Component 1F; Designing Student assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.

Category: Continuous Improvement

SY 2016-2017

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# Comprehensive School Improvement Plan

East Jessamine High School

Research Cited: Inside the Black Box by (Black and William), Classroom Assessment for Student Learning (Chappuis, Chappuis, and Arter)

Activity - Development and Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Effectiveness Leaders (TELS) and CRAs will attend monthly trainings conducted by the district about formative assessment practices. TELS will share the training components with their respective departments at monthly PLC meetings. All teachers will implement the formative assessment practices regularly into instruction and share results, including tasks, data, and student work, with grade-level and department teachers at scheduled PLC meetings.	Professional Learning	08/12/2015	05/31/2017	\$0 - No Funding Required	TELS, Curriculum Resource Administrator, Director of Secondary

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Winter and spring reading MAP data for 9th-11th grade students will be analyzed for spring-to-winter and spring-to-spring growth, mid-term and quarterly progress reports will be sent home for parents, and 'half-time' exams will be administered to monitor the progress of students. The principal and CRA will conference with each team, and with individual teachers as needed, about the results and develop plans of action for next steps. CRA and TEL will monitor the quality and alignment/congruency of formative assessments through teacher-work analysis sessions and walk-through data. The principal and CRA will conduct weekly walk-throughs with a focus on alignment/congruency of formative assessments, engagement of students in instructional activities, and how teachers are making instructional adjustments and providing feedback based on formative assessment results.	Policy and Process	08/12/2015	05/31/2017	\$0 - No Funding Required	Principal, Curriculum Resource Administrator, and TEL

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Department PLCs meet once per month with a focus on formative assessment practices. Alternating between sharing and planning assessment with analysis of student work. Teachers will then move forward with using the analysis of student work/achievement to change instruction.	Professional Learning	08/12/2015	11/30/2015	\$0 - No Funding Required	Curriculum Resource Administrator, Principal, and TELS

### Goal 3:

Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 37.0% in 2014 to 53.9% in 2017.

### Measurable Objective 1:

A 17% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of 53.9% in Reading by 05/31/2017 as measured by EOC.

# Comprehensive School Improvement Plan

East Jessamine High School

## Strategy1:

Academic Vocabulary - Through teacher effectiveness leader led modules, teachers will be given proven strategies that will deepen the vocabulary knowledge of the students at East Jessamine High School. These strategies will be implemented at the classroom level, but emphasized in the intervention and support courses. The design of the strategy is to assist students in reading proficiency which will positively affect the overall achievement of students.

Category: Continuous Improvement

Research Cited: Vocabulary for the Common Core - Marzano & Simms

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The use of academic vocabulary will be continually monitored through walk throughs, classroom observations, and Learning Walks. These instances will be a chance to ensure the deep emphasis on the pertinent vocabulary for the content being presented.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	CRA, Principal, TEL, Director of Secondary Schools

Activity - Modules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher effectiveness leaders present to teachers in formative assessment lessons directed at the implementation of academic vocabulary in the classroom.	Professional Learning	08/10/2016	05/31/2017	\$5000 - General Fund	Curriculum Resource Administrator, principal, director of secondary schools, teacher effectiveness leaders, teachers

## Strategy2:

RTI Intervention and Support - A systematic process for Tier 2 and Tier 3 interventions will be developed and implemented. This will be carried out through intervention specific courses as well as support level courses.

Category: Other - Interventions

Research Cited: Center for Response to Intervention and RTI Intervention

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, administration, and intervention staff will continue to monitor the progress of the identified students. MAP data will be used as benchmark data points to drive the placement of students in courses and the supports that are needed. These decisions will be baselined by the achievement on the EOC testing and other norm referenced assessments.	Academic Support Program	08/10/2016	09/30/2016	\$0 - Other	Curriculum Resource Administrator, teachers, RTI Coach, Counselors

# Comprehensive School Improvement Plan

East Jessamine High School

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An RTI PLC will meet once a month in the third week to identify the strategies that are being implemented in the intervention and support courses. The members of the PLC will include administration, teachers, and the RTI Coach. This committee will also examine the placement of students in the courses and the effectiveness of the intervention procedures.	Academic Support Program	08/10/2016	05/31/2017	\$2000 - General Fund	Curriculum Resource Administrator, principal, teachers, RTI Coach

Activity - Continued Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Effective intervention programs and a progress monitoring system will be identified/developed and implemented during intervention classes. Training for interventionists will include, but not be limited to the following: awareness and initial implementation, best practice for fidelity of implementation, RTI and acceleration, Special Education implementation, and progress monitoring.	Professional Learning Academic Support Program	08/10/2016	05/31/2017	\$10000 - Other	Principal, Director of Secondary Schools, Curriculum Resource Administrator, RTI Coach

**The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.**

N/A (this question does not apply)

**All children-were screened for kindergarten readiness. If yes, name the assessment.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of students who are Kindergarten ready.**

N/A (this question does not apply)

**The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.**

N/A (this question does not apply)

**The school identified specific strategies to address subgroup achievement gaps.**

**Goal 1:**

Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 37.0% in 2014 to 53.9% in 2017.

**Measurable Objective 1:**

A 17% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a SY 2016-2017

# Comprehensive School Improvement Plan

East Jessamine High School

proficiency of 53.9% in Reading by 05/31/2017 as measured by EOC.

## Strategy1:

Academic Vocabulary - Through teacher effectiveness leader led modules, teachers will be given proven strategies that will deepen the vocabulary knowledge of the students at East Jessamine High School. These strategies will be implemented at the classroom level, but emphasized in the intervention and support courses. The design of the strategy is to assist students in reading proficiency which will positively affect the overall achievement of students.

Category: Continuous Improvement

Research Cited: Vocabulary for the Common Core - Marzano & Simms

Activity - Modules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher effectiveness leaders present to teachers in formative assessment lessons directed at the implementation of academic vocabulary in the classroom.	Professional Learning	08/10/2016	05/31/2017	\$5000 - General Fund	Curriculum Resource Administrator, principal, director of secondary schools, teacher effectiveness leaders, teachers

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The use of academic vocabulary will be continually monitored through walk throughs, classroom observations, and Learning Walks. These instances will be a chance to ensure the deep emphasis on the pertinent vocabulary for the content being presented.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	CRA, Principal, TEL, Director of Secondary Schools

## Strategy2:

RTI Intervention and Support - A systematic process for Tier 2 and Tier 3 interventions will be developed and implemented. This will be carried out through intervention specific courses as well as support level courses.

Category: Other - Interventions

Research Cited: Center for Response to Intervention and RTI Intervention

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An RTI PLC will meet once a month in the third week to identify the strategies that are being implemented in the intervention and support courses. The members of the PLC will include administration, teachers, and the RTI Coach. This committee will also examine the placement of students in the courses and the effectiveness of the intervention procedures.	Academic Support Program	08/10/2016	05/31/2017	\$2000 - General Fund	Curriculum Resource Administrator, principal, teachers, RTI Coach

**Comprehensive School Improvement Plan**

East Jessamine High School

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, administration, and intervention staff will continue to monitor the progress of the identified students. MAP data will be used as benchmark data points to drive the placement of students in courses and the supports that are needed. These decisions will be baselined by the achievement on the EOC testing and other norm referenced assessments.	Academic Support Program	08/10/2016	09/30/2016	\$0 - Other	Curriculum Resource Administrator, teachers, RTI Coach, Counselors

Activity - Continued Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Effective intervention programs and a progress monitoring system will be identified/developed and implemented during intervention classes. Training for interventionists will include, but not be limited to the following: awareness and initial implementation, best practice for fidelity of implementation, RTI and acceleration, Special Education implementation, and progress monitoring.	Professional Learning Academic Support Program	08/10/2016	05/31/2017	\$10000 - Other	Principal, Director of Secondary Schools, Curriculum Resource Administrator, RTI Coach

**The school identified specific strategies to increase the average freshman graduation rate.**

**Goal 1:**

Increase the average freshman graduation rate from 92.7% to 93.7% by 2018.

**Measurable Objective 1:**

improve graduation rate of East Jessamine High students from 92.7% to 93.7%. by 05/31/2018 as measured by percentage of students graduating in 4 years..

**Strategy1:**

Increasing Graduation Rate - Persistence to Graduation - East Jessamine High will utilize data analysis and continuous improvement strategies to ensure student mastery of content and skills. Counselors and Administrators will regularly review at-risk students' academic progress - Struggling students will be monitored quarterly to ensure that they are on target to pass the classes they are currently in, thus increasing their likelihood of graduating by the end of their fourth year of high school. Targeted interventions and/or supports will be put in place to help those who are not being successful in the regular setting.

Category: Persistence to Graduation

Research Cited: National Dropout Prevention Center, ACT, KDE

# Comprehensive School Improvement Plan

East Jessamine High School

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A protocol/process will be developed and implemented that addresses the needs of students not being successful during each quarter, including options for skills mastery and/or credit recovery. Individual teachers will meet with administrative team to discuss individual plans for students to be successful in their class or to discuss placement in support classes.	Academic Support Program	01/01/2016	05/31/2017	\$0 - No Funding Required	Principal, CRA, Counselors, Teachers

Activity - Credit Recovery/Focus to Finish	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors and administrators will use the Persistence to Graduation Tool Academic to identify and develop individualized plans for the most at risk students (Focus to Finish placement) and will develop the students' individualized learning plan.	Academic Support Program	01/01/2016	05/31/2017	\$0 - No Funding Required	Principal, Counselors, Focus to Finish Staff

Activity - Accountability Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration monitoring of the graduation tracking of current seniors.	Policy and Process	07/01/2016	06/30/2017	\$44000 - District Funding	Curriculum Resource Administrator, Principal, Assistant Principals

The school identified specific strategies to increase the percentage of students who are college and career ready.

**Goal 1:**

Increase the percentage of students who are college and career ready from 85.8% to 95% by 2018.

**Measurable Objective 1:**

collaborate to increase CCR for all students 85.8% to 95% by 05/31/2018 as measured by CCR assessments.

**Strategy1:**

College and Career Readiness for all - CCR Enrichment and Support - A systematic process for interventions and support will be developed and implemented.

Category: Continuous Improvement

Research Cited: ACT and KDE

# Comprehensive School Improvement Plan

East Jessamine High School

Activity - Development and Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum development for English IV and Math IV; Current Math IV and ENG IV are courses designed to provide content instruction related to CCR areas of math, reading, and English. CCR and CSS are courses designed to provide strategies, and remediation with specific areas of growth within math, reading and English areas. These courses will need to 'integrate' into one CCR English/Reading and one CCR Math for seniors not achieving benchmark. Students not reaching benchmark in reading or english will also be enrolled in a 4th ELA.	Professional Learning	08/12/2015	05/31/2017	\$5000 - General Fund	Principal, CRA, CCR Counselor

Activity - PLC/Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A CCR Team (PLC consisting of CCR Counselor, CCR teachers, English and Math teachers who offer enrichment and support to seniors) will meet once per month to discuss the effectiveness and fidelity of interventions and strategies. Data will be collected and analyzed during the PLC. Documentation from each meeting will be required.	Professional Learning Academic Support Program	08/12/2015	05/31/2017	\$5000 - General Fund	Principal, CCR Counselor

Activity - Pathway Completion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intentional scheduling for students to complete a desired pathway.	Career Preparation/Orientation	07/01/2016	06/30/2017	\$44000 - District Funding	Administration, Counselors, Career & Tech Administration

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

**Goal 1:**

Increase the percentage of proficient programs across Kentucky from 69.0% to 75.9% by 2017.

**Measurable Objective 1:**

demonstrate a proficiency in all Program Review areas by 05/31/2017 as measured by the State Program Review Rubric.

**Strategy1:**

Evidence Selection - Evidence is identified to support the school's analysis. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Evidence identification tasks will be assigned based on the respective roles and responsibilities of each stakeholder. Program Review Committees will search out additional evidence during the process in order to make judgments or to support rationales.

Category: Other - Program Review

# Comprehensive School Improvement Plan

East Jessamine High School

Research Cited: <http://education.ky.gov/curriculum/pgmrev/Pages/default.aspx>

Activity - Collecting Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
East Jessamine High Program Review Committees made the recommendation (Program Review Summary 2015) that more evidence be collected during the Fall Semester. All teachers must submit two new pieces of evidence and evidence will be collected via a Program Review Pinterest Board in the Faculty Workroom. A template will be attached to each piece of evidence identifying the standard it is addressing and a brief description. Program Review Chairs will review all new submissions in January and will request additional pieces of evidence if needed.	Policy and Process	08/12/2015	05/31/2017	\$0 - No Funding Required	CRA and Program Review Committee Chairs

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

East Jessamine High School is a grades 9-12 high school in Nicholasville, Kentucky. East High has approximately 1000 students, and draws from a semi-rural population in central Kentucky. East High student body is less than 10% non-caucasian, and over 50% free/reduce lunch. Currently, East High has a completely new administration since the beginning of the 2015-2016 school year. Over the last four years, East High has added an effective credit recovery system, and implemented an intentional RTI program for reading and math. Furthermore, East High has constructed a specific plan to increase daily attendance. East High staff is committed to improving our standards-based grading approach, and re-programming academic instruction to ensure that all students are maximizing their education potential.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The vision of East Jessamine High School is to engage students in authentic learning experiences that best equip students with content knowledge, the ability to apply their learning, and the soft skills necessary for success in the global economy. We are committed to developing students into life-long learners and positive contributors to our county, state, and nation. Our mission is that all students graduate from East High with a "ticket" to post-secondary success. To that cause, all students will develop and complete learning pathways that are designed to maximize college and career readiness.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

East High continues to be identified as a distinguished school under the Kentucky accountability system. Our staff continues to be recognized throughout our district and state. East High is striving to better identify students needing academic support and intervention, improving our new RTI program for reading and math, reducing our non-duplicated achievement gap, providing more personalized learning experiences for all students, and increasing student and staff voice. Furthermore, East High is continuing to develop, monitor, and implement a more intentional attendance plan aimed at increasing average daily attendance beyond 95%.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Currently East High is working to enhance student and staff leadership that will provide a catalyst in maintaining our school as a distinguished school. School committees and professional learning communities are intentionally working to improve college/career readiness, raise daily attendance, outline the high school curriculum, create a more student/parent/staff friendly environment, and design structures, such as the master schedule, that will enable students to maximize their learning experiences.