



KDE Comprehensive School Improvement Plan

Jackson County High School

Jackson County

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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.

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Executive Summary

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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.

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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?

Jackson County High School is a rural school located in Southeastern Kentucky. McKee is the county seat, with a population of around 1,000. The county itself has close to 12,500 residents. The entire county has one traffic light and in many instances a four-way stop would suffice. An interesting fact is that almost 13,000 acres of the county is comprised of the Daniel Boone National Forest. There is very little industry in the county and those that do have good jobs usually have to drive out of the county to work. JCHS currently serves 638 students in grades 9-12. Sixteen percent of the population is classified as being in special education. Over 99 percent of the student population is white. This is also true of the staff of the school and the community as a whole. There are several teachers that drive from other counties to work here, such as Laurel, Clay, Madison and Estill. The biggest challenge faced by the school is the socioeconomic status of the county. Over seventy percent of our students qualify for free or reduced lunch and thirty percent of the population lives below the poverty line. Because the socioeconomic status is so low, JCHS is a Title 1 school. All of our students receive free meals. Having to overcome the low socioeconomic status is a hurdle because education isn't valued as much here as most other counties. Very few of our students attend college and a small percentage of those actually graduate. Unfortunately, many of those students who graduate from college do not come back and contribute to the county. Since moving to the new school in 2012-13, the school hasn't experienced any major changes.

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.

Jackson County High School's mission is to ensure that all graduating students are college or career ready and become productive members of society. The staff believe that "With Students First, We All Succeed." The school embodies this purpose by offering a rigorous academic core curriculum, which includes advanced placement courses. The school is also very cognizant of making sure students are career-ready also, so an increasing number of students have a career skill upon graduating. The students have access to the Jackson County Area Technical Center and School-to-Work opportunities. In addition, students have the opportunity to participate in a variety of extracurricular activities. The JCHS staff is committed to providing all students with a well-rounded, high quality education.

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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.

One notable achievement is consistently increasing our PLAN and ACT scores. The students have much more buy-in on the importance of these tests than they did in the past. The overall attendance rate has also increased. Our K-Prep scores have increased each year. An achievement that the staff is very proud of is that the percentage of students being college or career ready has increased each of the last three years. There are areas for improvement. Over the next three years the school hopes to reduce the number of students scoring novice in the Achievement category, increase our gap score and have the gap students perform as well as our non-gap students. The school will accomplish this by disaggregating its test data and devise strategies to improve in those areas. The CSIP will include these strategies.

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Additional Information

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

JCHS strives to ensure educational equality by providing all students, regardless of race, disability, gender or socioeconomic status, with equitable educational opportunities. This is accomplished in a variety of ways, including but not limited to, professional development activities for all staff which address equity/diversity issues and instructional materials which are monitored to ensure that they address diversity in gender, disability, ethnicity and culture.

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Goals and Plans (2014-15)*

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Overview

Plan Name

Goals and Plans (2014-15)*

Plan Description

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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	College and Career Readiness: Increase the percentage of students who are college and career ready from 34% to 68% by 2015	Objectives: 1 Strategies: 5 Activities: 18	Organizational	\$80500
2	Gap: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$180000
3	Graduation Rate: Increase the average freshman graduation rate from 76% to 90% by 2015	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$15000
4	Achievement	Objectives: 1 Strategies: 2 Activities: 9	Organizational	\$11500
5	Learning Environment	Objectives: 4 Strategies: 7 Activities: 22	Organizational	\$19000
6	Efficiency	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$2000
7	Principal/Teacher Effectiveness	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$0

Goal 1: College and Career Readiness: Increase the percentage of students who are college and career ready from 34% to 68% by 2015

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the college and career ready percentage from 54.1% to 58.5% by 05/15/2015 as measured by the Unbridled Learning CCR formula..

Strategy 1:

Career Readiness Intervention - School officials will use data from career readiness assessments to determine which students require remediation and then implement the appropriate interventions.

Category:

Activity - Career Preparatory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify students who are career preparatory so they can take the WorkKeys and Skills Standards assessments. (KCMP13; SWP2)	Career Preparation/Orientation	08/08/2014	12/19/2014	\$0	No Funding Required	curriculum specialist
Activity - Career Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer career readiness assessments, such as WorkKeys and KOSSA, for career preparatory students. (KCMP13; KCMP14; SWP2)	Career Preparation/Orientation	12/01/2014	05/01/2015	\$500	Perkins	CTE Teachers, Principal, curriculum specialist
Activity - Align CTE Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Align CTE curriculum with KOSSA, industry certification standards and common core standards. (SWP4; KCMP9)	Career Preparation/Orientation	08/07/2014	08/03/2015	\$0	No Funding Required	principal, CTE teachers, curriculum specialist, district curriculum coordinator
Activity - WorkKeys Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once students have completed their first WorkKeys test, their results will be analyzed to see with areas they will need remediation. Once the areas have been identified, they will receive remediation.	Tutoring	12/05/2014	04/15/2015	\$0	No Funding Required	ATC principal, JCHS principal, curriculum specialist

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Activity - School Website Career Pathways Addition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school's website will add a link that allows parents and teachers to access which pathways the school offers and the suggested courses for completing that pathway.	Career Preparation/Orientation	12/01/2014	05/15/2015	\$0	No Funding Required	Sandra Murray

Strategy 2:

Academic and Career Advising - Students will receive advising on academic and career options by stakeholders.

Category: Career Readiness Pathways

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, promote, and implement Operation Preparation for 10th grade students. (SWP2; KCMP1; KCMP 2; KCMP 13; KCMP14)	Career Preparation/Orientation	01/02/2014	06/02/2014	\$0	No Funding Required	District personnel to coordinate volunteers

Activity - Post-Secondary Academic Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A post secondary academic specialist will provide information to students about their college and career options and inform them of what they must do to attain their goals. (KCMP1; KCMP2; KCMP13; KCMP14; SWP2; PN)	Career Preparation/Orientation	08/08/2012	06/26/2015	\$45000	Other	new post-secondary academic specialist

Activity - Explaining PLAN Results to Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance counselor and curriculum specialist will meet with all sophomores that took the PLAN test and explain their scores to them. Focus will be on the purpose of PLAN and importance of meeting benchmarks. (KCMP3)	Other	09/08/2014	11/21/2014	\$0	No Funding Required	guidance counselor, curriculum specialist

Activity - ILP Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JCHS students' ILP progress will be monitored twice a year for completion status. (KCMP13; SWP2)	Policy and Process	08/07/2014	06/01/2015	\$0	No Funding Required	curriculum coordinator

Activity - ILP Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will be trained on the ILP. (KCMP13; SWP4)	Professional Learning	08/08/2013	06/02/2014	\$0	No Funding Required	curriculum coordinator

Strategy 3:

Acceleration - Increase opportunities for students to be college-ready through acceleration programs.

Category:

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Activity - AdvanceKY	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue participation in the AdvanceKY program. (AK; SWP2; KCMP3)	Professional Learning	08/08/2012	05/28/2015	\$0	No Funding Required	Principal and Curriculum Specialist

Activity - Achievement Counselor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An achievement counselor will recruit students for the AP program and provide support for them to achieve success. (I3; AK; SWP2; SWP10)	Academic Support Program	08/08/2014	05/21/2015	\$35000	Other	achievement counselor

Strategy 4:

College Readiness Intervention - Students who did not reach benchmark in English, reading and math on the ACT will be provided a remediation course so they can take a college placement exam.

Category:

Activity - Identify Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify students who did not reach benchmark on ACT in English, reading or math. (SWP2; KCMP13)	Other	08/07/2014	06/01/2015	\$0	No Funding Required	Principal, Guidance Counselor, Curriculum Specialist

Activity - Remediation Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not reach college readiness benchmarks will be placed in remediation courses. (SWP2; SWP9; KCMP13)	Academic Support Program	08/07/2014	06/01/2015	\$0	No Funding Required	Guidance Counselor, Curriculum Specialist

Activity - College Placement Exams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide college placement assessments for students who do not meet benchmark scores on ACT and have completed an intervention. (SWP2; KCMP13)	Other	01/02/2015	05/22/2015	\$0	No Funding Required	Guidance Counselor, Curriculum Specialist

Strategy 5:

Program Review - The practical living/career studies program review will be monitored to ensure that students are receiving the appropriate CTE instruction. SBDB will receive a report on a bi-annual basis.

Category:

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Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE teachers will analyze the results from 2013-14 practical living/career studies program review results to make instructional decisions. (SWP 4)	Other	11/14/2014	01/09/2015	\$0	No Funding Required	CTE teachers, curriculum coordinator, principal

Activity - PD for New Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will receive professional development on the program review process and what their responsibilities are. (SWP4)	Professional Learning	08/07/2014	05/15/2015	\$0	No Funding Required	curriculum specialist

Activity - School Wellness Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school health committee will begin implementing the school wellness policy across the curriculum. (SWP2; SWP4)	Policy and Process	08/07/2014	05/15/2015	\$0	No Funding Required	Dean Rader

Goal 2: Gap: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.3% to 46.9% by 05/22/2015 as measured by K-PREP..

Strategy 1:

Best Practice - Teachers will analyze appropriate data to inform instruction in English 10, United States History, Algebra 2 and Biology.

Category:

Activity - PLAN Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize 2013 PLAN data to inform instruction for Biology and English 10. (KCMP3; SWP8)	Other	08/07/2014	12/19/2014	\$0	No Funding Required	EOC teachers

Activity - ThinkLink Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize ThinkLink BOY/MOY data to inform instruction in English 10, Biology and Algebra 2. (SWP8; KCMP3)	Other	08/07/2014	05/29/2015	\$0	No Funding Required	EOC teachers

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Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize formative assessments that are "Quality Core" like to inform instruction. (KCMP3)	Other	08/07/2014	05/29/2015	\$0	No Funding Required	EOC Teachers, Curriculum Specialist
Activity - Quality Core Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze quality core reports to identify curricular and instructional gaps. (SWP8; KCMP3)	Other	08/07/2014	12/19/2014	\$0	No Funding Required	EOC teachers, Curriculum Specialist
Activity - PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning communities will be used for teachers to collaborate on analyzing data and modifying instruction to meet the needs of all students. (SWP8; KCMP3)	Policy and Process	08/07/2014	05/22/2015	\$0	No Funding Required	PLC leaders, principal, curriculum coordinator
Activity - Full Inclusion Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue using full inclusion model for special education students when possible. (SWP2; KCMP3; KCMP5)	Other	08/07/2014	05/29/2015	\$0	No Funding Required	principal, guidance counselor, curriculum coordinator

Strategy 2:

Targeted Interventions - At-risk students who have failed at least two courses will receive additional support by assigned personnel. Teachers will also increase the amount of differentiation in their classrooms to meet the needs of all students.

Category:

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase the amount of differentiated instruction that occurs within their classrooms. (KCMP3; SWP2; SWP3)	Other	08/08/2014	05/29/2015	\$0	No Funding Required	all JCHS teachers, principal
Activity - Teacher to Student Ratio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire additional math and language arts teachers to decrease class sizes. (SWP5; SWP10; KCMP3)	Class Size Reduction	08/07/2014	05/22/2015	\$180000	Title I Part A	Title I Coordinator

Goal 3: Graduation Rate: Increase the average freshman graduation rate from 76% to 90% by 2015

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the average freshman graduation rate from 77.4% to 89.4% by 05/29/2015 as measured by the graduation formula..

Strategy 1:

Career Readiness Pathway - Teachers and administrators will use the students' individual learning plans to help them set a career pathway. By having the student focused on a career, he or she should be more focused on completing school.

Category:

Activity - Students' Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 10th grade students will declare a career pathway by the end of their sophomore year. (KCMP13; SWP2)	Career Preparation/Orientation	01/02/2015	05/21/2015	\$0	No Funding Required	Counselors, Principals, Teachers
Activity - Advisory Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisory teachers will meet individually with all their advisory students annually and discuss their ILP's and whether or not the students are achieving their goals. (KCMP13)	Career Preparation/Orientation	08/08/2013	06/02/2014	\$0	No Funding Required	Principal, Advisory Teachers
Activity - Career Pathway Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once students have chosen a career pathway, monitor their progress from the end of their sophomore year to the beginning of their senior year to ensure they are scheduling for the correct classes.	Policy and Process	01/02/2015	05/15/2015	\$0	No Funding Required	curriculum specialist, CTE teachers, guidance counselor

Strategy 2:

Intervention - At-risk students for dropping out will be identified and each one will have an intervention.

Category:

Activity - Persistence to Graduation Tool Kit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The persistence to graduation tool kit will be used to identify at-risk students for dropping out. Also, resources provided by the tool kit will be implemented as interventions. (KCMP2; SWP2)	Other	08/07/2014	05/22/2015	\$0	No Funding Required	guidance counselor, principal, curriculum specialist
Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have fallen behind in their credits will be able to earn credit through credit recovery. The program that will be used will be APEX. (KCMP1; KCMP2; KCMP3; SWP2)	Academic Support Program	08/08/2014	05/22/2015	\$10000	Title I Part A	Principal, Guidance Counselor
Activity - Freshman Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a two day freshman academy for students to become familiar with the policies and expectations of being a high school student. (SWP2; KCMP13)	Other	08/08/2012	06/26/2015	\$5000	Other	principal, freshman academy coordinator

Goal 4: Achievement

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to decrease the number of students who score novice in the EOC areas of English 10, Biology, Algebra II and United States History by 06/01/2015 as measured by end of course assessments as reflected by the school report card.

Strategy 1:

Best Practice - Students will be exposed to more end-of-course material and the rigor will increase by using laying the foundation lessons.

Category:

Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Biology, United States History, Algebra 2 and English 10 courses will use summative and formative assessments that are EOC like. (KCMP3)	Other	08/07/2014	05/29/2015	\$0	No Funding Required	EOC teachers, principal, curriculum coordinator
Activity - Laying the Foundation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science, math and English teachers will incorporate LTF lessons into their daily instruction. (AK; SWP2; SWP3)	Other	08/07/2014	05/29/2015	\$0	No Funding Required	all math, science and English teachers

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Activity - EOC Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All EOC teachers will analyze EOC results from the 2012-13 school year to identify curriculum gaps. (KCMP3; SWP8)	Policy and Process	08/08/2014	12/19/2014	\$0	No Funding Required	EOC teachers, curriculum specialist
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide time for teachers to share their professional development experiences with their colleagues in PLC's. (SWP4)	Professional Learning	08/08/2014	05/29/2015	\$0	No Funding Required	principal, curriculum coordinator
Activity - PD Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development coordinator will monitor the implementation of LDC and LTF activities within classrooms and provide feedback to the teachers. (PN; AK; SWP2)	Policy and Process	08/07/2014	05/15/2015	\$11500	Other	David Lunsford

Strategy 2:

Program Reviews - The writing and arts and humanities program reviews will be used to monitor the quality of writing and arts and humanities instruction that is occurring across the curriculum. A report will be provided to SBDM on a bi-annual basis.

Category:

Activity - Writing Submissions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will document program writing evidence into their students' ILP's. (KCMP3)	Policy and Process	08/07/2014	05/29/2015	\$0	No Funding Required	all JCHS teachers, principal
Activity - Arts and Humanities Submissions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When applicable, all teachers will document the integration of the arts into their curriculum for the arts and humanities program review. (KCMP3)	Policy and Process	08/07/2014	05/29/2015	\$0	No Funding Required	arts and humanities teachers and others as applicable
Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze the reports from the writing and arts and humanities program reviews to make instructional decisions. (SWP8)	Other	08/07/2014	12/19/2014	\$0	No Funding Required	curriculum coordinator

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Activity - Arts Integration PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be given the opportunity to participate in professional development that focuses on integrating arts into the classroom. (SWP4)	Professional Learning	08/07/2014	12/19/2014	\$0	No Funding Required	curriculum specialist, art teacher

Goal 5: Learning Environment

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to create a learning environment that meets the needs of all stakeholders at Jackson County High School by 05/29/2015 as measured by survey data received from all stakeholders..

Strategy 1:

Parental Involvement - The school will continue old strategies and incorporate new strategies to increase parent involvement at Jackson County High School.

Category:

Activity - Progress Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Send home 9 weeks report cards so parents can see progress of their children. (SWP6; KCMP3)	Parent Involvement	08/07/2014	05/29/2015	\$0	No Funding Required	principal

Activity - Title One	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to utilize to the Title 1 parent involvement program to keep parents informed and involved with their child's success. (SWP6; SWP10)	Parent Involvement	08/07/2014	05/29/2015	\$0	Title I Part A	Title I Coordinator

Activity - FAFSA Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance counselor will hold an annual meeting where parents can come and get help filling out their child's FAFSA documents. (SWP6)	Parent Involvement	08/07/2014	05/29/2015	\$0	Other	Randi Moore

Activity - Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hold an annual open house where parents can come to school to meet with teachers about their child's progress. This will also be used as a time for parents to collaborate with their child's ILP. (SWP6)	Parent Involvement	08/07/2014	05/29/2015	\$500	Title I Schoolwide	principal, curriculum coordinator

Activity - Freshmen Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Hold an open house for freshmen and their parents before their first day of high school so they can meet with their teachers and become familiar with the surroundings of the high school. (SWP6; KCMP13)	Parent Involvement	08/07/2014	08/29/2014	\$500	Title I Schoolwide	principal, curriculum coordinator, guidance counselor
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Activity - Infinite Campus Messenger	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use infinite campus messenger to keep parents informed of important events that are occurring within the school. (SWP6)	Parent Involvement	08/07/2014	05/29/2015	\$4000	Other	Rhonda Thompson

Activity - School Facebook Page	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will use the school Facebook page to disseminate information about school events to parents and the community. (SWP6)	Parent Involvement	08/07/2014	05/29/2015	\$0	No Funding Required	principal

Activity - Parent ILP Tab on Webpage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A tab will be added to the school's webpage that informs parents on how they can be more involved with their child's ILP.	Parent Involvement	12/02/2014	05/15/2015	\$0	No Funding Required	Sandra Murray

Strategy 2:

School Safety - KYCID will take an active role in addressing discipline strategies that can be used to improve the learning environment of the school. Also, the school will participate in a safe schools audit to find areas of concern.

Category:

Activity - KYCID	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue involvement in the KYCID program. (SWP10; KCMP4)	Behavioral Support Program	08/08/2013	05/29/2015	\$2000	Title I Part A	dean of students

Activity - Bullying/Suicide Prevention PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive training on bullying and suicide prevention. (SWP4)	Professional Learning	08/07/2014	09/26/2014	\$0	No Funding Required	dean of students

Activity - State Mandatory Drills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JCHS will complete all mandatory safety drills required by the state in a timely manner and evaluate each drill to make it more efficient.	Policy and Process	08/07/2014	05/29/2015	\$0	No Funding Required	dean of students

Strategy 3:

Intervention - Students will participate, depending on need, in the extended school services program, summer school or credit recovery. All of these programs will be

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used to help meet the needs of all students.

Category:

Activity - Gear-Up Tutors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Offer in school tutoring for students in 9th and 10th grade English and math classes. (SWP2; SWP9; SWP10; KCMP1; KCMP2; KCMP3; PN)	Academic Support Program	08/07/2014	05/29/2015	\$10000	Grant Funds	principal, Gear-Up Coordinator

Activity - School Nurse	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a school nurse to meet the health needs of all students. (SWP10)	Other	08/07/2014	05/29/2015	\$0	No Funding Required	principal

Activity - Comp Care Psychologist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide comp care psychologist to meet the social and emotional needs of students. (SWP10)	Other	08/07/2014	05/29/2015	\$0	No Funding Required	principal

Strategy 4:

Teacher Involvement - A process will be put in place to include teachers more in the school budget and PD planning.

Category:

Activity - Annual Budget	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be sent an e-mail twice a year asking them to submit a budget request to the SBDM. They will also be invited to attend the SBDM meetings that address the annual budget. (SWP8)	Policy and Process	08/07/2014	05/29/2015	\$0	No Funding Required	principal

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will meet with each department to receive input on their professional development needs. (SWP4; SWP10)	Policy and Process	08/08/2014	05/29/2015	\$0	No Funding Required	principal

Activity - Teacher Input	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be more involved in the creating of the CSIP. They will analyze the data in a PLC and identify the strengths and areas of concern. Afterwards, they will provide their input on ways to improve the areas of concern.	Other	08/07/2014	12/12/2014	\$0	No Funding Required	curriculum specialist, principal

Measurable Objective 2:

collaborate to increase the amount of student health awareness by 05/29/2015 as measured by the number of school sponsored student activities.

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Strategy 1:

Health Awareness - The school will sponsor several activities to increase student awareness of mental and physical health.

Category:

Activity - Suicide/Bullying Prevention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive information on suicide prevention and bullying awareness.	Behavioral Support Program	08/08/2013	06/02/2014	\$0	No Funding Required	Dean of Students

Activity - Red Ribbon Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will sponsor a red ribbon week to make students more aware of the dangers of using drugs. Several activities will occur throughout the week, including a door decorating contest.	Other	08/07/2014	05/15/2015	\$0	No Funding Required	youth services coordinator

Activity - Running Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide the opportunity for students to join a running club. The school will also pay for students to participate in running events throughout the year. (PN)	Extra Curricular	08/07/2014	05/15/2015	\$2000	Other	principal

Measurable Objective 3:

collaborate to implement the district policy on attracting highly qualified teachers and minorities to JCHS by 06/02/2014 as measured by the number of highly qualified and minority teachers on staff.

Strategy 1:

Highly Qualified Teachers - JCHS will follow the district policy for attracting highly qualified and minority teachers.

Category: Other - highly qualified teachers

Activity - District Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JCHS will follow the district's policy for attracting high qualified and minority teachers.	Policy and Process	08/07/2014	08/03/2015	\$0	No Funding Required	principal

Measurable Objective 4:

collaborate to work with the Title I District Coordinator to integrate federal, state and local funds by 06/02/2014 as measured by use of school funds.

Strategy 1:

Title One Coordinator - JCHS staff will work with district title one coordinator to coordinate use of federal, state and local funds.

Category:

Activity - Title 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School administration will work with Title I coordinator to coordinate federal, state and local funds.	Other	08/07/2014	05/15/2015	\$0	No Funding Required	JCHS administration, Title I Coordinator
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Goal 6: Efficiency

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to ensure that school instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture and developing leadership capacity by 05/15/2015 as measured by implementation and impact checks in the CSIP.

Strategy 1:

Monitoring - The school-based decision making council will hear quarterly reports on the progress of the components in the CSIP. Based on these reports, the council will make decisions on what actions need to be taken, if any.

Category:

Activity - I & I Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SBDM will hear quarterly reports on the progress of the activities listed in the CSIP.	Policy and Process	08/14/2014	05/15/2015	\$0	No Funding Required	principal

Strategy 2:

Professional Development - The school's administration and SBDM will participate in professional development activities that will allow them to make informed decisions in regard to the corresponding objective.

Category:

Activity - Administrative Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will attend KLA and KASA meetings as appropriate. (SWP4)	Professional Learning	06/02/2014	05/29/2015	\$2000	Title I Schoolwide	principal

Goal 7: Principal/Teacher Effectiveness

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase teacher capacity for implementation of PGES to 100% by 10/15/2014 as measured by teacher participation..

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Strategy 1:

PEGS Teacher PD - Teachers will attend all meetings about PEGS and its implementation.

Category:

Activity - PEGS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend all meetings that address PEGS and its implementation. (SWP4)	Professional Learning	08/08/2013	07/01/2014	\$0	No Funding Required	principal

Activity - Professional/Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will work with teachers to help them create professional learning goals and student growth goals.	Professional Learning	08/08/2014	11/03/2014	\$0	No Funding Required	principal

Measurable Objective 2:

collaborate to increase principal capacity for implementation of PEGS to 100% by 07/01/2015 as measured by principal participation.

Strategy 1:

PEGS Principal PD - Principal will attend all necessary meetings to become more informed about the PEGS system and its implementation.

Category:

Activity - PEGS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will attend all trainings that deal with PEGS and its implementation. (SWP4)	Professional Learning	08/08/2013	07/01/2014	\$0	No Funding Required	principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Infinite Campus Messeger	Use infinite campus messenger to keep parents informed of important events that are occurring within the school. (SWP6)	Parent Involvement	08/07/2014	05/29/2015	\$4000	Rhonda Thompson
PD Coordinator	Professional development coordinator will monitor the implementation of LDC and LTF activities within classrooms and provide feedback to the teachers. (PN; AK; SWP2)	Policy and Process	08/07/2014	05/15/2015	\$11500	David Lunsford
Running Club	The school will provide the opportunity for students to join a running club. The school will also pay for students to participate in running events throughout the year. (PN)	Extra Curricular	08/07/2014	05/15/2015	\$2000	principal
Post-Secondary Academic Specialist	A post secondary academic specialist will provide information to students about their college and career options and inform them of what they must do to attain their goals. (KCMP1; KCMP2; KCMP13; KCMP14; SWP2; PN)	Career Preparation/Orientation	08/08/2012	06/26/2015	\$45000	new post-secondary academic specialist
FAFSA Night	Guidance counselor will hold an annual meeting where parents can come and get help filling out their child's FAFSA documents. (SWP6)	Parent Involvement	08/07/2014	05/29/2015	\$0	Randi Moore
Freshman Academy	Provide a two day freshman academy for students to become familiar with the policies and expectations of being a high school student. (SWP2; KCMP13)	Other	08/08/2012	06/26/2015	\$5000	principal, freshman academy coordinator
Achievement Counselor	An achievement counselor will recruit students for the AP program and provide support for them to achieve success. (I3; AK; SWP2; SWP10)	Academic Support Program	08/08/2014	05/21/2015	\$35000	achievement counselor
Total					\$102500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Align CTE Curriculum	Align CTE curriculum with KOSSA, industry certification standards and common core standards. (SWP4; KCMP9)	Career Preparation/Orientation	08/07/2014	08/03/2015	\$0	principal, CTE teachers, curriculum specialist, district curriculum coordinator

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College Placement Exams	Provide college placement assessments for students who do not meet benchmark scores on ACT and have completed an intervention. (SWP2; KCMP13)	Other	01/02/2015	05/22/2015	\$0	Guidance Counselor, Curriculum Specialist
Data Analysis	Staff will analyze the reports from the writing and arts and humanities program reviews to make instructional decisions. (SWP8)	Other	08/07/2014	12/19/2014	\$0	curriculum coordinator
Teacher Input	Teachers will be more involved in the creating of the CSIP. They will analyze the data in a PLC and identify the strengths and areas of concern. Afterwards, they will provide their input on ways to improve the areas of concern.	Other	08/07/2014	12/12/2014	\$0	curriculum specialist, principal
Differentiation	Teachers will increase the amount of differentiated instruction that occurs within their classrooms. (KCMP3; SWP2; SWP3)	Other	08/08/2014	05/29/2015	\$0	all JCHS teachers, principal
Suicide/Bullying Prevention	All students will receive information on suicide prevention and bullying awareness.	Behavioral Support Program	08/08/2013	06/02/2014	\$0	Dean of Students
Comp Care Psychologist	Provide comp care psychologist to meet the social and emotional needs of students. (SWP10)	Other	08/07/2014	05/29/2015	\$0	principal
PLAN Analysis	Utilize 2013 PLAN data to inform instruction for Biology and English 10. (KCMP3; SWP8)	Other	08/07/2014	12/19/2014	\$0	EOC teachers
ILP Monitoring	JCHS students' ILP progress will be monitored twice a year for completion status. (KCMP13; SWP2)	Policy and Process	08/07/2014	06/01/2015	\$0	curriculum coordinator
PEGS Training	Principal will attend all trainings that deal with PEGS and its implementation. (SWP4)	Professional Learning	08/08/2013	07/01/2014	\$0	principal
School Website Career Pathways Addition	The school's website will add a link that allows parents and teachers to access which pathways the school offers and the suggested courses for completing that pathway.	Career Preparation/Orientation	12/01/2014	05/15/2015	\$0	Sandra Murray
Remediation Courses	Students who do not reach college readiness benchmarks will be placed in remediation courses. (SWP2; SWP9; KCMP13)	Academic Support Program	08/07/2014	06/01/2015	\$0	Guidance Counselor, Curriculum Specialist
ILP Training	New teachers will be trained on the ILP. (KCMP13; SWP4)	Professional Learning	08/08/2013	06/02/2014	\$0	curriculum coordinator
Full Inclusion Model	Continue using full inclusion model for special education students when possible. (SWP2; KCMP3; KCMP5)	Other	08/07/2014	05/29/2015	\$0	principal, guidance counselor, curriculum coordinator
PD for New Teachers	New teachers will receive professional development on the program review process and what their responsibilities are. (SWP4)	Professional Learning	08/07/2014	05/15/2015	\$0	curriculum specialist
Professional Development	The principal will meet with each department to receive input on their professional development needs. (SWP4; SWP10)	Policy and Process	08/08/2014	05/29/2015	\$0	principal

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PLC's	Professional learning communities will be used for teachers to collaborate on analyzing data and modifying instruction to meet the needs of all students. (SWP8; KCMP3)	Policy and Process	08/07/2014	05/22/2015	\$0	PLC leaders, principal, curriculum coordinator
WorkKeys Remediation	Once students have completed their first WorkKeys test, their results will be analyzed to see with areas they will need remediation. Once the areas have been identified, they will receive remediation.	Tutoring	12/05/2014	04/15/2015	\$0	ATC principal, JCHS principal, curriculum specialist
Parent ILP Tab on Webpage	A tab will be added to the school's webpage that informs parents on how they can be more involved with their child's ILP.	Parent Involvement	12/02/2014	05/15/2015	\$0	Sandra Murray
School Wellness Plan	The school health committee will begin implementing the school wellness policy across the curriculum. (SWP2; SWP4)	Policy and Process	08/07/2014	05/15/2015	\$0	Dean Rader
Progress Reports	Send home 9 weeks report cards so parents can see progress of their children. (SWP6; KCMP3)	Parent Involvement	08/07/2014	05/29/2015	\$0	principal
Data Analysis	CTE teachers will analyze the results from 2013-14 practical living/career studies program review results to make instructional decisions. (SWP 4)	Other	11/14/2014	01/09/2015	\$0	CTE teachers, curriculum coordinator, principal
District Policy	JCHS will follow the district's policy for attracting high qualified and minority teachers.	Policy and Process	08/07/2014	08/03/2015	\$0	principal
PEGS Training	Teachers will attend all meetings that address PEGS and its implementation. (SWP4)	Professional Learning	08/08/2013	07/01/2014	\$0	principal
Students' Career Pathways	All 10th grade students will declare a career pathway by the end of their sophomore year. (KCMP13; SWP2)	Career Preparation/Orientation	01/02/2015	05/21/2015	\$0	Counselors, Principals, Teachers
Identify Students	Identify students who did not reach benchmark on ACT in English, reading or math. (SWP2; KCMP13)	Other	08/07/2014	06/01/2015	\$0	Principal, Guidance Counselor, Curriculum Specialist
EOC Data Analysis	All EOC teachers will analyze EOC results from the 2012-13 school year to identify curriculum gaps. (KCMP3; SWP8)	Policy and Process	08/08/2014	12/19/2014	\$0	EOC teachers, curriculum specialist
Writing Submissions	All teachers will document program writing evidence into their students' ILP's. (KCMP3)	Policy and Process	08/07/2014	05/29/2015	\$0	all JCHS teachers, principal
Arts and Humanities Submissions	When applicable, all teachers will document the integration of the arts into their curriculum for the arts and humanities program review. (KCMP3)	Policy and Process	08/07/2014	05/29/2015	\$0	arts and humanities teachers and others as applicable

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Professional Learning Communities	Provide time for teachers to share their professional development experiences with their colleagues in PLC's. (SWP4)	Professional Learning	08/08/2014	05/29/2015	\$0	principal, curriculum coordinator
Title 1	School administration will work with Title I coordinator to coordinate federal, state and local funds.	Other	08/07/2014	05/15/2015	\$0	JCHS administration, Title I Coordinator
State Mandatory Drills	JCHS will complete all mandatory safety drills required by the state in a timely manner and evaluate each drill to make it more efficient.	Policy and Process	08/07/2014	05/29/2015	\$0	dean of students
Red Ribbon Week	The school will sponsor a red ribbon week to make students more aware of the dangers of using drugs. Several activities will occur throughout the week, including a door decorating contest.	Other	08/07/2014	05/15/2015	\$0	youth services coordinator
Persistence to Graduation Tool Kit	The persistence to graduation tool kit will be used to identify at-risk students for dropping out. Also, resources provided by the tool kit will be implemented as interventions. (KCMP2; SWP2)	Other	08/07/2014	05/22/2015	\$0	guidance counselor, principal, curriculum specialist
Bullying/Suicide Prevention PD	All staff will receive training on bullying and suicide prevention. (SWP4)	Professional Learning	08/07/2014	09/26/2014	\$0	dean of students
Annual Budget	Teachers will be sent an e-mail twice a year asking them to submit a budget request to the SBDM. They will also be invited to attend the SBDM meetings that address the annual budget. (SWP8)	Policy and Process	08/07/2014	05/29/2015	\$0	principal
Career Preparatory	Identify students who are career preparatory so they can take the WorkKeys and Skills Standards assessments. (KCMP13; SWP2)	Career Preparation/Orientation	08/08/2014	12/19/2014	\$0	curriculum specialist
Quality Core Analysis	Analyze quality core reports to identify curricular and instructional gaps. (SWP8; KCMP3)	Other	08/07/2014	12/19/2014	\$0	EOC teachers, Curriculum Specialist
Career Pathway Monitoring	Once students have chosen a career pathway, monitor their progress from the end of their sophomore year to the beginning of their senior year to ensure they are scheduling for the correct classes.	Policy and Process	01/02/2015	05/15/2015	\$0	curriculum specialist, CTE teachers, guidance counselor
Operation Preparation	Develop, promote, and implement Operation Preparation for 10th grade students. (SWP2; KCMP1; KCMP 2; KCMP 13; KCMP14)	Career Preparation/Orientation	01/02/2014	06/02/2014	\$0	District personnel to coordinate volunteers
Formative Assessments	Utilize formative assessments that are "Quality Core" like to inform instruction. (KCMP3)	Other	08/07/2014	05/29/2015	\$0	EOC Teachers, Curriculum Specialist

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Advisory Teachers	Advisory teachers will meet individually with all their advisory students annually and discuss their ILP's and whether or not the students are achieving their goals. (KCMP13)	Career Preparation/Orientation	08/08/2013	06/02/2014	\$0	Principal, Advisory Teachers
Professional/Student Growth Goals	Principal will work with teachers to help them create professional learning goals and student growth goals.	Professional Learning	08/08/2014	11/03/2014	\$0	principal
AdvanceKY	Continue participation in the AdvanceKY program. (AK; SWP2; KCMP3)	Professional Learning	08/08/2012	05/28/2015	\$0	Principal and Curriculum Specialist
Laying the Foundation	All science, math and English teachers will incorporate LTF lessons into their daily instruction. (AK; SWP2; SWP3)	Other	08/07/2014	05/29/2015	\$0	all math, science and English teachers
School Facebook Page	Principal will use the school Facebook page to disseminate information about school events to parents and the community. (SWP6)	Parent Involvement	08/07/2014	05/29/2015	\$0	principal
ThinkLink Analysis	Utilize ThinkLink BOY/MOY data to inform instruction in English 10, Biology and Algebra 2. (SWP8; KCMP3)	Other	08/07/2014	05/29/2015	\$0	EOC teachers
School Nurse	Provide a school nurse to meet the health needs of all students. (SWP10)	Other	08/07/2014	05/29/2015	\$0	principal
Arts Integration PD	All staff will be given the opportunity to participate in professional development that focuses on integrating arts into the classroom. (SWP4)	Professional Learning	08/07/2014	12/19/2014	\$0	curriculum specialist, art teacher
Assessment	Biology, United States History, Algebra 2 and English 10 courses will use summative and formative assessments that are EOC like. (KCMP3)	Other	08/07/2014	05/29/2015	\$0	EOC teachers, principal, curriculum coordinator
Explaining PLAN Results to Students	Guidance counselor and curriculum specialist will meet with all sophomores that took the PLAN test and explain their scores to them. Focus will be on the purpose of PLAN and importance of meeting benchmarks. (KCMP3)	Other	09/08/2014	11/21/2014	\$0	guidance counselor, curriculum specialist
I & I Checks	The SBDM will hear quarterly reports on the progress of the activities listed in the CSIP.	Policy and Process	08/14/2014	05/15/2015	\$0	principal
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
KYCID	Continue involvement in the KYCID program. (SWP10; KCMP4)	Behavioral Support Program	08/08/2013	05/29/2015	\$2000	dean of students
Teacher to Student Ratio	Hire additional math and language arts teachers to decrease class sizes. (SWP5; SWP10; KCMP3)	Class Size Reduction	08/07/2014	05/22/2015	\$180000	Title I Coordinator

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Title One	Continue to utilize to the Title 1 parent involvement program to keep parents informed and involved with their child's success. (SWP6; SWP10)	Parent Involvement	08/07/2014	05/29/2015	\$0	Title I Coordinator
Credit Recovery	Students who have fallen behind in their credits will be able to earn credit through credit recovery. The program that will be used will be APEX. (KCMP1; KCMP2; KCMP3; SWP2)	Academic Support Program	08/08/2014	05/22/2015	\$10000	Principal, Guidance Counselor
Total					\$192000	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Assessments	Administer career readiness assessments, such as WorkKeys and KOSSA, for career preparatory students. (KCMP13; KCMP14; SWP2)	Career Preparation/Orientation	12/01/2014	05/01/2015	\$500	CTE Teachers, Principal, curriculum specialist
Total					\$500	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Gear-Up Tutors	Offer in school tutoring for students in 9th and 10th grade English and math classes. (SWP2; SWP9; SWP10; KCMP1; KCMP2; KCMP3; PN)	Academic Support Program	08/07/2014	05/29/2015	\$10000	principal, Gear-Up Coordinator
Total					\$10000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Administrative Meetings	The principal will attend KLA and KASA meetings as appropriate. (SWP4)	Professional Learning	06/02/2014	05/29/2015	\$2000	principal
Open House	Hold an annual open house where parents can come to school to meet with teachers about their child's progress. This will also be used as a time for parents to collaborate with their child's ILP. (SWP6)	Parent Involvement	08/07/2014	05/29/2015	\$500	principal, curriculum coordinator
Freshmen Orientation	Hold an open house for freshmen and their parents before their first day of high school so they can meet with their teachers and become familiar with the surroundings of the high school. (SWP6; KCMP13)	Parent Involvement	08/07/2014	08/29/2014	\$500	principal, curriculum coordinator, guidance counselor
Total					\$3000	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Objective	collaborate to increase the college and career ready percentage from 54.1% to 58.5% by 05/15/2015 as measured by the Unbridled Learning CCR formula..	Met		December 04, 2014	Gary D Tillery
Activity	Align CTE Curriculum	In Progress		September 30, 2014	Gary D Tillery
Activity	PD for New Teachers	Completed		December 04, 2014	Gary D Tillery
Activity	Operation Preparation	Completed		September 30, 2014	Gary D Tillery
Activity	Career Assessments	Completed		September 30, 2014	Gary D Tillery
Activity	Career Preparatory	Completed		September 30, 2014	Gary D Tillery
Activity	AdvanceKY	In Progress		September 30, 2014	Gary D Tillery
Activity	ILP Training	Completed		September 30, 2014	Gary D Tillery
Activity	Achievement Counselor	Completed		December 04, 2014	Gary D Tillery
Activity	Post-Secondary Academic Specialist	In Progress		September 30, 2014	Gary D Tillery
Activity	School Wellness Plan	Completed		December 04, 2014	Gary D Tillery
Activity	ILP Monitoring	Completed		September 30, 2014	Gary D Tillery
Activity	College Placement Exams	Completed		December 04, 2014	Gary D Tillery
Activity	Data Analysis	Completed		December 04, 2014	Gary D Tillery
Activity	Remediation Courses	Completed		December 04, 2014	Gary D Tillery
Activity	Explaining PLAN Results to Students	Completed		September 30, 2014	Gary D Tillery

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Activity	Identify Students	Completed		December 04, 2014	Gary D Tillery
Goal	Gap: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017		Delivery Targets for 2013-2014: Reading Achievement Gap Targets: F/R Lunch 54.6; SWD 51.3 Math Achievement Gap Target: F/R Lunch 20 Science Achievement Gap Targets: F/R Lunch 26.4; SWD 23.8 Social Studies Achievement Gap Targets: F/R Lunch 34.6; SWD 28.4 Writing Achievement Gap Targets: F/R Lunch 40.5; SWD 27	October 01, 2013	Elizabeth Norris

DRAFT

KDE Needs Assessment

Introduction

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

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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?**

The school is trying to answer which instructional areas are doing well and which ones are in need of improvement. What is working well and what isn't? Are the needs of the students and staff being met? The Unbridled Learning Achievement score was improved from last year, but that was mostly in part to the inclusion of our program reviews. The school exceeded its target in the following academic areas: social studies (all students and gap group) and science (all students and gap). The ACT average was also the highest it had ever been, 18.1. JCHS did not meet its target in the following academic areas: math (all students and gap); reading and math combined (all students and gap); and writing (special education). writing (all students and gap); and reading (all students and gap). In the non-academic data, the percentage of students who were college and/or career ready increased. In the non-academic areas, the school's drop out rate increased. The PLAN score for the 2013-14 school year decreased slightly. The TELL survey shows that overall, most of the staff at JCHS feel as if their needs are being met to be successful teachers, but they feel they need more professional development in certain areas, such as differentiation. They would also like to be more involved in planning the school budget. The data doesn't provide the reasoning for some areas to achieve the wanted success. For example, what were the major causes of the school's dropout rate increasing?

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?

The school's overall Unbridled Learning accountability score increased by over five points. This was definitely a reason to celebrate. The achievement goals were met or improved in the following areas: social studies, science and CCR. The 2012-13 PLAN score was the highest it has ever been. The 2013-14 ACT score was the highest ever. The number of students being college and/or career ready increased. In order to continue that success, the school will keep using the full inclusion model for special education students. The school will continue with the traditional six period schedule so students will have most of their subjects year round. Teachers will continue to implement their LTF training into their lessons. The school will also continue to emphasize the use of ACT and EOC like tests. All students are also required to declare a career path by the end of the second year. The principal will also keep enforcing the attendance policy that was instituted a couple of years ago.

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Opportunities for Improvement

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

JCHS needs to improve in the following areas: dropout rate; writing (all students and gap); and reading (all students and gap). The KOSSA pass rate was very poor. The drop in reading scores was the most surprising because those scores are usually some of the highest. To help the dropout rate, the school will continue trying to meet the needs of all kids by attaching them to a career pathway that peaks their interest. Their ILP teacher will be vital to this endeavor. To increase writing, the school will continue to offer professional development to all staff on the writing process and the LDC modules. The teachers will also incorporate the new science standards, which are much more inquiry based. To improve KOSSA scores, CTE teachers will be involved in professional development to evaluate their program and make sure their programs are aligned to the state standards. Finally, to improve the reading scores, the school will offer professional development on reading strategies to all teachers. The PD will focus on the type of questions that students should be able to answer about any type of passage that they read. In order to address the large percentage of novice in each area, departments will analyze their curriculum to see what changes need to be made to meet the needs of all students.

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Conclusion

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

The next steps will be trying to provide the needed professional development as soon as possible. Most of this will take place in the school's professional learning communities. The school will also keep track of courses that students have completed in their career pathway and provide guidance for them to finish the ones they have chosen. For students who haven't met benchmark on the ACT, continue identifying them and provide interventions so they can complete the COMPASS or KYOTE assessment. Teachers will also use ThinkLink scores to identify areas of concern and then make instructional adjustments to address those areas. They will also use relevant formative and summative assessments to gauge the impact their instruction is having upon student achievement. The CTE department will also be evaluating their program to see what they can do to improve their KOSSA pass rate. The English, science, reading and math departments will analyze their curriculum to address the high percentage of students scoring novice.

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The Missing Piece

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Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

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Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

guidance counselor (Randi Moore)

dean of students (Brian Harris)

curriculum specialist (Gary Tillery)

principal (Keith Hays)

random sample of students

teachers

instructional assistants

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Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.29

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

	Statement or Question	Response	Rating
2.	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).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff has no plan for gathering information about students' learning needs.	Novice

	Statement or Question	Response	Rating
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

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.29

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

	Statement or Question	Response	Rating
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 that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
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
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
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).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	Statement or Question	Response	Rating
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

Jackson County High School

	Statement or Question	Response	Rating
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

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Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.0

	Statement or Question	Response	Rating
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
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 and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
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.	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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

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

KDE Comprehensive School Improvement Plan

Jackson County High School

	Statement or Question	Response	Rating
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

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Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 1.67

	Statement or Question	Response	Rating
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
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
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
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.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
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
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.	Some teachers provide additional help or strategies to novice learners in their classroom but do not inform the parents about strategies used.	Novice

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 1.33

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - 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 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 	<p>School provides one open house a year and offers some written materials about:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. 	Novice

	Statement or Question	Response	Rating
2.	<p>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.</p>	<p>School staff provides parents with information about their child's academic progress and the progress of the school.</p>	Apprentice

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff exhibits some student work with scoring guide and proficient level work.</p>	Apprentice

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>School staff offers some information to parents to learn how to support their child's learning.</p>	Novice

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p>	Novice

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	Statement or Question	Response	Rating
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

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Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 1.67

	Statement or Question	Response	Rating
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
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
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 made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources.)	Apprentice

	Statement or Question	Response	Rating
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.

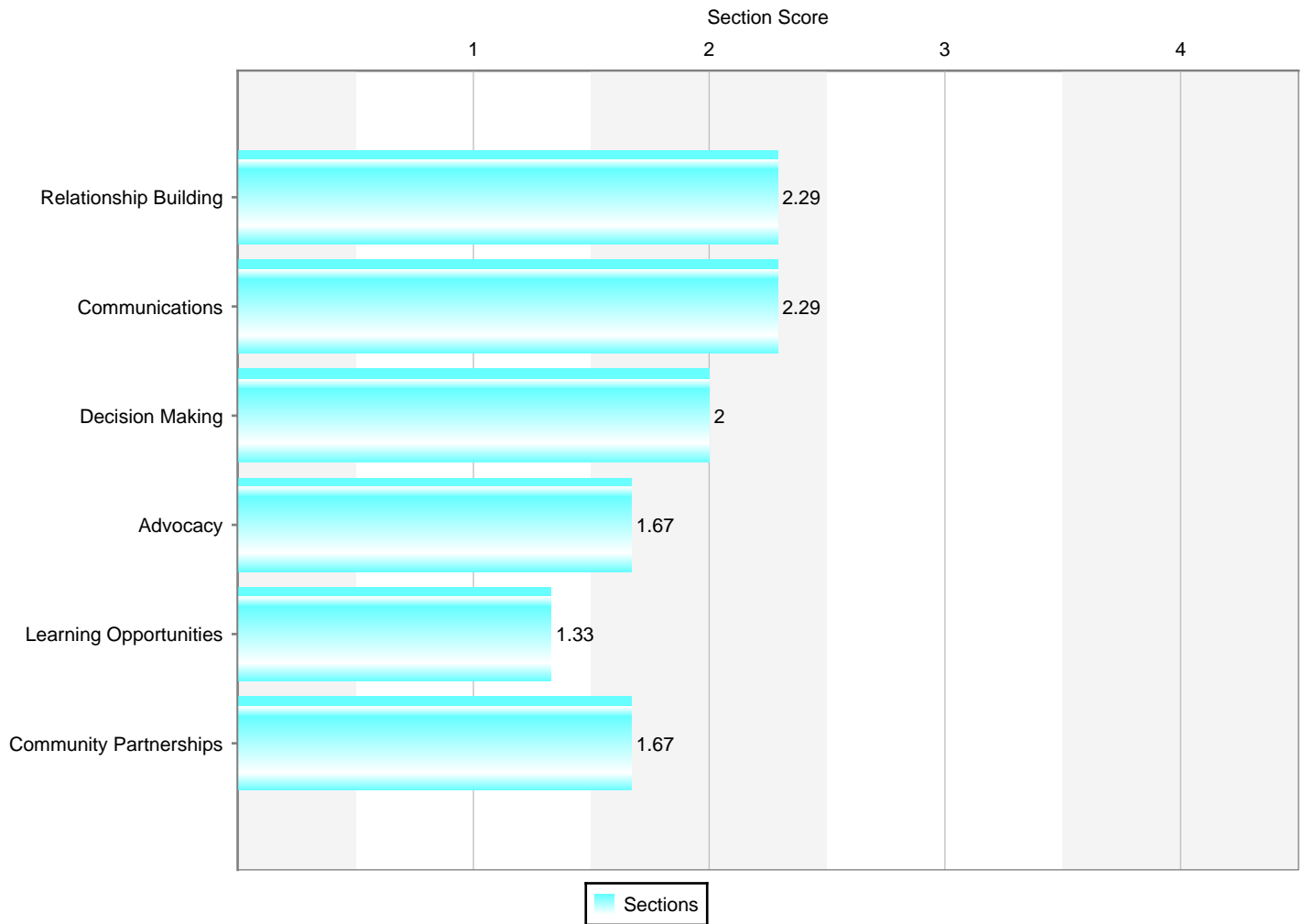
Reflect upon your responses to each of the Missing Piece objectives.

A strength would be communicating with parents about their child's academic progress through a variety of modes, such as Infinite Campus, email distribution list, etc. The school's administration will continue to find ways to communicate with students about their child's academic progress. An area of improvement is making parents and the community more involved in the school's overall performance. The school needs to develop a systematic approach to get parents and other organizations more involved in the school's goal of increasing student performance.

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Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

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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.

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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.

Students, teachers and parents had access to a survey on the school's webpage that allowed them to participate in the development of the institutions improvement plan. A phone call was made to all parents to let them know how to access the survey and several teachers took their kids to the computer lab or library to complete the survey. Teachers were informed of the survey via e-mail and a PLC meeting. If parents don't have access to a computer at home, they were invited to come to the school to complete the survey.

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

Teachers-providing strategies for dealing with the areas of concern in our test scores

parents/legal guardians-completing survey

students-completing survey

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

The final improvement plan was placed on the school's webpage and a message was sent to all parents informing them of how they can locate it. Stakeholders will be reminded of the process at three times per year via telephone calls. Once I and I checks are complete, the stakeholders will be informed of the changes.

KDE Assurances - School

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Introduction

KDE Assurances - School

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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		

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		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	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		

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

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.	Yes		

KDE Comprehensive School Improvement Plan

Jackson County High School

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

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

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.	Yes		

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

Jackson County 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
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	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.	Yes		

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.	Yes		

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.	Yes		

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

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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.	Yes		

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 and linked to our district 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 specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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.	Yes		

KDE Comprehensive School Improvement Plan

Jackson County High School

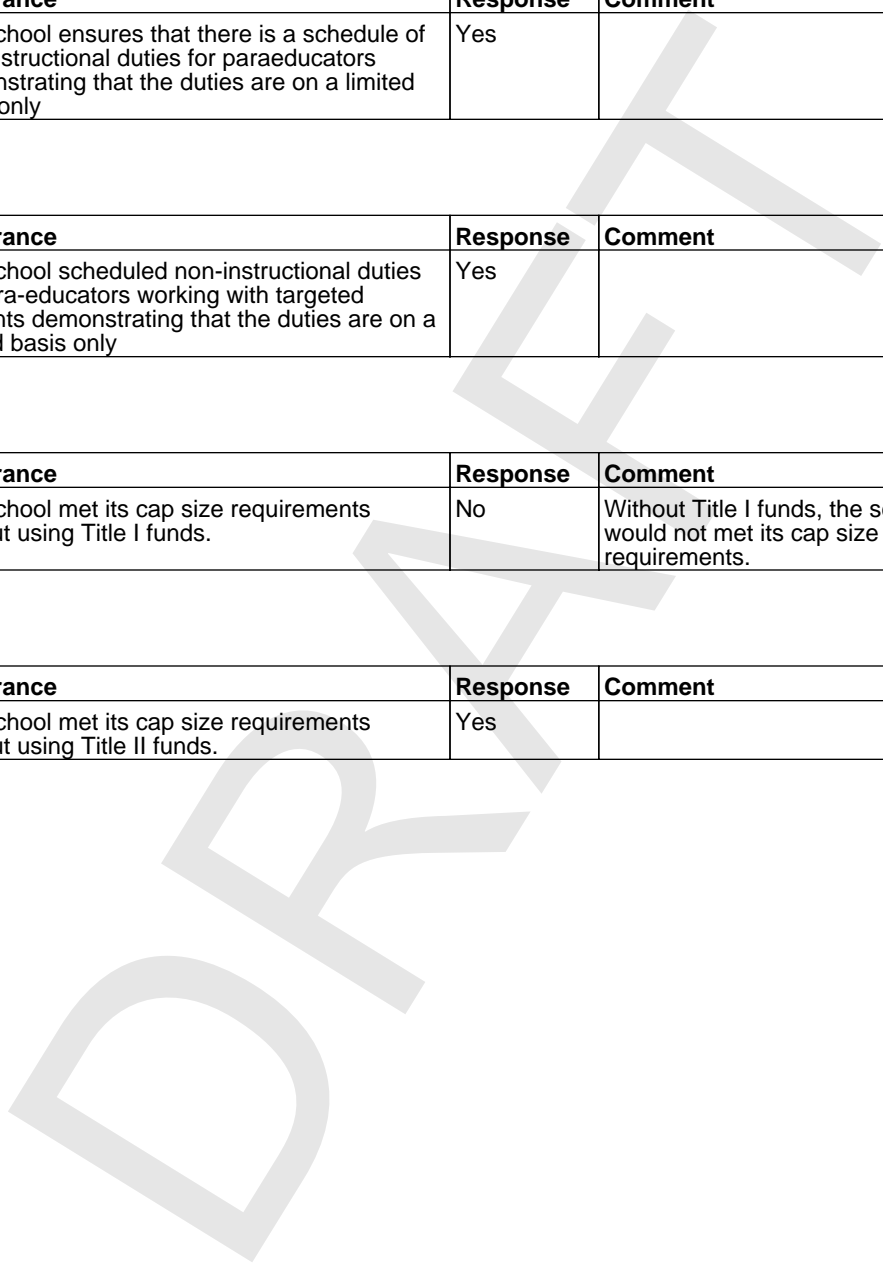
Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes		

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	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	Without Title I funds, the school would not met its cap size requirements.	

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



Compliance and Accountability - High Schools

DRAFT

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.

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Planning and Accountability Requirements

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

Goal 1:

Learning Environment

Measurable Objective 1:

collaborate to create a learning environment that meets the needs of all stakeholders at Jackson County High School by 05/29/2015 as measured by survey data received from all stakeholders..

Strategy1:

Teacher Involvement - A process will be put in place to include teachers more in the school budget and PD planning.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will meet with each department to receive input on their professional development needs. (SWP4; SWP10)	Policy and Process			08/08/2014	05/29/2015	\$0 - No Funding Required	principal

Activity - Annual Budget	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be sent an e-mail twice a year asking them to submit a budget request to the SBDM. They will also be invited to attend the SBDM meetings that address the annual budget. (SWP8)	Policy and Process			08/07/2014	05/29/2015	\$0 - No Funding Required	principal

Activity - Teacher Input	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be more involved in the creating of the CSIP. They will analyze the data in a PLC and identify the strengths and areas of concern. Afterwards, they will provide their input on ways to improve the areas of concern.	Other			08/07/2014	12/12/2014	\$0 - No Funding Required	curriculum specialist, principal

KDE Comprehensive School Improvement Plan

Jackson County High School

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.3% to 46.9% by 05/22/2015 as measured by K-PREP..

Strategy1:

Best Practice - Teachers will analyze appropriate data to inform instruction in English 10, United States History, Algebra 2 and Biology.

Category:

Research Cited:

Activity - ThinkLink Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize ThinkLink BOY/MOY data to inform instruction in English 10, Biology and Algebra 2. (SWP8; KCMP3)	Other			08/07/2014	05/29/2015	\$0 - No Funding Required	EOC teachers

Activity - Quality Core Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze quality core reports to identify curricular and instructional gaps. (SWP8; KCMP3)	Other			08/07/2014	12/19/2014	\$0 - No Funding Required	EOC teachers, Curriculum Specialist

Activity - PLC's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning communities will be used for teachers to collaborate on analyzing data and modifying instruction to meet the needs of all students. (SWP8; KCMP3)	Policy and Process			08/07/2014	05/22/2015	\$0 - No Funding Required	PLC leaders, principal, curriculum coordinator

Activity - PLAN Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize 2013 PLAN data to inform instruction for Biology and English 10. (KCMP3; SWP8)	Other			08/07/2014	12/19/2014	\$0 - No Funding Required	EOC teachers

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Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize formative assessments that are "Quality Core" like to inform instruction. (KCMP3)	Other			08/07/2014	05/29/2015	\$0 - No Funding Required	EOC Teachers, Curriculum Specialist

Activity - Full Inclusion Model	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue using full inclusion model for special education students when possible. (SWP2; KCMP3; KCMP5)	Other			08/07/2014	05/29/2015	\$0 - No Funding Required	principal, guidance counselor, curriculum coordinator

Strategy2:

Targeted Interventions - Teachers will also increase the amount of differentiation in their classrooms to meet the needs of all students.

Category: Learning Systems

Research Cited:

Activity - Teacher to Student Ratio	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire additional math and language arts teachers to decrease class sizes. (SWP5; SWP10; KCMP3)	Class Size Reduction			08/07/2014	05/22/2015	\$180000 - Title I Part A	Title I Coordinator

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase the amount of differentiated instruction that occurs within their classrooms. (KCMP3; SWP2; SWP3)	Other			08/08/2014	05/29/2015	\$0 - No Funding Required	all JCHS teachers, principal

Goal 2:

Graduation Rate: Increase the average freshman graduation rate from 76% to 90% by 2015

Measurable Objective 1:

collaborate to increase the average freshman graduation rate from 77.4% to 89.4% by 05/29/2015 as measured by the graduation formula..

Strategy1:

Intervention - At-risk students for dropping out will be identified and each one will have an intervention.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Jackson County High School

Activity - Persistence to Graduation Tool Kit	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The persistence to graduation tool kit will be used to identify at-risk students for dropping out. Also, resources provided by the tool kit will be implemented as interventions. (KCMP2; SWP2)	Other			08/07/2014	05/22/2015	\$0 - No Funding Required	guidance counselor, principal, curriculum specialist

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have fallen behind in their credits will be able to earn credit through credit recovery. The program that will be used will be APEX. (KCMP1; KCMP2; KCMP3; SWP2)	Academic Support Program			08/08/2014	05/22/2015	\$10000 - Title I Part A	Principal, Guidance Counselor

Activity - Freshman Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a two day freshman academy for students to become familiar with the policies and expectations of being a high school student. (SWP2; KCMP13)	Other			08/08/2012	06/26/2015	\$5000 - Other	principal, freshman academy coordinator

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

Goal 1:

Graduation Rate: Increase the average freshman graduation rate from 76% to 90% by 2015

Measurable Objective 1:

collaborate to increase the average freshman graduation rate from 77.4% to 89.4% by 05/29/2015 as measured by the graduation formula..

Strategy1:

Intervention - At-risk students for dropping out will be identified and each one will have an intervention.

Category:

Research Cited:

Activity - Freshman Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a two day freshman academy for students to become familiar with the policies and expectations of being a high school student. (SWP2; KCMP13)	Other			08/08/2012	06/26/2015	\$5000 - Other	principal, freshman academy coordinator

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Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have fallen behind in their credits will be able to earn credit through credit recovery. The program that will be used will be APEX. (KCMP1; KCMP2; KCMP3; SWP2)	Academic Support Program			08/08/2014	05/22/2015	\$10000 - Title I Part A	Principal, Guidance Counselor

Activity - Persistence to Graduation Tool Kit	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The persistence to graduation tool kit will be used to identify at-risk students for dropping out. Also, resources provided by the tool kit will be implemented as interventions. (KCMP2; SWP2)	Other			08/07/2014	05/22/2015	\$0 - No Funding Required	guidance counselor, principal, curriculum specialist

Strategy2:

Career Readiness Pathway - Teachers and administrators will use the students' individual learning plans to help them set a career pathway. By having the student focused on a career, he or she should be more focused on completing school.

Category:

Research Cited:

Activity - Advisory Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advisory teachers will meet individually with all their advisory students annually and discuss their ILP's and whether or not the students are achieving their goals. (KCMP13)	Career Preparation/Orientation			08/08/2013	06/02/2014	\$0 - No Funding Required	Principal, Advisory Teachers

Activity - Career Pathway Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Once students have chosen a career pathway, monitor their progress from the end of their sophomore year to the beginning of their senior year to ensure they are scheduling for the correct classes.	Policy and Process			01/02/2015	05/15/2015	\$0 - No Funding Required	curriculum specialist, CTE teachers, guidance counselor

Activity - Students' Career Pathways	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 10th grade students will declare a career pathway by the end of their sophomore year. (KCMP13; SWP2)	Career Preparation/Orientation			01/02/2015	05/21/2015	\$0 - No Funding Required	Counselors, Principals, Teachers

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

Goal 1:

Achievement

Measurable Objective 1:

collaborate to decrease the number of students who score novice in the EOC areas of English 10, Biology, Algebra II and United States History by 06/01/2015 as measured by end of course assessments as reflected by the school report card.

Strategy1:

Program Reviews - The writing and arts and humanities program reviews will be used to monitor the quality of writing and arts and humanities instruction that is occurring across the curriculum. A report will be provided to SBDM on a bi-annual basis.

Category:

Research Cited:

Activity - Arts Integration PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be given the opportunity to participate in professional development that focuses on integrating arts into the classroom. (SWP4)	Professional Learning			08/07/2014	12/19/2014	\$0 - No Funding Required	curriculum specialist, art teacher

Activity - Writing Submissions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will document program writing evidence into their students' ILP's. (KCMP3)	Policy and Process			08/07/2014	05/29/2015	\$0 - No Funding Required	all JCHS teachers, principal

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will analyze the reports from the writing and arts and humanities program reviews to make instructional decisions. (SWP8)	Other			08/07/2014	12/19/2014	\$0 - No Funding Required	curriculum coordinator

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Activity - Arts and Humanities Submissions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When applicable, all teachers will document the integration of the arts into their curriculum for the arts and humanities program review. (KCMP3)	Policy and Process			08/07/2014	05/29/2015	\$0 - No Funding Required	arts and humanities teachers and others as applicable

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

Goal 1:

College and Career Readiness: Increase the percentage of students who are college and career ready from 34% to 68% by 2015

Measurable Objective 1:

collaborate to increase the college and career ready percentage from 54.1% to 58.5% by 05/15/2015 as measured by the Unbridled Learning CCR formula..

Strategy1:

Program Review - The practical living/career studies program review will be monitored to ensure that students are receiving the appropriate CTE instruction. SBDB will receive a report on a bi-annual basis.

Category:

Research Cited:

Activity - School Wellness Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school health committee will begin implementing the school wellness policy across the curriculum. (SWP2; SWP4)	Policy and Process			08/07/2014	05/15/2015	\$0 - No Funding Required	Dean Rader

Activity - PD for New Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will receive professional development on the program review process and what their responsibilities are. (SWP4)	Professional Learning			08/07/2014	05/15/2015	\$0 - No Funding Required	curriculum specialist

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will analyze the results from 2013-14 practical living/career studies program review results to make instructional decisions. (SWP 4)	Other			11/14/2014	01/09/2015	\$0 - No Funding Required	CTE teachers, curriculum coordinator, principal

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Strategy2:

Academic and Career Advising - Students will receive advising on academic and career options by stakeholders.

Category: Career Readiness Pathways

Research Cited:

Activity - Explaining PLAN Results to Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance counselor and curriculum specialist will meet with all sophomores that took the PLAN test and explain their scores to them. Focus will be on the purpose of PLAN and importance of meeting benchmarks. (KCMP3)	Other			09/08/2014	11/21/2014	\$0 - No Funding Required	guidance counselor, curriculum specialist

Activity - Operation Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop, promote, and implement Operation Preparation for 10th grade students. (SWP2; KCMP1; KCMP 2; KCMP 13; KCMP14)	Career Preparation/Orientation			01/02/2014	06/02/2014	\$0 - No Funding Required	District personnel to coordinate volunteers

Activity - ILP Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will be trained on the ILP. (KCMP13; SWP4)	Professional Learning			08/08/2013	06/02/2014	\$0 - No Funding Required	curriculum coordinator

Activity - ILP Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JCHS students' ILP progress will be monitored twice a year for completion status. (KCMP13; SWP2)	Policy and Process			08/07/2014	06/01/2015	\$0 - No Funding Required	curriculum coordinator

Activity - Post-Secondary Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A post secondary academic specialist will provide information to students about their college and career options and inform them of what they must do to attain their goals. (KCMP1; KCMP2; KCMP13; KCMP14; SWP2; PN)	Career Preparation/Orientation			08/08/2012	06/26/2015	\$45000 - Other	new post-secondary academic specialist

Strategy3:

Acceleration - Increase opportunities for students to be college-ready through acceleration programs.

Category:

Research Cited:

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Activity - Achievement Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An achievement counselor will recruit students for the AP program and provide support for them to achieve success. (I3; AK; SWP2; SWP10)	Academic Support Program			08/08/2014	05/21/2015	\$35000 - Other	achievement counselor

Activity - AdvanceKY	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue participation in the AdvanceKY program. (AK; SWP2; KCMP3)	Professional Learning			08/08/2012	05/28/2015	\$0 - No Funding Required	Principal and Curriculum Specialist

Strategy4:

College Readiness Intervention - Students who did not reach benchmark in English, reading and math on the ACT will be provided a remediation course so they can take a college placement exam.

Category:

Research Cited:

Activity - College Placement Exams	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide college placement assessments for students who do not meet benchmark scores on ACT and have completed an intervention. (SWP2; KCMP13)	Other			01/02/2015	05/22/2015	\$0 - No Funding Required	Guidance Counselor, Curriculum Specialist

Activity - Identify Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify students who did not reach benchmark on ACT in English, reading or math. (SWP2; KCMP13)	Other			08/07/2014	06/01/2015	\$0 - No Funding Required	Principal, Guidance Counselor, Curriculum Specialist

Activity - Remediation Courses	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who do not reach college readiness benchmarks will be placed in remediation courses. (SWP2; SWP9; KCMP13)	Academic Support Program			08/07/2014	06/01/2015	\$0 - No Funding Required	Guidance Counselor, Curriculum Specialist

Strategy5:

Career Readiness Intervention - School officials will use data from career readiness assessments to determine which students require remediation and then implement the appropriate interventions.

Category:

Research Cited:

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Activity - Career Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer career readiness assessments, such as WorkKeys and KOSSA, for career preparatory students. (KCMP13; KCMP14; SWP2)	Career Preparation/Orientation			12/01/2014	05/01/2015	\$500 - Perkins	CTE Teachers, Principal, curriculum specialist

Activity - Career Preparatory	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify students who are career preparatory so they can take the WorkKeys and Skills Standards assessments. (KCMP13; SWP2)	Career Preparation/Orientation			08/08/2014	12/19/2014	\$0 - No Funding Required	curriculum specialist

Activity - Align CTE Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Align CTE curriculum with KOSSA, industry certification standards and common core standards. (SWP4; KCMP9)	Career Preparation/Orientation			08/07/2014	08/03/2015	\$0 - No Funding Required	principal, CTE teachers, curriculum specialist, district curriculum coordinator

Activity - School Website Career Pathways Addition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's website will add a link that allows parents and teachers to access which pathways the school offers and the suggested courses for completing that pathway.	Career Preparation/Orientation			12/01/2014	05/15/2015	\$0 - No Funding Required	Sandra Murray

Activity - WorkKeys Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Once students have completed their first WorkKeys test, their results will be analyzed to see with areas they will need remediation. Once the areas have been identified, they will receive remediation.	Tutoring			12/05/2014	04/15/2015	\$0 - No Funding Required	ATC principal, JCHS principal, curriculum specialist