



KDE Comprehensive School Improvement Plan

East Jessamine High School
Jessamine County

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TABLE OF CONTENTS

Introduction.....	1
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Executive Summary

Introduction.....	3
-------------------	---

Description of the School.....	4
--------------------------------	---

School's Purpose.....	5
-----------------------	---

Notable Achievements and Areas of Improvement.....	6
--	---

Additional Information.....	7
-----------------------------	---

EJHS Closing the Achievement Gap Plan 2015-2016

Overview.....	9
---------------	---

Goals Summary.....	10
--------------------	----

Goal 1: Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.....	11
---	----

Activity Summary by Funding Source.....	14
---	----

2015-17 Comprehensive School Improvement Plan

Overview.....	18
---------------	----

Goals Summary.....	19
--------------------	----

Goal 1: Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.....	20
---	----

Goal 2: Increase the average combined reading and math scores for all Kentucky high school students from 46.2% to 62.3% in 2017.....	22
--	----

Goal 3: Increase the average freshman graduation rate from 89.5% to 92% by 2017.....	24
--	----

Goal 4: Increase the percentage of proficient programs across Kentucky from 69.0% to 75.9% by 2017.....	25
---	----

Goal 5: Increase the percentage of students who are college and career ready from 56.9% to 81.4% by 2017.....	25
Activity Summary by Funding Source.....	27

KDE Needs Assessment

Introduction.....	33
Data Analysis.....	34
Areas of Strengths.....	35
Opportunities for Improvement.....	36
Conclusion.....	37

KDE Compliance and Accountability - Schools

Introduction.....	39
Planning and Accountability Requirements.....	40

KDE Assurances - School

Introduction.....	49
Assurances.....	50

The Missing Piece

Introduction.....	56
Stakeholders.....	57
Relationship Building.....	58
Communications.....	59

Decision Making 61

Advocacy 63

Learning Opportunities 64

Community Partnerships 65

Reflection 66

Report Summary 67

Improvement Plan Stakeholder Involvement

Introduction 69

Improvement Planning Process 70

School Safety Report

Introduction 72

School Safety Requirements 73

Equitable Access Diagnostic

Introduction 76

Needs Assessment 77

Equitable Access Strategies 78

Questions 80

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.

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 nearly 50% free/reduce lunch. Currently, East High has a new principal and assistant principal. Over the last three 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 proficient 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 moving our school into a distinguished rating. 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.

EJHS Closing the Achievement Gap Plan 2015- 2016

Overview

Plan Name

EJHS Closing the Achievement Gap Plan 2015-2016

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 proficiency ratings for all Kentucky students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$16000

Goal 1: Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

increase student growth for students with disabilities' combined reading and math proficiency ratings from 9.4% to 27.5% by 09/30/2016 as measured by EOC/KPREP reading and math scores..

Strategy 1:

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	09/30/2016	\$12000	Other	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
A Systematic Problem Solving team (SPS) will meet regularly (every 12 weeks) to discuss the effectiveness and fidelity of interventions and strategies. Members of SPS will consist of intervention and support teachers, CRA, and one math and ELA teacher. The CRA will facilitate the SPS and lead the teachers through the data analysis and policy and procedure updates. Documentation from each meeting will be required.	Policy and Process	08/12/2015	09/30/2016	\$2000	General Fund	Curriculum Resource Administrator, Principal, and Director of Secondary Education

Strategy 2:

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)

KDE Comprehensive School Improvement Plan

East Jessamine High School

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. Results of student work for special education students will be compared to that of the other students to determine areas of strength and growth to close the gap.	Other - Planning and Collaboration, Professional Learning	10/01/2015	09/30/2016	\$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	09/10/2015	09/30/2016	\$0	No Funding Required	TELs and Curriculum Resource Administrators
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Winter and spring reading MAP data for Special Education students will be analyzed for spring-to-winter and spring-to-spring growth. 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 Special Education students in instructional activities, and how teachers are making instructional adjustments and providing feedback to Special Education students based on formative assessment results.</p> <p>The TEL will lead monthly student-work analysis sessions with the department on reading-based formative assessments, with a focus on the performance of Special Education students.</p>	Policy and Process	09/10/2015	09/30/2016	\$0	No Funding Required	Principal, Curriculum Resource Administrator, and TEL

Strategy 3:

Mainstreaming Resource Students - Educators have long known the benefits of inclusion for special education students. Besides providing special education students with a more stimulating academic and social environment, the Individuals with Disabilities Education Act states that students must be provided an education in the "least restrictive environment," often determined to be the regular classroom. IEPs must reflect the least restrictive environment for students in social studies and science classrooms. Both regular and special education teachers will collaborate and plan for the mainstreaming of resource students.

Category: Continuous Improvement

Research Cited: Lev Vygotsky's constructivist theory

KDE Comprehensive School Improvement Plan

East Jessamine High School

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The first step in mainstreaming special education students is for the special education teacher to meet with the general education teachers. After learning about the procedures and expectations in the various general education classrooms, special education teachers can share information about the student to be mainstreamed. Together, the teachers can decide which classrooms are best suited to begin the mainstreaming effort. Special Education teachers can then plan for transitioning students to regular education classrooms	Other - Planning and Collaboration	10/01/2015	09/30/2016	\$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
Special Education teachers and regular education teachers who will be collaborating will participate in site visits, action research (pilot classroom), and professional reading.	Professional Learning	10/01/2015	09/30/2016	\$2000	General Fund	Director of Special Education and Curriculum Resource Administrator
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The principal and CRA will conduct weekly walk-throughs with a focus on engagement of Special Education students in instructional activities, and how teachers are making instructional adjustments and providing feedback to Special Education students in the pilot classroom.</p> <p>The Special Education Consultant along with the Special Education TEL will monitor the adjustments /changes needed in IEPs.</p>	Policy and Process	10/01/2015	09/30/2016	\$0	No Funding Required	Principal, Curriculum Resource Administrator, and TELs

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/10/2015	09/30/2016	\$0	TEs and Curriculum Resource Administrators
Monitoring	<p>Winter and spring reading MAP data for Special Education students will be analyzed for spring-to-winter and spring-to-spring growth. 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 Special Education students in instructional activities, and how teachers are making instructional adjustments and providing feedback to Special Education students based on formative assessment results.</p> <p>The TEL will lead monthly student-work analysis sessions with the department on reading-based formative assessments, with a focus on the performance of Special Education students.</p>	Policy and Process	09/10/2015	09/30/2016	\$0	Principal, Curriculum Resource Administrator, and TEL
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. Results of student work for special education students will be compared to that of the other students to determine areas of strength and growth to close the gap.	Other - Planning and Collaboration, Professional Learning	10/01/2015	09/30/2016	\$0	Curriculum Resource Administrator, Principal, and TEs

KDE Comprehensive School Improvement Plan

East Jessamine High School

PLC	The first step in mainstreaming special education students is for the special education teacher to meet with the general education teachers. After learning about the procedures and expectations in the various general education classrooms, special education teachers can share information about the student to be mainstreamed. Together, the teachers can decide which classrooms are best suited to begin the mainstreaming effort. Special Education teachers can then plan for transitioning students to regular education classrooms	Other - Planning and Collaboration	10/01/2015	09/30/2016	\$0	Curriculum Resource Administrator, Principal, and TELs
Monitoring	The principal and CRA will conduct weekly walk-throughs with a focus on engagement of Special Education students in instructional activities, and how teachers are making instructional adjustments and providing feedback to Special Education students in the pilot classroom. The Special Education Consultant along with the Special Education TEL will monitor the adjustments /changes needed in IEPs.	Policy and Process	10/01/2015	09/30/2016	\$0	Principal, Curriculum Resource Administrator, and TELs
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/30/2016	\$12000	Curriculum Resource Administrator, Principal, and Director of Secondary Education
Total					\$12000	

General Fund

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Development and Training	Special Education teachers and regular education teachers who will be collaborating will participate in site visits, action research (pilot classroom), and professional reading.	Professional Learning	10/01/2015	09/30/2016	\$2000	Director of Special Education and Curriculum Resource Administrator

KDE Comprehensive School Improvement Plan

East Jessamine High School

Monitoring/PLC	A Systematic Problem Solving team (SPS) will meet regularly (every 12 weeks) to discuss the effectiveness and fidelity of interventions and strategies. Members of SPS will consist of intervention and support teachers, CRA, and one math and ELA teacher. The CRA will facilitate the SPS and lead the teachers through the data analysis and policy and procedure updates. Documentation from each meeting will be required.	Policy and Process	08/12/2015	09/30/2016	\$2000	Curriculum Resource Administrator, Principal, and Director of Secondary Education
Total					\$4000	

2015-17 Comprehensive School Improvement Plan

Overview

Plan Name

2015-17 Comprehensive School Improvement Plan

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 proficiency ratings for all Kentucky students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$16000
2	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
3	Increase the average freshman graduation rate from 89.5% to 92% by 2017.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	Increase the percentage of proficient programs across Kentucky from 69.0% to 75.9% by 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Increase the percentage of students who are college and career ready from 56.9% to 81.4% by 2017.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$10000

Goal 1: Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

increase student growth for students with disabilities' combined reading and math proficiency ratings from 9.4% to 27.5% by 09/30/2016 as measured by EOC/KPREP reading and math scores..

Strategy 1:

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	09/30/2016	\$12000	Other	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
A Systematic Problem Solving team (SPS) will meet regularly (every 12 weeks) to discuss the effectiveness and fidelity of interventions and strategies. Members of SPS will consist of intervention and support teachers, CRA, and one math and ELA teacher. The CRA will facilitate the SPS and lead the teachers through the data analysis and policy and procedure updates. Documentation from each meeting will be required.	Policy and Process	08/12/2015	09/30/2016	\$2000	General Fund	Curriculum Resource Administrator, Principal, and Director of Secondary Education

Strategy 2:

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

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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	09/10/2015	09/30/2016	\$0	No Funding Required	TELs and Curriculum Resource Administrators
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Winter and spring reading MAP data for Special Education students will be analyzed for spring-to-winter and spring-to-spring growth. 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 Special Education students in instructional activities, and how teachers are making instructional adjustments and providing feedback to Special Education students based on formative assessment results.</p> <p>The TEL will lead monthly student-work analysis sessions with the department on reading-based formative assessments, with a focus on the performance of Special Education students.</p>	Policy and Process	09/10/2015	09/30/2016	\$0	No Funding Required	Principal, Curriculum Resource Administrator, and TEL

Strategy 3:

Mainstreaming Resource Students - Educators have long known the benefits of inclusion for special education students. Besides providing special education students with a more stimulating academic and social environment, the Individuals with Disabilities Education Act states that students must be provided an education in the "least restrictive environment," often determined to be the regular classroom. IEPs must reflect the least restrictive environment for students in social studies and science classrooms. Both regular and special education teachers will collaborate and plan for the mainstreaming of resource students.

Category: Continuous Improvement

Research Cited: Lev Vygotsky's constructivist theory

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East Jessamine High School

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Activity - Development and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers and regular education teachers who will be collaborating will participate in site visits, action research (pilot classroom), and professional reading.	Professional Learning	10/01/2015	09/30/2016	\$2000	General Fund	Director of Special Education and Curriculum Resource Administrator
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and CRA will conduct weekly walk-throughs with a focus on engagement of Special Education students in instructional activities, and how teachers are making instructional adjustments and providing feedback to Special Education students in the pilot classroom. The Special Education Consultant along with the Special Education TEL will monitor the adjustments /changes needed in IEPs.	Policy and Process	10/01/2015	09/30/2016	\$0	No Funding Required	Principal, Curriculum Resource Administrator, and TELs

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.

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.

KDE Comprehensive School Improvement Plan

East Jessamine High School

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. Training for interventionists will include, but not be limited to the following: Program awareness and initial implementation, best practice for fidelity	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.	Professional Learning, Academic Support Program	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)

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

KDE Comprehensive School Improvement Plan

East Jessamine High School

Activity - Development and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	No Funding Required	TEs, 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 3: Increase the average freshman graduation rate from 89.5% to 92% by 2017.

Measurable Objective 1:

improve graduation rate of East Jessamine High students from 89.5 to 92% by 05/31/2017 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 - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

East Jessamine High School

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
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Activity - 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

Goal 4: 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 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

Goal 5: Increase the percentage of students who are college and career ready from 56.9% to 81.4% by 2017.

Measurable Objective 1:

collaborate to increase CCR for all students 56.9% to 81.4% by 05/31/2017 as measured by CCR on the School Report Card.

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.	Professional Learning, Academic Support Program	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 Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/10/2015	09/30/2016	\$0	TEs and Curriculum Resource Administrators
PLC	The first step in mainstreaming special education students is for the special education teacher to meet with the general education teachers. After learning about the procedures and expectations in the various general education classrooms, special education teachers can share information about the student to be mainstreamed. Together, the teachers can decide which classrooms are best suited to begin the mainstreaming effort. Special Education teachers can then plan for transitioning students to regular education classrooms	Other - Planning and Collaboration	10/01/2015	09/30/2016	\$0	Curriculum Resource Administrator, Principal, and TEs
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 TEs
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

KDE Comprehensive School Improvement Plan

East Jessamine High School

Monitoring	<p>The principal and CRA will conduct weekly walk-throughs with a focus on engagement of Special Education students in instructional activities, and how teachers are making instructional adjustments and providing feedback to Special Education students in the pilot classroom.</p> <p>The Special Education Consultant along with the Special Education TEL will monitor the adjustments /changes needed in IEPs.</p>	Policy and Process	10/01/2015	09/30/2016	\$0	Principal, Curriculum Resource Administrator, and TELs
Collecting Evidence	<p>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.</p>	Policy and Process	08/12/2015	05/31/2017	\$0	CRA and Program Review Committee Chairs
Monitoring	<p>Winter and spring reading MAP data for Special Education students will be analyzed for spring-to-winter and spring-to-spring growth. 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 Special Education students in instructional activities, and how teachers are making instructional adjustments and providing feedback to Special Education students based on formative assessment results.</p> <p>The TEL will lead monthly student-work analysis sessions with the department on reading-based formative assessments, with a focus on the performance of Special Education students.</p>	Policy and Process	09/10/2015	09/30/2016	\$0	Principal, Curriculum Resource Administrator, and TEL
Development and Training	<p>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.</p>	Professional Learning	08/12/2015	05/31/2017	\$0	TELs, Curriculum Resource Administrator, Director of Secondary

KDE Comprehensive School Improvement Plan

East Jessamine High School

PLC	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
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
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. Results of student work for special education students will be compared to that of the other students to determine areas of strength and growth to close the gap.	Other - Planning and Collaboration, Professional Learning	10/01/2015	09/30/2016	\$0	Curriculum Resource Administrator, Principal, and TELs
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/30/2016	\$12000	Curriculum Resource Administrator, Principal, and Director of Secondary Education
Total					\$12000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive School Improvement Plan

East Jessamine High School

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
Monitoring/PLC	A Systematic Problem Solving team (SPS) will meet regularly (every 12 weeks) to discuss the effectiveness and fidelity of interventions and strategies. Members of SPS will consist of intervention and support teachers, CRA, and one math and ELA teacher. The CRA will facilitate the SPS and lead the teachers through the data analysis and policy and procedure updates. Documentation from each meeting will be required.	Policy and Process	08/12/2015	09/30/2016	\$2000	Curriculum Resource Administrator, Principal, and Director of Secondary Education
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. Training for interventionists will include, but not be limited to the following: Program awareness and initial implementation, best practice for fidelity	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.	Professional Learning, Academic Support Program	01/04/2016	05/31/2017	\$2000	Curriculum Resource Administrator, Principal, and Director of Secondary Education
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.	Professional Learning, Academic Support Program	08/12/2015	05/31/2017	\$5000	Principal, CCR Counselor
Development and Training	Special Education teachers and regular education teachers who will be collaborating will participate in site visits, action research (pilot classroom), and professional reading.	Professional Learning	10/01/2015	09/30/2016	\$2000	Director of Special Education and Curriculum Resource Administrator

Total

\$28000

KDE 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? Why did our CCR rate drop? How do we increase our academic achievement? Why aren't we proficient with our Program Reviews? 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. Lack of an effective RTI program for identification of students
3. Lack of intentional support for students not reaching ACT benchmarks
4. Insufficient evidence in Program Reviews
5. Current supports for students needing credit recovery are in place
6. 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:

Creating a 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.

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 average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

increase student growth for students with disabilities' combined reading and math proficiency ratings from 9.4% to 27.5% by 09/30/2016 as measured by EOC/KPREP reading and math scores..

Strategy1:

Mainstreaming Resource Students - Educators have long known the benefits of inclusion for special education students. Besides providing special education students with a more stimulating academic and social environment, the Individuals with Disabilities Education Act states that students must be provided an education in the "least restrictive environment," often determined to be the regular classroom. IEPs must reflect the least restrictive environment for students in social studies and science classrooms. Both regular and special education teachers will collaborate and plan for the mainstreaming of resource students.

Category: Continuous Improvement

Research Cited: Lev Vygotsky's constructivist theory

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The first step in mainstreaming special education students is for the special education teacher to meet with the general education teachers. After learning about the procedures and expectations in the various general education classrooms, special education teachers can share information about the student to be mainstreamed. Together, the teachers can decide which classrooms are best suited to begin the mainstreaming effort. Special Education teachers can then plan for transitioning students to regular education classrooms	Other - Planning and Collaboration	10/01/2015	09/30/2016	\$0 - No Funding Required	Curriculum Resource Administrator, Principal, and TELs

Strategy2:

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

KDE Comprehensive School Improvement Plan

East Jessamine High School

Activity - Monitoring/PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Systematic Problem Solving team (SPS) will meet regularly (every 12 weeks) to discuss the effectiveness and fidelity of interventions and strategies. Members of SPS will consist of intervention and support teachers, CRA, and one math and ELA teacher. The CRA will facilitate the SPS and lead the teachers through the data analysis and policy and procedure updates. Documentation from each meeting will be required.	Policy and Process	08/12/2015	09/30/2016	\$2000 - General Fund	Curriculum Resource Administrator, Principal, and Director of Secondary Education

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:

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)

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 instruction.	Professional Learning	08/12/2015	11/30/2015	\$0 - No Funding Required	Curriculum Resource Administrator, Principal, and TELs

Goal 3:

Increase the percentage of students who are college and career ready from 67% to 85% by 2017.

Measurable Objective 1:

collaborate to increase CCR for all students 56.9% to 81.4% by 05/31/2017 as measured by CCR assessments.

Strategy1:

SY 2015-2016

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KDE Comprehensive School Improvement Plan

East Jessamine High School

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

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 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

increase student growth for students with disabilities' combined reading and math proficiency ratings from 9.4% to 27.5% by 09/30/2016 as measured by EOC/KPREP reading and math scores..

KDE Comprehensive School Improvement Plan

East Jessamine High School

Strategy1:

Mainstreaming Resource Students - Educators have long known the benefits of inclusion for special education students. Besides providing special education students with a more stimulating academic and social environment, the Individuals with Disabilities Education Act states that students must be provided an education in the "least restrictive environment," often determined to be the regular classroom. IEPs must reflect the least restrictive environment for students in social studies and science classrooms. Both regular and special education teachers will collaborate and plan for the mainstreaming of resource students.

Category: Continuous Improvement

Research Cited: Lev Vygotsky's constructivist theory

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The first step in mainstreaming special education students is for the special education teacher to meet with the general education teachers. After learning about the procedures and expectations in the various general education classrooms, special education teachers can share information about the student to be mainstreamed. Together, the teachers can decide which classrooms are best suited to begin the mainstreaming effort. Special Education teachers can then plan for transitioning students to regular education classrooms	Other - Planning and Collaboration	10/01/2015	09/30/2016	\$0 - No Funding Required	Curriculum Resource Administrator, Principal, and TELs

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and CRA will conduct weekly walk-throughs with a focus on engagement of Special Education students in instructional activities, and how teachers are making instructional adjustments and providing feedback to Special Education students in the pilot classroom. The Special Education Consultant along with the Special Education TEL will monitor the adjustments /changes needed in IEPs.	Policy and Process	10/01/2015	09/30/2016	\$0 - No Funding Required	Principal, Curriculum Resource Administrator, and TELs

Activity - Development and Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers and regular education teachers who will be collaborating will participate in site visits, action research (pilot classroom), and professional reading.	Professional Learning	10/01/2015	09/30/2016	\$2000 - General Fund	Director of Special Education and Curriculum Resource Administrator

Strategy2:

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

KDE Comprehensive School Improvement Plan

East Jessamine High School

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)

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. Results of student work for special education students will be compared to that of the other students to determine areas of strength and growth to close the gap.	Other - Planning and Collaboration Professional Learning	10/01/2015	09/30/2016	\$0 - No Funding Required	Curriculum Resource Administrator, Principal, and TELs

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	09/10/2015	09/30/2016	\$0 - No Funding Required	TELs and Curriculum Resource Administrators

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Winter and spring reading MAP data for Special Education students will be analyzed for spring-to-winter and spring-to-spring growth. 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 Special Education students in instructional activities, and how teachers are making instructional adjustments and providing feedback to Special Education students based on formative assessment results.</p> <p>The TEL will lead monthly student-work analysis sessions with the department on reading-based formative assessments, with a focus on the performance of Special Education students.</p>	Policy and Process	09/10/2015	09/30/2016	\$0 - No Funding Required	Principal, Curriculum Resource Administrator, and TEL

Strategy3:

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

KDE Comprehensive School Improvement Plan

East Jessamine High School

Category: Continuous Improvement

Research Cited: Center for Response to Intervention and RTI Intervention

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	09/30/2016	\$12000 - Other	Curriculum Resource Administrator, Principal, and Director of Secondary Education

Activity - Monitoring/PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Systematic Problem Solving team (SPS) will meet regularly (every 12 weeks) to discuss the effectiveness and fidelity of interventions and strategies. Members of SPS will consist of intervention and support teachers, CRA, and one math and ELA teacher. The CRA will facilitate the SPS and lead the teachers through the data analysis and policy and procedure updates. Documentation from each meeting will be required.	Policy and Process	08/12/2015	09/30/2016	\$2000 - General Fund	Curriculum Resource Administrator, Principal, and Director of Secondary Education

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

Goal 1:

Increase the average freshman graduation rate from 88.7.5% to 91.3% by 2017.

Measurable Objective 1:

improve graduation rate of East Jessamine High students from 89.5 to 92% by 05/31/2017 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

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

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 67% to 85% by 2017.

Measurable Objective 1:

collaborate to increase CCR for all students 56.9% to 81.4% by 05/31/2017 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 - 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

KDE Comprehensive School Improvement Plan

East Jessamine High School

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

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

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

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
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	Every year teachers and administration meet to analyze current school data (actually teachers and administration meet more than once a year) and make school wide program and academic decisions. Committees are meeting regularly as well to make better decisions about our programs. TEL, Brightbytes, and Val-Ed surveys are administered and analyzed as well.	

Label	Assurance	Response	Comment	Attachment
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	Our focus has been on the Gradual Release of Responsibility for our instructional strategy and increasing the use of formative assessments for increasing student achievement. Programs making an impact on our core academics has been Reading Plus and ALEKS	

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

Label	Assurance	Response	Comment	Attachment
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	Reading Plus for our lower achieving readers ALEKS for our lower achieving math students Reading Plus and ALEKS are both required for Resource 9th and 10th grade students	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	The district helps support each individual school in this process by attending job fairs and providing first year teachers support through J-Team.	

KDE Comprehensive School Improvement Plan

East Jessamine High School

Label	Assurance	Response	Comment	Attachment
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		

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		

KDE Comprehensive School Improvement Plan

East Jessamine High School

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		

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		

KDE Comprehensive School Improvement Plan

East Jessamine High School

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		

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		

KDE Comprehensive School Improvement Plan

East Jessamine High School

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		

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		

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?

Students, teachers, administrators, district representatives

Relationship Building

Overall Rating: 1.29

	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 that teacher/parent relationships are limited to discipline issues and/or reports of poor academic performance.	Novice

	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 has limited involvement with parents of new and ESL students.	Novice

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents report that school staff makes little effort to welcome parents or community members when they visit the school.	Novice

	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 receive information on school activities and are invited to conference if child is not doing well.	Novice

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	Most communication from administrators is regarding safety and discipline issues.	Novice

	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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 1.71

	Statement or Question	Response	Rating
3.1	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 uses only one-way communication with parents to inform them about student work. (For example, student report cards and behavior reports.)	Novice

	Statement or Question	Response	Rating
3.2	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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff rarely provides general information to the community about academic expectations of students.	Novice

	Statement or Question	Response	Rating
3.4	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

	Statement or Question	Response	Rating
3.5	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

	Statement or Question	Response	Rating
3.6	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

KDE Comprehensive School Improvement Plan

East Jessamine High School

	Statement or Question	Response	Rating
3.7	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: 1.14

	Statement or Question	Response	Rating
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.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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 action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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.	Staff and parents have no knowledge of authentic participation.	Novice

KDE Comprehensive School Improvement Plan

East Jessamine High School

	Statement or Question	Response	Rating
4.7	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: 2.5

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
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 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).	Proficient

	Statement or Question	Response	Rating
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 council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	Statement or Question	Response	Rating
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 makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	Statement or Question	Response	Rating
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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 1.67

	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.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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.	Apprentice

	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 provides parents with information about their child's academic progress and the progress of the school.	Apprentice

	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 exhibits some student work with scoring guide and proficient level work.	Apprentice

	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 some information to parents to learn how to support their child's learning.	Novice

	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 allows parents access to most classrooms by appointment only.	Apprentice

	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.	There is little or no development of parent leaders.	Novice

Community Partnerships

Overall Rating: 1.33

	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 informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	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.	After school programs are offered to some students.	Novice

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	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.	Staff sometimes collaborates with community agencies to address general student academic needs.	Novice

	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 are given information about community resources from school program coordinators or school staff.	Novice

	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

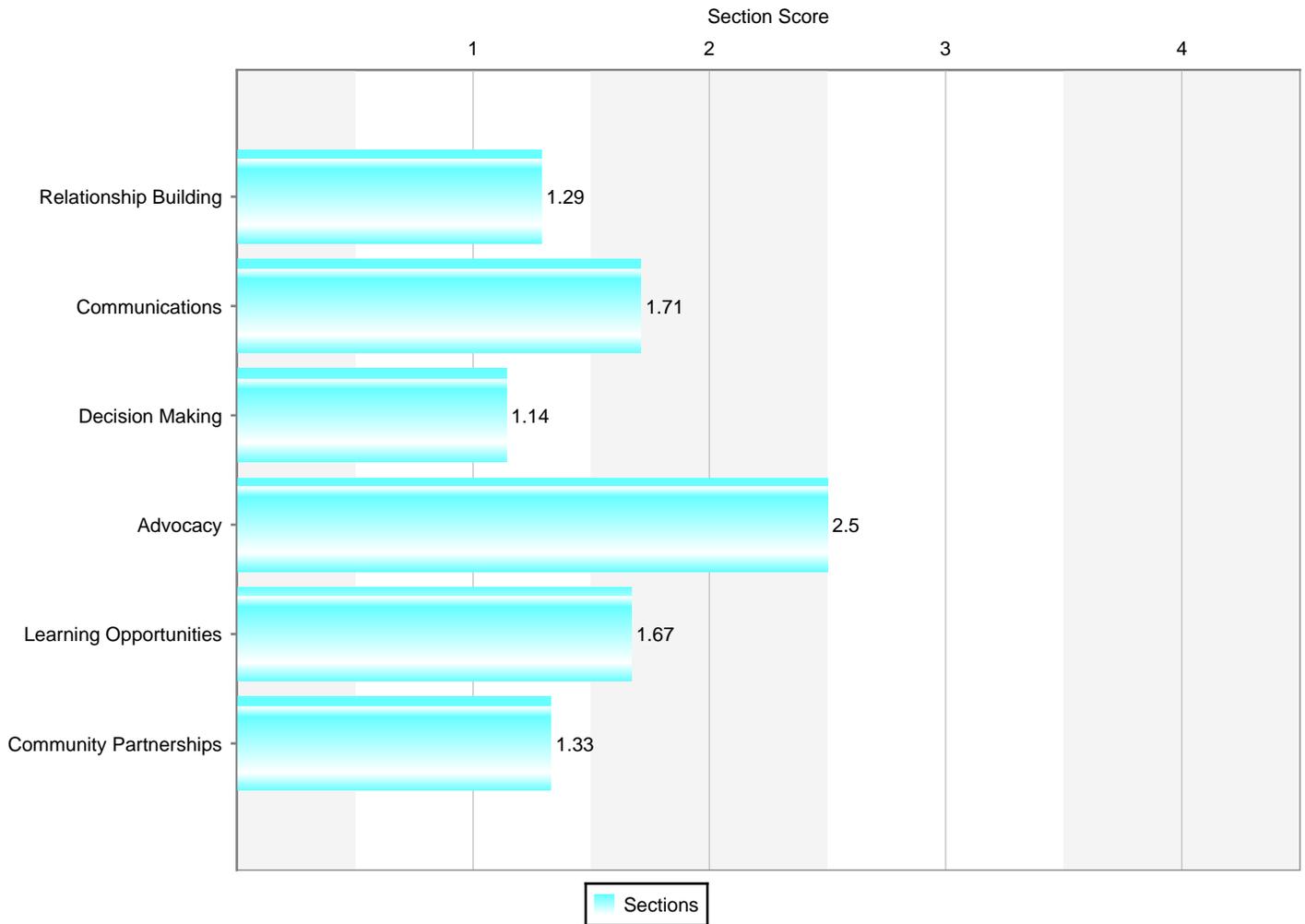
Reflection

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

East Jessamine High has not done enough 'out-reach' and could easily complete a few small activities that would open the doors to parents and community members. Creating opportunities during Open House for parents to learn more about our programs, to offer college and career night, or even Freshman Parent Orientation. All could be available for community members as well.

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.

Aaron Etherington, new Principal, started a monthly meeting at lunch time with students to ask what they thought was working at East High and what improvements were needed. Students were randomly selected and offer a good representation of students enrolled.

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.

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

Students- GAP group representation and accelerated students- giving feedback

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

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.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	No	Will be presented at the next SBDM meeting, November 19th	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	No	Will be presented for approval on November 19, 2015	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes	Updated EMP will be given to first responders in December	

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	Update November 19, 2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	New EMP will be presented at the December Faculty Meeting	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

KDE Comprehensive School Improvement Plan

East Jessamine High School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Fire Marshal conducted walk-through September 30, 2015	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	All emergency response drills were completed by September 11, 2015 and reviewed on September 14, 2015	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	Admin team conducted an analysis of the Equity tab during District Administrative Retreat on November 3, 2015.	

What are the barriers identified?

Community perception of East High- some of the reasons are: 'not my school, I graduated from Jessamine High so that is West', 'East is not focused on academics, West has more College going students while East has more Career', 'East High kids are trouble.' These are all comments teachers, staff, and students have heard over the years.

Teacher communication with parents- lack of ownership, not taking responsibility of making contact with parents

What sources of data were used to determine the barriers?

- TEL survey
- Conferences with teachers
- School Report Card

What are the root causes of those identified barriers?

Teacher/Parent Communication- Lack of communication plan and not having an expectation for parent contact.

Community perception- Historically the perception of East has been lower than of our counterpart at West.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

Vast majority of teachers are accomplished or exemplary.

Evaluators need to calibrate to determine if performance ratings are an actual reflection of classroom instruction/practice.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

This year East Jessamine fully implemented Response to Intervention (RTI). Students who were performing lower than their peers in reading and math were assigned to either an intervention or support class. Enrichment was also provided for students not reaching benchmark for CCR. English IV Math IV, and CCR classes were created to support the students. Non-duplicated gap students are monitored and in all of the classes listed and in EOC courses. All teachers are highly qualified in these areas as well.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

All teachers are highly qualified at East Jessamine High.

Student achievement data is collected and tracked. Data collected: EXPLORE, KPrep, PLAN, ACT, MAP, EOC, summative assessments, attendance, and behavior. Data is then used for placement in intervention, support, and enrichment courses. Non-duplicated GAP students are identified and monitored in all classes.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

The analysis of student data drives the master schedule. Intervention, support, enrichment, and advance placement numbers are taken into consideration when developing our master schedule and hiring of staff to fill those spots.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

All teachers of Exceptional Children and Youth are hired with certification in that area or are enrolled in a program to receive certification.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

First year teachers are provided district level support and mentors.

Seasoned teachers are allowed the opportunity for leadership and further professional development to increase their capacity.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

First year teachers are assigned a team (KY Teacher Internship Program) that consists of an administrator, a master teacher, and a university rep who will meet 4 times with the intern during the course of one school year to provided feedback from observations.

New to district and first year teachers are also provided mentors from the district.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

Teachers who score an effectiveness rating below accomplished are put on professional support plan. The support plan will then provide resources to be successful.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

TELL survey results are being analyzed and used to support teachers in their work environment. For example, teachers expressed concern over lack of voice in the decision making process so this year committees have been formed to address attendance, safety, scheduling, curriculum, CCR, Program Review, and advisory.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

See CSIP for the objectives, strategies, and activities related to the following goals:

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

Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Increase the percentage of students who are college and career ready from 67% to 85% by 2017.