



Comprehensive School Improvement Plan

Jackson County High School
Jackson County

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

Since there is only one year of data, there are no trends; however, the student demographic information comes as no surprise. We know there is a very small minority population, a significant special ed population and a large free/reduced lunch population. Even though the socioeconomic status of our student population is low, the school is able to meet the needs of all students. All teachers are highly qualified, including the special education and title 1 teachers. The one surprising stat from the school report card was the turnover rate, which is 18.2%. This was larger than anticipated.

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

Jackson County is a very rural county where 25% of the acreage is comprised of the Daniel Boone National Forest. It is a small population and there is only one traffic light in the entire county. There are no major businesses, such as Wal-Mart, McDonalds, etc. in the county, so many people have to leave the county to buy necessities or recreational activities, such as going to the movies. There are no high paying factory jobs; therefore, many residents leave the county for work opportunities. A large percentage of the population receives some form of government assistance. The number of residents who receive a college education is small. Even fewer of those get a teaching degree, so the school has to routinely rely on teachers from other counties to fill positions. Because of that, many of the teachers from outside the county eventually return to their home county when they get the opportunity. There are few pull factors in Jackson County.

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

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

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

OR

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

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

Goal 1:

Learning Environment

Measurable Objective 1:

collaborate to implement the district policy on attracting highly qualified teachers and minorities to JCHS by 05/20/2016 as measured by the number of highly qualified and minority teachers on staff.

Strategy1:

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

Category: Other - highly qualified teachers

Research Cited:

Activity - District Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JCHS will follow the district's policy for attracting high qualified and minority teachers.	Policy and Process	08/04/2016	05/26/2017	\$0 - No Funding Required	principal

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Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Keith Hays, principal

Brian Harris, dean of students

Randi Moore, guidance counselor

Gary Tillery, curriculum specialist

Lisa Truett, school secretary and parent

Julia Sparks, youth services coordinator

Ryan Estridge, SBDM parent member

Tracy Neeley, parent

Dean Rader, parent

Ashley Gabbard, teacher

Heather Madden, teacher

Karen Rose, SBDM teacher representative

Kip Wells, teacher

Angie Carroll, parent

Relationship Building

Overall Rating: 2.43

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

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

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

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

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

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 2.14

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff 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
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

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

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

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

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

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a short survey that is distributed to parents, response rate is low and results are not shared with all stakeholders.	Novice

Decision Making

Overall Rating: 1.86

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council 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
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

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

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 2.33

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

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

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report 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
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

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

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

Learning Opportunities

Overall Rating: 2.0

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

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

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

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

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

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

Community Partnerships

Overall Rating: 2.67

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

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

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

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

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

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

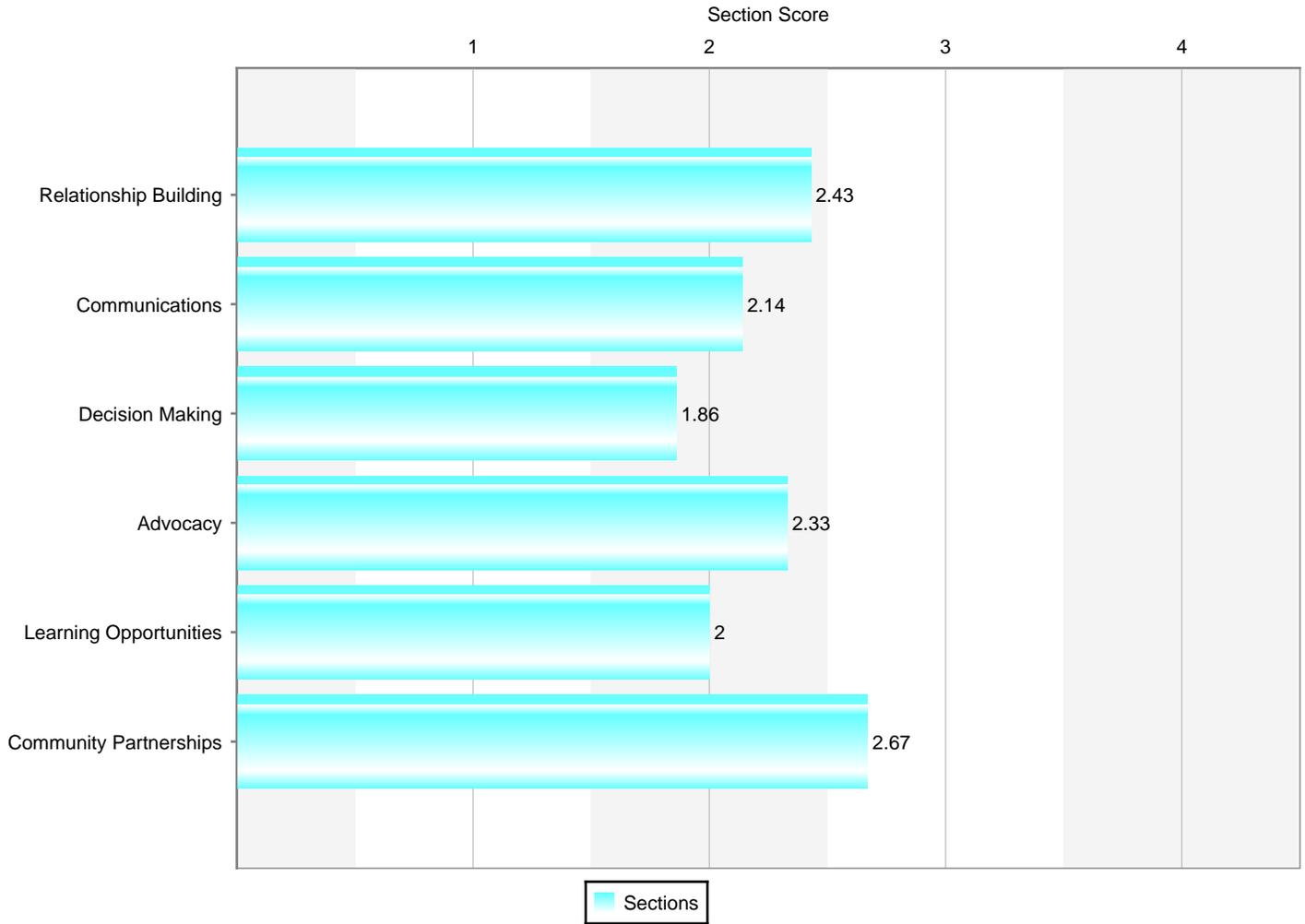
Reflection

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

It seems that parent participation is at a very low level. For example, there is no PTA. Although the school does hold open houses for parents/guardians to meet with their children's teachers, the participation rate is very low. The participation rate for Freshmen Orientation is also lower than the staff would like it to be; therefore, the school needs to develop a systematic approach for improving parent involvement.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

All teachers and administrators were invited to participate in the process. Once the school received its assessment data from the state, PLC's were held to analyze the data. These occurred during the school day during teachers' planning periods. After analyzing the data, all teachers and administrative staff were asked to provide suggestions for improving students' scores. These suggestions were taken back to the school leadership team for discussion. The leadership team then determined appropriate activities to be included in the CSIP.

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

All of the teachers and administrative staff at JCHS were represented. Their responsibilities were to analyze the school's assessment data, identify concerns and make suggestions for improvement. Once suggestions were made, the school leadership team, comprised of several teachers and administrators, discussed which suggestions would be the most likely to improve student scores.

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 will be communicated to all stakeholders through PLC's, the school's website and the school Facebook page. Stakeholders will receive quarterly updates on its progress. This will occur through SBDM meetings and then disseminated through the methods mentioned above.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

Did the percentage of novice decrease on the end of course tests and on-demand? Was there an increase in the percentage of students scoring proficient on the same tests? Did the the number of students being college and/or career ready increase? What about graduation rate? How did the gap students do compared to the rest of the student population? The data shows that the percentage of novice students decreased in the areas of science, reading and math. There was also an increase in the percentage of students scoring proficient or distinguished in these areas. The on-demand scores decreased while the social studies scores remained about the same. The number of students who were college and/or career ready increased. The graduation rate also increased. Unfortunately, the gap students did not perform at the same level as the regular education students. This was particularly true of the special education students. Also, there was a huge decrease in growth. The data doesn't show why students scored worse on the on-demand test. It also doesn't show why gap students scored lower than regular education students.

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?

Areas of strength included college and career readiness and graduation rate. These areas scored the highest. The percentage of novice on the biology, algebra 2 and English 10 end of course exams had a noticeable novice decrease. As would be expected, the number of students scoring proficient or distinguished increased in these areas. We are going to continue the strategies implemented thus far and implement KAGAN, Shipley and the Next General Leadership Network initiative to sustain and improve upon the areas of strength. A reason to celebrate was the English 10 end of course combined proficient and distinguished percentage was higher than the state average.

Opportunities for Improvement

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

First of all, the on-demand scores need to improve. The English and social studies teachers have attended professional development on on-demand writing to help improve their instruction in this area. They will also be collaborating to develop prompts and score student work. The percentage of students that score novice still needs to decrease across all groups. The number of students scoring proficient and distinguished needs to continue to improve in all groups. We plan on implemented KAGAN, Shipley, and the Next Generation Leadership Network initiative to address these areas.

Conclusion

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

The next step is to make sure that the systems that are put into place (KAGAN, Shipley, Next Generation Leadership Network) are implemented by the teachers and monitored for fidelity.

Plan for Comprehensive School Improvement Plan (2016-17)

Overview

Plan Name

Plan for Comprehensive School Improvement Plan (2016-17)

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	College and Career Readiness: Increase the percentage of students who are college and career ready from 66.9% in 2015 to 73.5% by 2017.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$49500
2	Graduation Rate: Increase the average freshman graduation rate from 87.5% to 93.8% by 2020.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$15000
3	Gap: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.8% in 2015 to 67.1% in 2019	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$206000
4	Learning Environment	Objectives: 4 Strategies: 7 Activities: 19	Organizational	\$18500
5	Achievement	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
6	Efficiency	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$2000
7	Novice Reduction: Decrease the number of all students who are scoring novice in reading and math from 32% in 2015 to 16% by 2020.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$0
8	Proficiency: Jackson County High School will increase its combined reading and math proficiency from 47.5% in 2015-16 to 73.1% by 2019 as indicated by state assessment results.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$25000

Goal 1: College and Career Readiness: Increase the percentage of students who are college and career ready from 66.9% in 2015 to 73.5% by 2017.

Measurable Objective 1:

collaborate to increase the college and career ready percentage from 74% to 74.5% by 05/30/2017 as measured by the Unbridled Learning CCR formula..

Status	Progress Notes	Created On	Created By
Met		December 04, 2014	Gary D Tillery

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: Career Readiness Pathways

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)	Academic Support Program	08/04/2016	05/26/2017	\$45000	Other	Tanya Begley

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE teachers will keep a binder that has all of their summative exams in it. It will also include a data analysis sheet that must be completed that includes which areas did students do poorly on. Teachers make adjust instructional activities based on data.	Policy and Process	08/04/2016	05/26/2017	\$500	General Fund	CTE Teachers

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Strategy 2:

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 - KYOTE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide KYOTE assessments for students who do not meet Kentucky CPE benchmark scores in reading and math(SWP2; KCMP13)	Other	12/05/2016	05/26/2017	\$0	No Funding Required	Guidance Counselor, Curriculum Specialist

Status	Progress Notes	Created On	Created By
Completed		December 04, 2014	Gary D Tillery

Activity - ACT Boot Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructor from Mastery Prep will come to Jackson County on five occasions to offer ACT tutoring. Students will spend one entire day preparing for the English, math, science and reading parts of the ACT.	Tutoring	08/04/2016	05/01/2017	\$3000	Other	Loretta Rose

Activity - College Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Local colleges come to the high school on a designated date and set up tables to advertise their schools. Seniors are able to visit each table to get an overview of colleges that they may be interested in attending.	Career Preparation/Orientation	01/02/2017	05/26/2017	\$0	No Funding Required	Tanya Begley

Strategy 3:

Student Recognition - Students that become college and/or career ready will receive recognition through a variety of activities that will be offered.

Category: Other - Student

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Activity - Bulletin Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that become college and/or career ready will have their picture placed on a bulletin board in the school's main hallway. It will state whether they are college and/or career ready.	Other - Student Incentive	12/01/2016	05/26/2017	\$0	No Funding Required	Lyndsey Hurst

Activity - Graduation Cords	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seniors that become college and/or career ready will receive a graduation cord acknowledging their achievement.	Other - Student Incentive	12/01/2016	05/26/2017	\$1000	Other	Randi Moore

Goal 2: Graduation Rate: Increase the average freshman graduation rate from 87.5% to 93.8% by 2020.

Measurable Objective 1:

collaborate to increase the average freshman graduation rate from 89.6% to 90.1% by 05/31/2017 as measured by the graduation formula..

Strategy 1:

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	08/04/2016	05/26/2017	\$0	No Funding Required	guidance counselor, principal, curriculum specialist
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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	08/04/2016	05/26/2017	\$10000	Title I Part A	Principal, Guidance Counselor

Activity - Gear-Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gear-Up coordinator will provide support to students that will make them more aware of the options that are available to them. For example, taking students on college and/or career oriented field trips that expose students to opportunities that they may not otherwise have.	Academic Support Program	08/04/2016	05/26/2017	\$5000	Other	Loretta Rose

Goal 3: Gap: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.8% in 2015 to 67.1% in 2019

Status	Progress Notes	Created On	Created By
N/A	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

Measurable Objective 1:

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collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40% to 51.7% by 05/26/2017 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 - Next Generation Leadership Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school is participating in the Next General Leadership Network to help ensure the fidelity of instruction within the classroom.	Policy and Process	08/04/2016	05/26/2017	\$0	No Funding Required	district curriculum coordinator, curriculum specialist

Activity - Data Binders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers, including special education teachers, are keeping data analysis binders to they can find gaps in instruction. They must also fill out a data analysis sheet describing how they will address targets that are not met.	Policy and Process	08/04/2016	05/26/2017	\$1000	General Fund	Gary Tillery

Activity - Shipley PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two special education teachers and two regular education teachers are participating in Shipley Training, which focuses on the Plan, Do, Study, Act Model. They will incorporate the training into their classes.	Professional Learning	06/01/2016	06/30/2017	\$0	No Funding Required	Paula Lunsford, Chad Muncy, Shauna Coyle, Tracy Neeley

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Strategy 2:

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

Category: Learning Systems

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on differentiating instruction within their classrooms. (KCMP3; SWP2; SWP3)	Other	01/03/2017	05/26/2017	\$0	No Funding Required	Elizabeth Norris

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	08/04/2016	05/26/2017	\$180000	Title I Part A	Title I Coordinator

Strategy 3:

KAGAN - Teachers will attend training over KAGAN which will teach them how to increase collaborative learning and student engagement. Teachers will also receive on-site coaching from KAGAN professionals. Administration will be monitoring implementation.

Category: Professional Learning & Support

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend several days of KAGAN training.	Professional Learning	07/01/2015	05/26/2017	\$25000	Other	district curriculum coordinator

Activity - On-Site Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will receive on-site coaching from KAGAN professionals to help them incorporate KAGAN strategies into their classrooms.	Professional Learning	08/04/2016	05/26/2017	\$0	No Funding Required	principal, district curriculum coordinator
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Goal 4: Learning Environment

Measurable Objective 1:

collaborate to create a learning environment that meets the needs of all stakeholders at Jackson County High School by 05/26/2017 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	08/04/2016	05/26/2017	\$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	08/04/2016	05/26/2017	\$0	Title I Part A	Title I Coordinator

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Activity - FAFSA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gear-Up will set up a designated date where parents can come to school and get help filling out their child's FAFSA documents. Keith Ritchie from KHEAA will be assisting.(SWP6)	Parent Involvement	08/04/2016	05/26/2017	\$0	Other	Loretta Rose

Activity - Freshmen Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	07/01/2016	08/03/2016	\$500	Title I Schoolwide	principal, curriculum coordinator, guidance counselor

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	08/04/2016	05/26/2017	\$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	08/04/2016	05/26/2017	\$0	No Funding Required	principal

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.

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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	08/04/2016	05/26/2017	\$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	08/04/2016	09/23/2016	\$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. (SWP4)	Policy and Process	08/04/2016	05/26/2017	\$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 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	08/04/2016	05/26/2017	\$10000	Grant Funds	principal, Gear-Up Coordinator

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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	08/04/2016	05/26/2017	\$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	08/04/2016	05/26/2017	\$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	08/04/2016	05/26/2017	\$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	08/04/2016	05/26/2017	\$0	No Funding Required	principal

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Measurable Objective 2:

collaborate to increase the amount of student health awareness by 05/20/2016 as measured by the number of school sponsored student activities.

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	08/04/2016	05/26/2017	\$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	10/03/2016	10/31/2016	\$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	08/04/2016	05/26/2017	\$2000	Other	principal

Measurable Objective 3:

collaborate to implement the district policy on attracting highly qualified teachers and minorities to JCHS by 05/20/2016 as measured by the number of highly qualified and minority teachers on staff.

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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	08/04/2016	05/26/2017	\$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: Continuous Improvement

Activity - Title 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administration will work with Title I coordinator to coordinate federal, state and local funds.	Other	08/04/2016	05/26/2017	\$0	No Funding Required	JCHS administration , Title I Coordinator

Goal 5: Achievement

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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 05/31/2017 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	08/04/2016	05/31/2017	\$0	No Funding Required	EOC teachers, principal, curriculum coordinator

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 2015-16 school year to identify curriculum gaps. (KCMP3; SWP8)	Policy and Process	08/04/2016	05/31/2017	\$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	08/04/2016	05/31/2017	\$0	No Funding Required	principal, curriculum coordinator

Strategy 2:

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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 - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze the reports from the writing, CTE, foreign language and arts and humanities program reviews to make instructional decisions. (SWP8)	Other	08/04/2016	05/31/2017	\$0	No Funding Required	curriculum coordinator

Activity - 2016-17 Update	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the new program review rubrics that were instituted by KDE for the 2016-17 school year.	Professional Learning	10/03/2016	05/31/2017	\$0	No Funding Required	Gary D. Tillery

Goal 6: Efficiency

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:

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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	08/04/2016	05/31/2017	\$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	08/04/2016	05/31/2017	\$2000	Title I Schoolwide	principal

Goal 7: Novice Reducation: Decrease the number of all students who are scoring novice in reading and math from 32% in 2015 to 16% by 2020.

Measurable Objective 1:

collaborate to decrease the percent of all students who are scoring novice at Jackson County High School from 32% to 28.8% by 05/30/2016 as measured by EOC scores.

Strategy 1:

Sample EOC - All students in Algebra 1, Algebra 2, Geometry, English 9, English 10 and Biology will take a sample EOC assessment so data can be analyzed to determine which students need RTI.

Category: Other - Assessment

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Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in Algebra 1, Algebra 2, Geometry, English 9, English 10, United States History and Biology will complete a released sample EOC exam.	Policy and Process	12/01/2016	01/27/2017	\$0	No Funding Required	classroom teachers in designated areas

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers that gave a sample EOC will analyze the student data to determine which students need RTI.	Policy and Process	12/01/2016	01/31/2017	\$0	No Funding Required	classroom teachers in designated areas

Activity - Teacher/Student Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conference with students that took the sample EOC to share scores and develop an improvement goal.	Other - teacher/student conference	01/03/2017	01/30/2017	\$0	No Funding Required	principal

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide RTI for students that are not reaching benchmark on EOC course assessments, which could include tutoring or the use of APEX.	Policy and Process	01/03/2017	05/24/2017	\$0	No Funding Required	EOC teachers

Strategy 2:

Fidelity in the Classroom - The high school administration will implement a system to ensure that there is fidelity in the classroom, which means that teachers are covering their content. A monitoring system will be put in place that allows administrators to track implementation of the new activities.

Category: Management Systems

Activity - Analyze Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will turn in major assessments prior to starting a unit. Once administration receives the assessment, they will analyze it to see if it is aligned to the curriculum and addresses higher order thinking.	Policy and Process	08/04/2016	05/31/2017	\$0	No Funding Required	Mr. Hays

Activity - Three Week Units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All units will be no longer than three weeks in length. This will enable teachers to analyze data more frequently to see if students are mastering the required content.	Policy and Process	08/04/2016	05/31/2017	\$0	No Funding Required	Mr. Hays

Goal 8: Proficiency: Jackson County High School will increase its combined reading and math proficiency from 47.5% in 2015-16 to 73.1% by 2019 as indicated by state assessment results.

Measurable Objective 1:

A 9% increase of All Students will demonstrate student proficiency (pass rate) increase the average combined reading and math proficiency ratings for all students from 45.9% to 54.4% in Mathematics by 05/31/2017 as measured by state assessment results.

Strategy 1:

Professional Development - All teachers will participate in 5 days of KAGAN training over a 2 year period and there will be on-site coaching to monitor whether or not it is being implemented correctly. There will be four teachers, two regular and two special education, that will participate in Shipley professional development and receive some on-site coaching.

Category: Professional Learning & Support

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Activity - KAGAN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in 5 days of KAGAN training over a two year period. There will also be on-site coaching and support from KAGAN personnel.	Professional Learning	07/15/2015	07/28/2017	\$25000	Other	Elizabeth Norris

Activity - Shipley	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two special education and two regular education teachers will participate in Shipley training and receive on-site coaching and support from SESC coop.	Professional Learning	06/01/2016	06/30/2017	\$0	No Funding Required	Elizabeth Norris

Activity - Next General Leadership Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Along with district personnel, the JCHS curriculum specialist will attend this professional development to develop ways to monitor the fidelity of teaching in the classroom.	Academic Support Program	07/05/2016	05/31/2017	\$0	No Funding Required	Gary Tillery

Activity - CTL Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A math and a language arts specialist from CTL will with the math and language arts teachers to increase the fidelity of instruction within their classrooms. Each specialist will spend at least five days working with each department.	Academic Support Program	08/04/2016	12/16/2016	\$0	No Funding Required	Gary Tillery

Strategy 2:

Fidelity of Curriculum - A systematic approach will be developed for teachers to complete data analysis on summative assessments. This approach will include

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common assessments, data analysis binders and grade cam analysis.

Category: Continuous Improvement

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers who teach the same courses will give common summative assessments to the students.	Policy and Process	08/04/2016	05/31/2017	\$0	No Funding Required	JCHS Teachers, curriculum specialist

Activity - Grade Cam Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science, math, English and social studies teachers will have their summative exams downloaded to grade cam. This will allow the teachers, school curriculum specialist and designated district personnel to monitor the effectiveness of instruction in the classroom.	Other - data analysis	08/04/2016	05/31/2017	\$0	No Funding Required	science, math, English and social studies teachers Gary Tillery

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
Professional Development	Teachers will attend several days of KAGAN training.	Professional Learning	07/01/2015	05/26/2017	\$25000	district curriculum coordinator
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)	Academic Support Program	08/04/2016	05/26/2017	\$45000	Tanya Begley
Gear-Up	Gear-Up coordinator will provide support to students that will make them more aware of the options that are available to them. For example, taking students on college and/or career oriented field trips that expose students to opportunities that they may not otherwise have.	Academic Support Program	08/04/2016	05/26/2017	\$5000	Loretta Rose
Graduation Cords	Seniors that become college and/or career ready will receive a graduation cord acknowledging their achievement.	Other - Student Incentive	12/01/2016	05/26/2017	\$1000	Randi Moore
Infinite Campus Messenger	Use infinite campus messenger to keep parents informed of important events that are occurring within the school. (SWP6)	Parent Involvement	08/04/2016	05/26/2017	\$4000	Rhonda Thompson
KAGAN	Teachers will participate in 5 days of KAGAN training over a two year period. There will also be on-site coaching and support from KAGAN personnel.	Professional Learning	07/15/2015	07/28/2017	\$25000	Elizabeth Norris
FAFSA	Gear-Up will set up a designated date where parents can come to school and get help filling out their child's FAFSA documents. Keith Ritchie from KHEAA will be assisting.(SWP6)	Parent Involvement	08/04/2016	05/26/2017	\$0	Loretta Rose
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	08/04/2016	05/26/2017	\$2000	principal
ACT Boot Camp	An instructor from Mastery Prep will come to Jackson County on five occasions to offer ACT tutoring. Students will spend one entire day preparing for the English, math, science and reading parts of the ACT.	Tutoring	08/04/2016	05/01/2017	\$3000	Loretta Rose
Total					\$110000	

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General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis	CTE teachers will keep a binder that has all of their summative exams in it. It will also include a data analysis sheet that must be completed that includes which areas did students do poorly on. Teachers make adjust instructional activities based on data.	Policy and Process	08/04/2016	05/26/2017	\$500	CTE Teachers
Data Binders	All teachers, including special education teachers, are keeping data analysis binders to they can find gaps in instruction. They must also fill out a data analysis sheet describing how they will address targets that are not met.	Policy and Process	08/04/2016	05/26/2017	\$1000	Gary Tillery
Total					\$1500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ShIPLEY	Two special education and two regular education teachers will participate in Shipley training and receive on-site coaching and support from SESC coop.	Professional Learning	06/01/2016	06/30/2017	\$0	Elizabeth Norris
CTL Participation	A math and a language arts specialist from CTL will with the math and language arts teachers to increase the fidelity of instruction within their classrooms. Each specialist will spend at least five days working with each department.	Academic Support Program	08/04/2016	12/16/2016	\$0	Gary Tillery
EOC Data Analysis	All EOC teachers will analyze EOC results from the 2015-16 school year to identify curriculum gaps. (KCMP3; SWP8)	Policy and Process	08/04/2016	05/31/2017	\$0	EOC teachers, curriculum specialist
District Policy	JCHS will follow the district's policy for attracting high qualified and minority teachers.	Policy and Process	08/04/2016	05/26/2017	\$0	principal
Professional Development	The principal will meet with each department to receive input on their professional development needs. (SWP4; SWP10)	Policy and Process	08/04/2016	05/26/2017	\$0	principal
Teacher/Student Conference	Teachers will conference with students that took the sample EOC to share scores and develop an improvement goal.	Other - teacher/student conference	01/03/2017	01/30/2017	\$0	principal
Title 1	School administration will work with Title I coordinator to coordinate federal, state and local funds.	Other	08/04/2016	05/26/2017	\$0	JCHS administration, Title I Coordinator
School Facebook Page	Principal will use the school Facebook page to disseminate information about school events to parents and the community. (SWP6)	Parent Involvement	08/04/2016	05/26/2017	\$0	principal

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Grade Cam Data Analysis	All science, math, English and social studies teachers will have their summative exams downloaded to grade cam. This will allow the teachers, school curriculum specialist and designated district personnel to monitor the effectiveness of instruction in the classroom.	Other - data analysis	08/04/2016	05/31/2017	\$0	science, math, English and social studies teachers Gary Tillery
2016-17 Update	Teachers will receive training on the new program review rubrics that were instituted by KDE for the 2016-17 school year.	Professional Learning	10/03/2016	05/31/2017	\$0	Gary D. Tillery
College Fair	Local colleges come to the high school on a designated date and set up tables to advertise their schools. Seniors are able to visit each table to get an overview of colleges that they may be interested in attending.	Career Preparation/Orientation	01/02/2017	05/26/2017	\$0	Tanya Begley
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	10/03/2016	10/31/2016	\$0	youth services 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. (SWP4)	Policy and Process	08/04/2016	05/26/2017	\$0	dean of students
Suicide/Bullying Prevention	All students will receive information on suicide prevention and bullying awareness.	Behavioral Support Program	08/04/2016	05/26/2017	\$0	Dean of Students
Progress Reports	Send home 9 weeks report cards so parents can see progress of their children. (SWP6; KCMP3)	Parent Involvement	08/04/2016	05/26/2017	\$0	principal
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	08/04/2016	05/26/2017	\$0	guidance counselor, principal, curriculum specialist
Assessment	All students in Algebra 1, Algebra 2, Geometry, English 9, English 10, United States History and Biology will complete a released sample EOC exam.	Policy and Process	12/01/2016	01/27/2017	\$0	classroom teachers in designated areas
Differentiation	Teachers will receive professional development on differentiating instruction within their classrooms. (KCMP3; SWP2; SWP3)	Other	01/03/2017	05/26/2017	\$0	Elizabeth Norris
Three Week Units	All units will be no longer than three weeks in length. This will enable teachers to analyze data more frequently to see if students are mastering the required content.	Policy and Process	08/04/2016	05/31/2017	\$0	Mr. Hays
Analyze Assessments	All teachers will turn in major assessments prior to starting a unit. Once administration receives the assessment, they will analyze it to see if it is aligned to the curriculum and addresses higher order thinking.	Policy and Process	08/04/2016	05/31/2017	\$0	Mr. Hays
Bullying/Suicide Prevention PD	All staff will receive training on bullying and suicide prevention. (SWP4)	Professional Learning	08/04/2016	09/23/2016	\$0	dean of students

Comprehensive School Improvement Plan

Jackson County High School

Bulletin Board	Students that become college and/or career ready will have their picture placed on a bulletin board in the school's main hallway. It will state whether they are college and/or career ready.	Other - Student Incentive	12/01/2016	05/26/2017	\$0	Lyndsey Hurst
Data Analysis	Staff will analyze the reports from the writing, CTE, foreign language and arts and humanities program reviews to make instructional decisions. (SWP8)	Other	08/04/2016	05/31/2017	\$0	curriculum coordinator
ShIPLEY PD	Two special education teachers and two regular education teachers are participating in Shipley Training, which focuses on the Plan, Do, Study, Act Model. They will incorporate the training into their classes.	Professional Learning	06/01/2016	06/30/2017	\$0	Paula Lunsford, Chad Muncy, Shauna Coyle, Tracy Neeley
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	08/04/2016	05/26/2017	\$0	principal
Common Assessments	All teachers who teach the same courses will give common summative assessments to the students.	Policy and Process	08/04/2016	05/31/2017	\$0	JCHS Teachers, curriculum specialist
I & I Checks	The SBDM will hear quarterly reports on the progress of the activities listed in the CSIP.	Policy and Process	08/04/2016	05/31/2017	\$0	principal
Data Analysis	Teachers that gave a sample EOC will analyze the student data to determine which students need RTI.	Policy and Process	12/01/2016	01/31/2017	\$0	classroom teachers in designated areas
Comp Care Psychologist	Provide comp care psychologist to meet the social and emotional needs of students. (SWP10)	Other	08/04/2016	05/26/2017	\$0	principal
KYOTE	Provide KYOTE assessments for students who do not meet Kentucky CPE benchmark scores in reading and math(SWP2; KCMP13)	Other	12/05/2016	05/26/2017	\$0	Guidance Counselor, Curriculum Specialist
Assessment	Biology, United States History, Algebra 2 and English 10 courses will use summative and formative assessments that are EOC like. (KCMP3)	Other	08/04/2016	05/31/2017	\$0	EOC teachers, principal, curriculum coordinator
School Nurse	Provide a school nurse to meet the health needs of all students. (SWP10)	Other	08/04/2016	05/26/2017	\$0	principal
Next Generation Leadership Network	The school is participating in the Next General Leadership Network to help ensure the fidelity of instruction within the classroom.	Policy and Process	08/04/2016	05/26/2017	\$0	district curriculum coordinator, curriculum specialist
Professional Learning Communities	Provide time for teachers to share their professional development experiences with their colleagues in PLC's. (SWP4)	Professional Learning	08/04/2016	05/31/2017	\$0	principal, curriculum coordinator

Comprehensive School Improvement Plan

Jackson County High School

On-Site Coaching	Teachers will receive on-site coaching from KAGAN professionals to help them incorporate KAGAN strategies into their classrooms.	Professional Learning	08/04/2016	05/26/2017	\$0	principal, district curriculum coordinator
Next General Leadership Network	Along with district personnel, the JCHS curriculum specialist will attend this professional development to develop ways to monitor the fidelity of teaching in the classroom.	Academic Support Program	07/05/2016	05/31/2017	\$0	Gary Tillery
RTI	Provide RTI for students that are not reaching benchmark on EOC course assessments, which could include tutoring or the use of APEX.	Policy and Process	01/03/2017	05/24/2017	\$0	EOC teachers
Total					\$0	

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	08/04/2016	05/26/2017	\$10000	principal, Gear-Up Coordinator
Total					\$10000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/04/2016	05/26/2017	\$0	Title I Coordinator
KYCID	Continue involvement in the KYCID program. (SWP10; KCMP4)	Behavioral Support Program	08/04/2016	05/26/2017	\$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	08/04/2016	05/26/2017	\$180000	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	08/04/2016	05/26/2017	\$10000	Principal, Guidance Counselor
Total					\$192000	

Title I Schoolwide

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

Jackson County High School

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	07/01/2016	08/03/2016	\$500	principal, curriculum coordinator, guidance counselor
Administrative Meetings	The principal will attend KLA and KASA meetings as appropriate. (SWP4)	Professional Learning	08/04/2016	05/31/2017	\$2000	principal
Total					\$2500	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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.	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
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		

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		

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

Comprehensive School Improvement Plan

Jackson County High School

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

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

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

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		

Comprehensive School Improvement Plan

Jackson County High School

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

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

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	N/A	There are no teachers at Jackson County High School that aren't highly qualified.	

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

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

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		

Comprehensive School Improvement Plan

Jackson County High School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	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 have been able to meet its cap size requirements in the English and math classes.	

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Learning Environment

Measurable Objective 1:

collaborate to create a learning environment that meets the needs of all stakeholders at Jackson County High School by 05/26/2017 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	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	08/04/2016	05/26/2017	\$0 - No Funding Required	principal

Activity - Annual Budget	Activity Type	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	08/04/2016	05/26/2017	\$0 - No Funding Required	principal

Strategy2:

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

Category:

Research Cited:

Activity - Infinite Campus Messenger	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use infinite campus messenger to keep parents informed of important events that are occurring within the school. (SWP6)	Parent Involvement	08/04/2016	05/26/2017	\$4000 - Other	Rhonda Thompson

Comprehensive School Improvement Plan

Jackson County High School

Activity - School Facebook Page	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will use the school Facebook page to disseminate information about school events to parents and the community. (SWP6)	Parent Involvement	08/04/2016	05/26/2017	\$0 - No Funding Required	principal

Activity - Freshmen Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	07/01/2016	08/03/2016	\$500 - Title I Schoolwide	principal, curriculum coordinator, guidance counselor

Activity - Title One	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/04/2016	05/26/2017	\$0 - Title I Part A	Title I Coordinator

Activity - FAFSA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gear-Up will set up a designated date where parents can come to school and get help filling out their child's FAFSA documents. Keith Ritchie from KHEAA will be assisting.(SWP6)	Parent Involvement	08/04/2016	05/26/2017	\$0 - Other	Loretta Rose

Activity - Progress Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Send home 9 weeks report cards so parents can see progress of their children. (SWP6; KCMP3)	Parent Involvement	08/04/2016	05/26/2017	\$0 - No Funding Required	principal

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

Goal 1:

Proficiency: Jackson County High School will increase its combined reading and math proficiency from 47.5% in 2015-16 to 73.1% by 2019 as indicated by state assessment results.

Measurable Objective 1:

A 9% increase of All Students will demonstrate student proficiency (pass rate) increase the average combined reading and math proficiency ratings for all students from 45.9% to 54.4% in Mathematics by 05/31/2017 as measured by state assessment results.

Comprehensive School Improvement Plan

Jackson County High School

Strategy1:

Professional Development - All teachers will participate in 5 days of KAGAN training over a 2 year period and there will be on-site coaching to monitor whether or not it is being implemented correctly. There will be four teachers, two regular and two special education, that will participate in Shipley professional development and receive some on-site coaching.

Category: Professional Learning & Support

Research Cited:

Activity - KAGAN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in 5 days of KAGAN training over a two year period. There will also be on-site coaching and support from KAGAN personnel.	Professional Learning	07/15/2015	07/28/2017	\$25000 - Other	Elizabeth Norris

Activity - Shipley	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two special education and two regular education teachers will participate in Shipley training and receive on-site coaching and support from SESC coop.	Professional Learning	06/01/2016	06/30/2017	\$0 - No Funding Required	Elizabeth Norris

Activity - CTL Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A math and a language arts specialist from CTL will with the math and language arts teachers to increase the fidelity of instruction within their classrooms. Each specialist will spend at least five days working with each department.	Academic Support Program	08/04/2016	12/16/2016	\$0 - No Funding Required	Gary Tillery

Activity - Next General Leadership Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Along with district personnel, the JCHS curriculum specialist will attend this professional development to develop ways to monitor the fidelity of teaching in the classroom.	Academic Support Program	07/05/2016	05/31/2017	\$0 - No Funding Required	Gary Tillery

Strategy2:

Fidelity of Curriculum - A systematic approach will be developed for teachers to complete data analysis on summative assessments. This approach will include common assessments, data analysis binders and grade cam analysis.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Jackson County High School

Activity - Grade Cam Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science, math, English and social studies teachers will have their summative exams downloaded to grade cam. This will allow the teachers, school curriculum specialist and designated district personnel to monitor the effectiveness of instruction in the classroom.	Other - data analysis	08/04/2016	05/31/2017	\$0 - No Funding Required	science, math, English and social studies teachers Gary Tillery

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers who teach the same courses will give common summative assessments to the students.	Policy and Process	08/04/2016	05/31/2017	\$0 - No Funding Required	JCHS Teachers, curriculum specialist

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:
Gap: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.8% in 2015 to 67.1% in 2019

Measurable Objective 1:
collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40% to 51.7% by 05/26/2017 as measured by K-PREP..

Strategy1:
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:

Comprehensive School Improvement Plan

Jackson County High School

Activity - Teacher to Student Ratio	Activity Type	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	08/04/2016	05/26/2017	\$180000 - Title I Part A	Title I Coordinator

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on differentiating instruction within their classrooms. (KCMP3; SWP2; SWP3)	Other	01/03/2017	05/26/2017	\$0 - No Funding Required	Elizabeth Norris

Strategy2:

KAGAN - Teachers will attend training over KAGAN which will teach them how to increase collaborative learning and student engagement.

Teachers will also receive on-site coaching from KAGAN professionals. Administration will be monitoring implementation.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend several days of KAGAN training.	Professional Learning	07/01/2015	05/26/2017	\$25000 - Other	district curriculum coordinator

Activity - On-Site Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive on-site coaching from KAGAN professionals to help them incorporate KAGAN strategies into their classrooms.	Professional Learning	08/04/2016	05/26/2017	\$0 - No Funding Required	principal, district curriculum coordinator

Strategy3:

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

Category:

Research Cited:

Activity - Next Generation Leadership Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school is participating in the Next General Leadership Network to help ensure the fidelity of instruction within the classroom.	Policy and Process	08/04/2016	05/26/2017	\$0 - No Funding Required	district curriculum coordinator, curriculum specialist

Activity - Shipley PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two special education teachers and two regular education teachers are participating in Shipley Training, which focuses on the Plan, Do, Study, Act Model. They will incorporate the training into their classes.	Professional Learning	06/01/2016	06/30/2017	\$0 - No Funding Required	Paula Lunsford, Chad Muncy, Shauna Coyle, Tracy Neeley

Comprehensive School Improvement Plan

Jackson County High School

Activity - Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, including special education teachers, are keeping data analysis binders to they can find gaps in instruction. They must also fill out a data analysis sheet describing how they will address targets that are not met.	Policy and Process	08/04/2016	05/26/2017	\$1000 - General Fund	Gary Tillery

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

Goal 1:

Graduation Rate: Increase the average freshman graduation rate from 87.5% to 93.8% by 2020.

Measurable Objective 1:

collaborate to increase the average freshman graduation rate from 89.6% to 90.1% by 05/31/2017 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 - Persistence to Graduation Tool Kit	Activity Type	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	08/04/2016	05/26/2017	\$0 - No Funding Required	guidance counselor, principal, curriculum specialist

Activity - Gear-Up	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gear-Up coordinator will provide support to students that will make them more aware of the options that are available to them. For example, taking students on college and/or career oriented field trips that expose students to opportunities that they may not otherwise have.	Academic Support Program	08/04/2016	05/26/2017	\$5000 - Other	Loretta Rose

Activity - Credit Recovery	Activity Type	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	08/04/2016	05/26/2017	\$10000 - Title I Part A	Principal, Guidance Counselor

Comprehensive School Improvement Plan

Jackson County High School

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 66.9% in 2015 to 73.5% by 2017.

Measurable Objective 1:
collaborate to increase the college and career ready percentage from 74% to 74.5% by 05/30/2017 as measured by the Unbridled Learning CCR formula..

Strategy1:
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 - ACT Boot Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An instructor from Mastery Prep will come to Jackson County on five occasions to offer ACT tutoring. Students will spend one entire day preparing for the English, math, science and reading parts of the ACT.	Tutoring	08/04/2016	05/01/2017	\$3000 - Other	Loretta Rose

Activity - College Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Local colleges come to the high school on a designated date and set up tables to advertise their schools. Seniors are able to visit each table to get an overview of colleges that they may be interested in attending.	Career Preparation/ Orientation	01/02/2017	05/26/2017	\$0 - No Funding Required	Tanya Begley

Activity - KYOTE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide KYOTE assessments for students who do not meet Kentucky CPE benchmark scores in reading and math(SWP2; KCMP13)	Other	12/05/2016	05/26/2017	\$0 - No Funding Required	Guidance Counselor, Curriculum Specialist

Strategy2:
Student Recognition - Students that become college and/or career ready will receive recognition through a variety of activities that will be offered.

Category: Other - Student

Comprehensive School Improvement Plan

Jackson County High School

Research Cited:

Activity - Bulletin Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that become college and/or career ready will have their picture placed on a bulletin board in the school's main hallway. It will state whether they are college and/or career ready.	Other - Student Incentive	12/01/2016	05/26/2017	\$0 - No Funding Required	Lyndsey Hurst

Activity - Graduation Cords	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors that become college and/or career ready will receive a graduation cord acknowledging their achievement.	Other - Student Incentive	12/01/2016	05/26/2017	\$1000 - Other	Randi Moore

Strategy3:

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: Career Readiness Pathways

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will keep a binder that has all of their summative exams in it. It will also include a data analysis sheet that must be completed that includes which areas did students do poorly on. Teachers make adjust instructional activities based on data.	Policy and Process	08/04/2016	05/26/2017	\$500 - General Fund	CTE Teachers

Activity - Post-Secondary Academic Specialist	Activity Type	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)	Academic Support Program	08/04/2016	05/26/2017	\$45000 - Other	Tanya Begley

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:

SY 2016-2017

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Comprehensive School Improvement Plan

Jackson County High School

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 05/31/2017 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 - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will analyze the reports from the writing, CTE, foreign language and arts and humanities program reviews to make instructional decisions. (SWP8)	Other	08/04/2016	05/31/2017	\$0 - No Funding Required	curriculum coordinator

Activity - 2016-17 Update	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the new program review rubrics that were instituted by KDE for the 2016-17 school year.	Professional Learning	10/03/2016	05/31/2017	\$0 - No Funding Required	Gary D. Tillery

Executive Summary

Introduction

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

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

Description of the School

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

Jackson County High School is located in McKee, KY, which is also the county seat. The county saying states: "Jackson County is where the Bluegrass and the mountains blend.", which is very appropriate because of the county's geographic location. The local communities include Sand Gap, Tyner and Annville. One-fourth of the county's land is comprised of the Daniel Boone National Forest. As of the 2010 census, the county population was 13,494. The population is over 98% white. The percentage of individuals that live below the poverty line is 27%. Individuals with a high school diploma is around 70%. Only 8% of the population has a bachelor's degree or higher. For those individuals who do work, many of them have to leave the county to find high paying manufacturing jobs. There are no high paying manufacturing jobs in the county. Also, on an interesting note, there is only one traffic light in the entire county. Most of the time, a 4-way stop sign would suffice.

There are currently 619 students enrolled at JCHS. It is the only high school in the county. There is also a middle school and three elementary schools. The high school's demographics include a 16.4% special education population, a 1.3% minority population, a 98.7% white population and a 68.2% free/reduced lunch population. Because of the high percentage of students that receive free/reduced lunch, the school belongs to a federal program where all students get free breakfasts and lunches. The school also meets the requirements to be a Title I school, which provides extra resources that would normally not be available, such as extra staff. All of the staff members' ethnicity is white and a majority of them live in the county. For some of the ones that do not live in the county, they grew up here; therefore, most of the staff members have strong ties to Jackson County.

Based on the information above, one can glean the major challenges that the school faces. The county's low socioeconomic status puts us at a disadvantage when it comes to resources. Also, since a large part of the community never finished high school, education isn't highly valued by many members in the community. To complicate matters, there is also a large transient population. There are students constantly enrolling and transferring. Trying to get parents to participate in school activities has been a challenging task. Finally, because of the lack of major businesses, it is difficult to form relationships with a variety of stakeholders.

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 and/or career ready and become productive members of society. The staff believes that "With Students First, We all Succeed." The school embodies this by offering a rigorous academic core curriculum, which includes advanced placement and dual credit courses. The students also have access to vocational courses within the building and at the area vocational center. Students are able to become career ready in the following areas: culinary, early childhood development, horticulture, animal science, computer programming, administrative support, financial services, nursing, carpentry, woodworking, automotive and welding. As the mission statement states, the staff at JCHS want all students to be college and/or career ready before they graduate.

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.

Jackson County High School made some notable achievements last year. First of all, the high school made the 10th highest overall score improvement (high schools only) on the Unbridled Learning assessment. There were improvements in the areas of college and career readiness, graduation rate, program reviews, gap and achievement. The percent of students scoring novice on the end of course assessments dropped in biology, English 10 and algebra 2. The English 10 proficient/distinguished scores actually surpassed the state average. The high school will still work to improve in the areas that were mentioned above, for example, staff will continue to increase the numbers of students who are career and/or college ready. The biggest areas for improvement include reducing the number of students scoring novice. This is especially true for students that are in the gap category. There will be a significant focus on the special education population. The on-demand scores decreased significantly this year, so that will be another focus area. Finally, the school wants to attain the title of "Proficient". We only missed in by .7 of a point last year.

Additional Information

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

Jackson County High School strives to ensure educational equality by providing all students, regardless of race, disability, gender or socioeconomic status, with equitable 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.