Comprehensive School Improvement

Plan for Priority Schools

Fleming County High School

Fleming County Schools

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Executive Summary

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)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *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. **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:	I acknowledge that I have uploaded the School Equity Data.		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.

Fleming County High School has a relatively high number of students who receive free/reduced lunch. Additionally, the school's teacher turnover rate is slightly higher than the state average. As a result, a recruiting plan has been developed to both attract and retain quality teachers to decrease this rate.

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.

One of FCHS's barriers in previous years has been higher teacher turnover rate. The root cause of this may be in relation to more paperwork in implementing consistent systems within the school; however, implementing and documenting these systems are key to increasing student achievement and empowering staff members to own and invest in these systems for student success.

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:

Decrease the percentage of teacher turnover rate of Fleming County High School from 23.9% to 10% or less by 2019

Measurable Objective 1:

collaborate to decrease teacher turnover by 05/31/2019 as measured by the KDE school report card.

Strategy1:

Teacher Recruiting Events - The principal and school leadership team will develop a recruitment presentation and deliver the presentation to college students at least twice a year (December and May) to develop contacts and attract an attractive pool of applicants to fill potential job vacancies the following year.

Category: Other - Staff Recruiting

Research Cited: Guariano, Santibanez, Daley, and Brewer. "A Review of the Research Literature on Teacher Recruitment and Retention

Activity - Teacher Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select 3-5 school leadership team members from various content areas to present on the areas of strength at Fleming County High School and the Fleming County School District including culture, curriculum, and work on Advanc-Ed's Standards for Quality.	Recruitment and Retention	07/01/2016	05/31/2019	$0 - No Funding Required	Principal Assistant Principal Curriculum, Assessment, and Instruction Specialist School Leadership Team Members

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?

Stephanie Emmons, Principal

Todd Watts, Assistant Principal

Sara Smith, Curriculum, Instruction, & Assessment Specialist

Chris Davis, Advisory Council Member

Lori Staggs, Advisory Council Member

Bill Spencer, Advisory Council Member

Polly Burton, Advisory Council Member

Lisa Rieck, Advisory Council Member

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.	Administrators and school staff are available to parents by appointment only to discuss their student's progress.	Apprentice

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

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

Communications

Overall Rating: 2.86

	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 partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	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.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
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).	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, opportunities for student-led conferences).	Proficient

	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

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 0.0

	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.	N/A – School does not have a council.	Novice

	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.	N/A – School does not have a council.	Novice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	N/A – School does not have a council.	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.	N/A – School does not have a council.	Novice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	N/A – School does not have a council.	Novice

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	N/A – School does not have a council.	No council

	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.	N/A – School does not have a council.	No council

Advocacy

Overall Rating: 2.17

	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.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	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: 1.83

	Statement or Question	**Response**	**Rating**
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such 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 some information to parents to learn how to support their child's learning.	Novice

	Statement or Question	**Response**	**Rating**
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School 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.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 3.33

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	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.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	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 offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

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

Fleming County High School has several strengths: Community involvement and offering additional services (i.e. FRYSC & Title I) to identify and eliminate barriers for students and their families.

Intentional efforts should be made to improve communication and engagement with students and their families about academic progress.

Report Summary

Scores By Section

Section Score
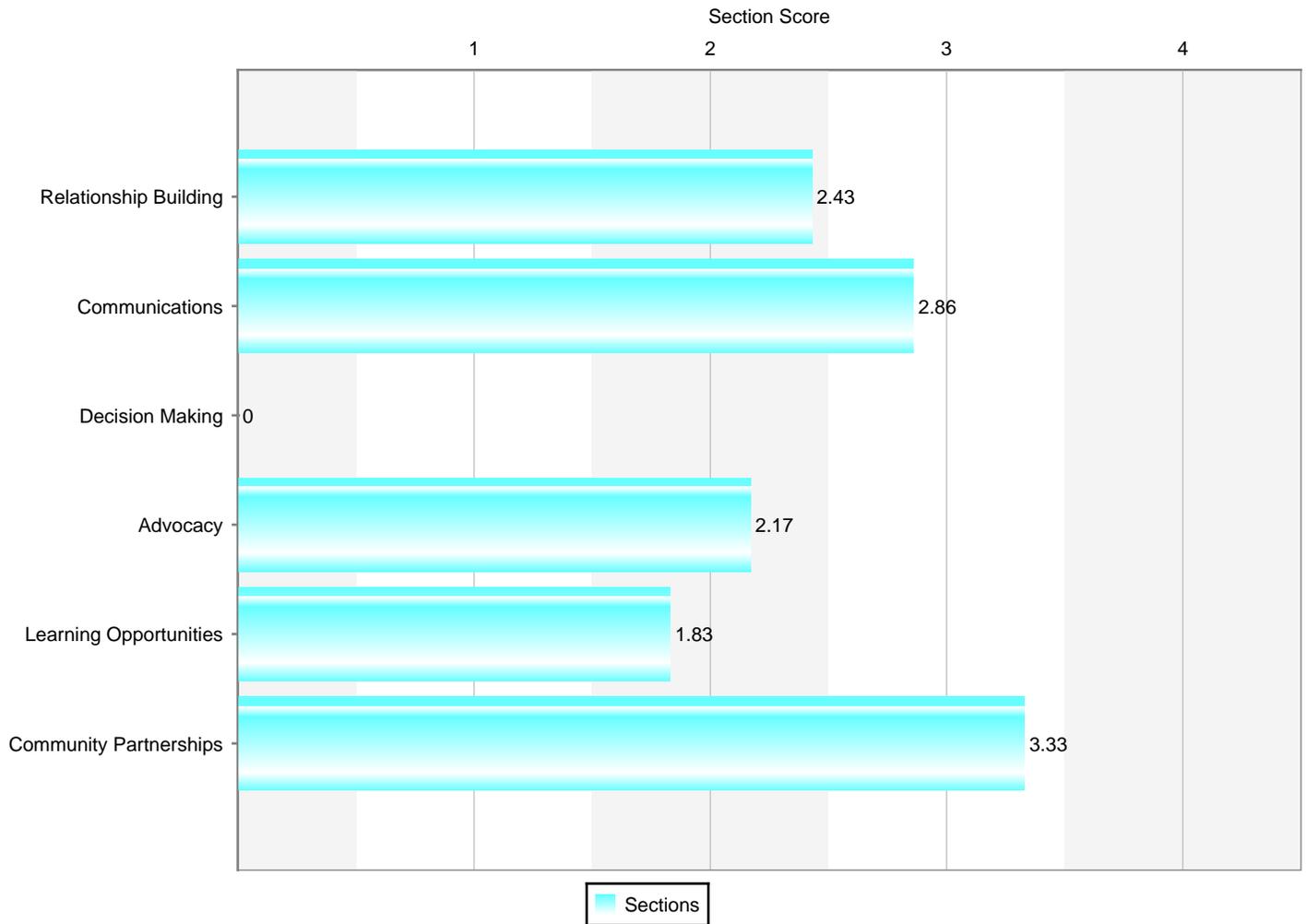
Improvement Plan Stakeholder Involvement

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.

Fleming County High School's Comprehensive School Improvement Plan is the result of collaboration, communication, and engagement across a variety of stakeholder groups to identify strengths, weaknesses, needs, and resources to improve student achievement, climate, culture, and morale.

School administrators, including the principal and assistant principal, surveyed initial data found on the Kentucky Department of Education's School Report Card link available online. Other pieces of data included informal analysis of parent/staff plus-deltas from parent/community events from the start of the school year. Additionally, initial feedback was used from Advanc-Ed parent surveys, including staff and parent responses.

After the data was initially analyzed, a first-reading with the FCHS Advisory Council was held and feedback was solicited. After the Advisory Council provided feedback, parent and student feedback was solicited at a scheduled open-house/community night.

After the initial data from

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

Stephanie Emmons, Principal (Facilitator)
Todd Watts, Assistant Principal (Facilitator, CSIP Lead)
Chris Davis, Lori Staggs, Bill Spencer, Advisory Council Members (Feedback/Revision for Missing Piece, Goals)
Fleming County High School Certified Staff (Feedback/Revision for Missing Piece, Goals)
Panther Community Program (Feedback/Revision for Missing Piece, Goals)

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 using various forms (district website, email, Remind) to all stakeholder groups. Beginning November 14, 2016, stakeholders will receive a weekly update on the CSIP's status and needs for completion.

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?

In analyzing the previous year's assessment data from the school report card, the following trends were noted:

The overall accountability score dropped 4.5 points (74.3 to 69.8)

English II End-of-Course exam scores had a relatively high rating of novice scores (39.5)

Biology End-of-Course exam scores had a relatively high rating of apprentice scores (54.1)

The questions we are trying to answer include:

1. Why is there such a high concentration of novice/apprentice scores?
2. How might we develop goals, plans, and strategies that are systemic and focus on increasing student achievement?

The information tells us where are areas of growth lie and that many students in the gap group likely need more support to increase their academic achievement.

The data does not tell us what strategies/systems used from last year were effective or not. It also is data solely based on one assessment. We do not have longitudinal data yet that tells each student's "story" of learning and achievement.

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?

Fleming County High School's PLC structure is a cause for celebration. It is a system that has been formally implemented that now has all teachers across all content areas discussing student achievement data, sharing instructional strategies, and taking ownership of students and learning. This year, the PLC Protocol includes minor tweaks to sustain its growth--a projection of student performance on KPREP, KOSSA, or End-of-Course Assessments, longitudinal data analysis for each instructional unit, and plus/delta analyses for both students and the teacher.

Fleming County High School also is in its first year of implementing a school-wide, teacher-developed curriculum in all content areas. This should help strengthen our PLC process and ultimately, our student achievement.

Opportunities for Improvement

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

Our focus for this year needs to target novice reduction and closing the achievement gap. Across content areas with EoC exams, approximately 30% of students scored novice. In Algebra 2 and Biology, approximately 40-50% of students scored apprentice. Implementing a consistent Response to Intervention (RtI) system based on achievement and benchmarks (i.e. MAP) that is consistently monitored will be the first step to address this area of need. Additionally, a standardized classroom structure model that is implemented and monitored with walkthroughs and feedback will provide students with the necessary instruction and interventions to close these achievement gaps.

Conclusion

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

In the 2016-17 school year, we will seek the following steps to ensure our goals are met:

1. Design systems, goals, and practices that align with departmental 30-60-90 plans, the school's mission, and vision.
2. Implement systems, goals, and practices based on achievement data where PLCs are the driving force behind our work.
3. Monitor systems, goals, and practices with analysis of data and revisit 30-60-90 day plans.
4. Evaluate systems, goals, and practices with assessment data, plus/deltas, and other stakeholder feedback.

2016-17 Plan for Closing the Achievement Gap

Overview

Plan Name

2016-17 Plan for Closing the Achievement Gap

Plan Description

2016 -17 School Year Revised Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 30.9 in 2014 to 51.6 in 2017.	Objectives: 2 Strategies: 2 Activities: 2	Academic	$0

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non- duplicated gap group from 30.9 in 2014 to 51.6 in 2017.

Measurable Objective 1:

40% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency 48.6 in Mathematics by 05/11/2017 as measured by will increase student growth from 26.6 in 2014 to 48.6 in 2017 in Algebra 2 as measured by the state EOC assessment.

Strategy 1:

Learning Targets and Formative Assessments - Using Learning Targets and Formative Assessments - Teachers will utilize learning targets daily to focus instructional planning as well strategies to target student learning in the classroom as well as communicate the expectation daily. Teachers will use formative assessments daily and track those assessments via Infinite Campus to gauge learning and student achievement towards standards. Teachers will adjust instruction based on student needs as address in Professional Learning Communities

Category: Continuous Improvement

Research Cited: Research Cited: Research done by DeFours and Stiggins

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet twice a week during common planning to analyze student data and share best practices used in the classroom. They will also use this time to develop common end of unit assessments based on common standard based units.	Academic Support Program	08/11/2016	05/18/2017	$0	No Funding Required	School Administration Curriculum, Assessment, Instruction Specialist Classroom Teachers

Measurable Objective 2:

48% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency 54.6 in English 10 by 05/18/2017 as measured by students will increase student growth from 35.1 in 2014 to 41.6 in 2016 in English 10 as measured by the number of students who meet proficiency in English 10.

Strategy 1:

Professional Learning Communities - Learning Targets and Formative Assessments - Teacher will use learning targets to guide their instructional strategies and activities to target student performance. In addition, learning targets will be posted daily to focus instruction while also communicating student learning expectations. Teachers will also utilize formative assessments to guide instruction and document those assessments in Infinite Campus. They will also use this to inform their instruction and modify practices as needed to meet student needs as identified in Professional Learning Communities

Category: Continuous Improvement

Research Cited: research from DeFours and Stiggins

Activity - Professional Learning Communtties	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet twice a week in departmental PLC's where the focus will be on analysis and share instructional strategies and practices.	Academic Support Program	08/11/2016	05/18/2017	$0	No Funding Required	Administration Curriculum, Instruction, and Assessment Specialist Classroom Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	Teachers will meet twice a week during common planning to analyze student data and share best practices used in the classroom. They will also use this time to develop common end of unit assessments based on common standard based units.	Academic Support Program	08/11/2016	05/18/2017	$0	School Administration Curriculum, Assessment, Instruction Specialist Classroom Teachers
Professional Learning Communtties	Teachers will meet twice a week in departmental PLC's where the focus will be on analysis and share instructional strategies and practices.	Academic Support Program	08/11/2016	05/18/2017	$0	Administration Curriculum, Instruction, and Assessment Specialist Classroom Teachers
				Total	$0	

2017 CSIP

Overview

Plan Name

2017 CSIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 30.9 in 2014 to 51.6 in 2017.	Objectives: 2 Strategies: 2 Activities: 2	Academic	$0
2	Increase the percentage of students who are college and career ready from 72.9% to 95% by 2020.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$6000
3	Increase the average cohort graduation rate from 96.2% to 98% by 2020	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
4	Increase proficiency in English 10, Algebra 2, Biology, U.S. History, and On-Demand Writing	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
5	Decrease the percentage of novice by 50% in English from 44.5 to 21.3 and Math from 29.2 to 11 by 2020	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$10000

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non- duplicated gap group from 30.9 in 2014 to 51.6 in 2017.

Measurable Objective 1:

40% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency 48.6 in Mathematics by 05/11/2017 as measured by will increase student growth from 26.6 in 2014 to 48.6 in 2017 in Algebra 2 as measured by the state EOC assessment.

Strategy 1:

Learning Targets and Formative Assessments - Using Learning Targets and Formative Assessments - Teachers will utilize learning targets daily to focus instructional planning as well strategies to target student learning in the classroom as well as communicate the expectation daily. Teachers will use formative assessments daily and track those assessments via Infinite Campus to gauge learning and student achievement towards standards. Teachers will adjust instruction based on student needs as address in Professional Learning Communities

Category: Continuous Improvement

Research Cited: Research Cited: Research done by DeFours and Stiggins

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet twice a week during common planning to analyze student data and share best practices used in the classroom. They will also use this time to develop common end of unit assessments based on common standard based units.	Academic Support Program	08/11/2016	05/18/2017	$0	No Funding Required	School Administration Curriculum, Assessment, Instruction Specialist Classroom Teachers

Measurable Objective 2:

48% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency 54.6 in English 10 by 05/18/2017 as measured by students will increase student growth from 35.1 in 2014 to 41.6 in 2016 in English 10 as measured by the number of students who meet proficiency in English 10.

Strategy 1:

Professional Learning Communities - Learning Targets and Formative Assessments - Teacher will use learning targets to guide their instructional strategies and activities to target student performance. In addition, learning targets will be posted daily to focus instruction while also communicating student learning expectations. Teachers will also utilize formative assessments to guide instruction and document those assessments in Infinite Campus. They will also use this to inform their instruction and modify practices as needed to meet student needs as identified in Professional Learning Communities

Category: Continuous Improvement

Research Cited: research from DeFours and Stiggins

Activity - Professional Learning Communtties	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet twice a week in departmental PLC's where the focus will be on analysis and share instructional strategies and practices.	Academic Support Program	08/11/2016	05/18/2017	$0	No Funding Required	Administration Curriculum, Instruction, and Assessment Specialist Classroom Teachers

Goal 2: Increase the percentage of students who are college and career ready from 72.9% to 95% by 2020.

Measurable Objective 1:

A total of 79 All Students will achieve college and career readiness upon graduation from high school in Career & Technical by 05/17/2017 as measured by attaining ACT Benchmarks in English, Math, & Reading and/or pass rates on KOSSA, ASVAB, Industry Certifications, & WorkKeys Exams.

Strategy 1:

Alignment of Career Pathways - All career pathways will be aligned to the KDE Preview to Career Pathways Document via

KDE. Administrators and counselors will design and implement career pathway check sheets. All

students will register for courses according to their chosen pathway(s).

Category: Career Readiness Pathways

Research Cited: Shannon, Sue. "Nine Characteristics of High Performing Schools."

Activity - Transcript Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance Counselors and Career Pathway teachers will review all credits on each student's transcript. Results will be forwarded to the teachers and assistant principal for record keeping in TEDS.	Career Preparation/Orientation	08/11/2016	12/16/2016	$0	No Funding Required	Ashley Fritz, Guidance Counselor Sandra Cornette, Guidance Counselor Todd Watts, Assistant Principal CTE Teachers

Strategy 2:

WinLearn Intervention - WinLearn accounts will be distributed to all preparatory seniors and juniors who will either KOSSA test or take WorkKeys. CTE teachers will

progress monitor students (using the report suite in WinLearn) to monitor progress and adjust instruction.

Category: Career Readiness Pathways

Research Cited: Zemelman, Daniels, & Hyde. "Best Practice"

Activity - WinLearn Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be enrolled in WinLearn program as part of his/her Career & Technical Education classes. Students and teachers will progress monitor throughout the year.	Academic Support Program, Direct Instruction, Career Preparation/Orientation	10/03/2016	05/17/2017	$6000	Perkins	Todd Watts, Assistant Principal CTE Teachers

Goal 3: Increase the average cohort graduation rate from 96.2% to 98% by 2020

Measurable Objective 1:

improve graduation rate to 96.3% by 05/31/2017 as measured by seniors graduating in the four year cohort.

Strategy 1:

Monitor and Evaluate Career Pathways - All students and teachers will participate in a systematic process to monitor and evaluate completion status of career

pathways. A check sheet will be used for all students and these will be monitored and updated on a regular basis in a homeroom (Lifeguard Advocacy) setting.

Category: Persistance to Graduation

Activity - Lifeguard Advocacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the checklist students are able to have one-on-one conversations and coaching sessions with an identified adult of their choosing. These teachers will go through the career pathway check sheet and guide students in next steps towards their post secondary goals.	Behavioral Support Program	01/03/2017	12/31/2017	$0	No Funding Required	Administration Faculty Students

Goal 4: Increase proficiency in English 10, Algebra 2, Biology, U.S. History, and On-Demand Writing

Measurable Objective 1:

demonstrate a proficiency increase in Algebra 2 from 31.8 to 52.8, Biology from 37.9 to 45.7, English 10 from 53.4 to 60.3, On Demand Writing from 53.8 to 59.6, U.S. History from 44.2 to 55.4 by 05/31/2017 as measured by End of Course Assessment and KPREP Assessment.

Strategy 1:

Professional Communittees - DuFour's Professional Learning Community (PLC) strategy has been utilized to improve student achievement by enabling teachers to have rich and effective discussions about the teaching and learning process. FCHS has arranged its schedule so that all teachers have common planning according to content areas. PLCs will take place two times a week (Tuesdays) during teacher planning periods. The PLC protocol requires teachers to determine assessment question validity, analyze student achievement data, identify struggling students, and develop appropriate re-teaching and enrichment strategies.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Key Core Work Processes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on the work with Novice Reduction Coaches, six key core work processes have been identified by teacher leadership. The Leadership Team and Administrative Team together will develop professional learning sessions based on those processes and teachers will be able to select sessions to attend. They will be provided multiple opportunities to attend sessions so that their own professional learning needs are met and school goals are targeted.	Professional Learning	01/03/2017	12/31/2017	$0	No Funding Required	Administrative Team Leadership Team Faculty

Goal 5: Decrease the percentage of novice by 50% in English from 44.5 to 21.3 and Math from 29.2 to 11 by 2020

Measurable Objective 1:

collaborate to decrease novice scoring students in Algebra 2 from 29.2 to 23.36 and in English 10 from 44.5 to 35.6 by 05/31/2017 as measured by End of Course Assessments.

Strategy 1:

Intervention Program - Intervention Program - We conclude that ACT is reasonably connected to End-of-Course Exam performance and the MAP data serves as a progress monitoring system. FCHS is using this linkage study to identify struggling students and placing them with appropriate instructional support systems to improve achievement in academic areas. Teachers will use tier 1 interventions as part of the classroom structure and these will be monitored through PLC data analysis/discussion

Category: Continuous Improvement

Research Cited: Zemelman, Daniels, and Hyde. Best Practice: Bringing Standards to Life in America's Classrooms

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

We are using research-based intervention strategies to address the identified deficiencies in reading and math of all students. There is a 30-60-90 day plan in place to help our "safety net system."	Academic Support Program	01/03/2017	12/31/2017	$10000	SIG Grant	Administration Intervention Teachers Classroom Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
WinLearn Intervention	Students will be enrolled in WinLearn program as part of his/her Career & Technical Education classes. Students and teachers will progress monitor throughout the year.	Academic Support Program, Direct Instruction, Career Preparation/Orientation	10/03/2016	05/17/2017	$6000	Todd Watts, Assistant Principal CTE Teachers
				Total	$6000	

SIG Grant

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention	We are using research-based intervention strategies to address the identified deficiencies in reading and math of all students. There is a 30-60-90 day plan in place to help our "safety net system."	Academic Support Program	01/03/2017	12/31/2017	$10000	Administration Intervention Teachers Classroom Teachers
				Total	$10000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	Teachers will meet twice a week during common planning to analyze student data and share best practices used in the classroom. They will also use this time to develop common end of unit assessments based on common standard based units.	Academic Support Program	08/11/2016	05/18/2017	$0	School Administration Curriculum, Assessment, Instruction Specialist Classroom Teachers

Transcript Reviews	Guidance Counselors and Career Pathway teachers will review all credits on each student's transcript. Results will be forwarded to the teachers and assistant principal for record keeping in TEDS.	Career Preparation/Orientation	08/11/2016	12/16/2016	$0	Ashley Fritz, Guidance Counselor Sandra Cornette, Guidance Counselor Todd Watts, Assistant Principal CTE Teachers
Lifeguard Advocacy	Through the checklist students are able to have one-on-one conversations and coaching sessions with an identified adult of their choosing. These teachers will go through the career pathway check sheet and guide students in next steps towards their post secondary goals.	Behavioral Support Program	01/03/2017	12/31/2017	$0	Administration Faculty Students
Professional Learning Communtties	Teachers will meet twice a week in departmental PLC's where the focus will be on analysis and share instructional strategies and practices.	Academic Support Program	08/11/2016	05/18/2017	$0	Administration Curriculum, Instruction, and Assessment Specialist Classroom Teachers
Key Core Work Processes	Based on the work with Novice Reduction Coaches, six key core work processes have been identified by teacher leadership. The Leadership Team and Administrative Team together will develop professional learning sessions based on those processes and teachers will be able to select sessions to attend. They will be provided multiple opportunities to attend sessions so that their own professional learning needs are met and school goals are targeted.	Professional Learning	01/03/2017	12/31/2017	$0	Administrative Team Leadership Team Faculty
				Total	$0	

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	Conducted November 14, 2016 & November 17, 2016.	

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	Collaborated with Mr. Mike Murphy, former ERL/Principal of Pulaski Co. High School, to implement Panther Prep Labs to address students who struggle with math and reading proficiency. Content teachers attended Professional Development (Kagan/Laying the Foundations) to strengthen engagement in core classes. School Administration Team developed a classroom structure document to inform teachers and students of research-based techniques to guide instruction (Kagan, Marzano)	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A	Not applicable for grades 9-12	

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	Currently implementing and monitoring Kagan, Marzano, and RTI strategies.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Recruiting events with the principal and school leadership team members at Morehead State University and Eastern Kentucky University at the conclusion of the fall and spring semesters.	

Comprehensive School Improvement Plan for Priority Schools

Fleming County High School

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

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	Panther Community Program	

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	Kagan, Laying the Foundations, Continuous Classroom Improvement & Systems (Shipley & Associates), eleot training, Advanc-Ed Standards for Quality	

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	Spring Advisory Council meeting	

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	Kagan, Marzano, Panther Prep Labs, & RTI	

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		

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	See the Parent Community Program	

Comprehensive School Improvement Plan for Priority Schools

Fleming County High School

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		

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	Spring Advisory Council Meeting	

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	http://www.fleming.kyschools.us/docs/CSIP.pdf	

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

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

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

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.	Yes		

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:

Decrease the percentage of teacher turnover rate of Fleming County High School from 23.9% to 10% or less by 2019

Measurable Objective 1:

collaborate to decrease teacher turnover by 05/31/2019 as measured by the KDE school report card.

Strategy1:

Teacher Recruiting Events - The principal and school leadership team will develop a recruitment presentation and deliver the presentation to college students at least twice a year (December and May) to develop contacts and attract an attractive pool of applicants to fill potential job vacancies the following year.

Category: Other - Staff Recruiting

Research Cited: Guariano, Santibanez, Daley, and Brewer. "A Review of the Research Literature on Teacher Recruitment and Retention

Activity - Teacher Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select 3-5 school leadership team members from various content areas to present on the areas of strength at Fleming County High School and the Fleming County School District including culture, curriculum, and work on Advanc-Ed's Standards for Quality.	Recruitment and Retention	07/01/2016	05/31/2019	$0 - No Funding Required	Principal Assistant Principal Curriculum, Assessment, and Instruction Specialist School Leadership Team Members

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non- duplicated gap group from 30.9 in 2014 to 51.6 in 2017.

Measurable Objective 1:

40% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency 48.6 in Mathematics by 05/11/2017 as measured by will increase student growth from 26.6 in 2014 to 48.6 in 2017 in Algebra 2 as measured by the state EOC assessment.

Strategy1:

Learning Targets and Formative Assessments - Using Learning Targets and Formative Assessments - Teachers will utilize learning targets daily to focus instructional planning as well strategies to target student learning in the classroom as well as communicate the expectation daily. Teachers will use formative assessments daily and track those assessments via Infinite Campus to gauge learning and student achievement towards standards. Teachers will adjust instruction based on student needs as address in Professional Learning Communities

Category: Continuous Improvement

Research Cited: Research Cited: Research done by DeFours and Stiggins

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet twice a week during common planning to analyze student data and share best practices used in the classroom. They will also use this time to develop common end of unit assessments based on common standard based units.	Academic Support Program	08/11/2016	05/18/2017	$0 - No Funding Required	School Administration Curriculum, Assessment, Instruction Specialist Classroom Teachers

Measurable Objective 2:

48% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency 54.6 in English 10 by 05/18/2017 as measured by students will increase student growth from 35.1 in 2014 to 41.6 in 2016 in English 10 as measured by the number of students who meet proficiency in English 10.

Strategy1:

Professional Learning Communities - Learning Targets and Formative Assessments - Teacher will use learning targets to guide their instructional strategies and activities to target student performance. In addition, learning targets will be posted daily to focus instruction while also communicating student learning expectations. Teachers will also utilize formative assessments to guide instruction and document those assessments in Infinite Campus. They will also use this to inform their instruction and modify practices as needed to meet student needs as identified in Professional Learning Communities

Category: Continuous Improvement

Research Cited: research from DeFours and Stiggins

Activity - Professional Learning Communtties	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet twice a week in departmental PLC's where the focus will be on analysis and share instructional strategies and practices.	Academic Support Program	08/11/2016	05/18/2017	$0 - No Funding Required	Administration Curriculum, Instruction, and Assessment Specialist Classroom Teachers

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

N/A (this question does not apply)**Narrative:**

N/A for high school

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non- duplicated gap group from 30.9 in 2014 to 51.6 in 2017.

Measurable Objective 1:

40% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency 48.6 in Mathematics by 05/11/2017 as measured by will increase student growth from 26.6 in 2014 to 48.6 in 2017 in Algebra 2 as measured by the state EOC assessment.

Strategy1:

Learning Targets and Formative Assessments - Using Learning Targets and Formative Assessments - Teachers will utilize learning targets daily to focus instructional planning as well strategies to target student learning in the classroom as well as communicate the expectation daily. Teachers will use formative assessments daily and track those assessments via Infinite Campus to gauge learning and student achievement towards standards. Teachers will adjust instruction based on student needs as address in Professional Learning Communities

Category: Continuous Improvement

Research Cited: Research Cited: Research done by DeFours and Stiggins

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet twice a week during common planning to analyze student data and share best practices used in the classroom. They will also use this time to develop common end of unit assessments based on common standard based units.	Academic Support Program	08/11/2016	05/18/2017	$0 - No Funding Required	School Administration Curriculum, Assessment, Instruction Specialist Classroom Teachers

Measurable Objective 2:

48% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency 54.6 in English 10 by 05/18/2017 as measured by students will increase student growth from 35.1 in 2014 to 41.6 in 2016 in English 10 as measured by the number of students who meet proficiency in English 10.

Strategy1:

Professional Learning Communities - Learning Targets and Formative Assessments - Teacher will use learning targets to guide their instructional strategies and activities to target student performance. In addition, learning targets will be posted daily to focus instruction while also communicating student learning expectations. Teachers will also utilize formative assessments to guide instruction and document those assessments in Infinite Campus. They will also use this to inform their instruction and modify practices as needed to meet student needs as identified in Professional Learning Communities

Category: Continuous Improvement

Research Cited: research from DeFours and Stiggins

Activity - Professional Learning Communtties	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet twice a week in departmental PLC's where the focus will be on analysis and share instructional strategies and practices.	Academic Support Program	08/11/2016	05/18/2017	$0 - No Funding Required	Administration Curriculum, Instruction, and Assessment Specialist Classroom Teachers

Goal 2:

Decrease the percentage of novice by 50% in English by 2019 at Fleming County High School as measured by and End-of-Course Exams: English 10: 44.5% in 2015-16 to 21.3% in 2019

Measurable Objective 1:

A 100% decrease of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Novice from 44.5 in 2015-16 to 35.6 in 2016-17 school year in English 10 by 05/17/2017 as measured by English 10 End of Course Assessment.

Strategy1:

Intervention Program - Therefore, we conclude that ACT is reasonably connected to End-of-Course Exam performance and

the MAP data serves as a progress monitoring system. FCHS is using this linkage study to identify

struggling students and placing them with appropriate instructional support systems to improve

achievement in academic areas. Teachers will use tier 1 interventions as part of the classroom

structure and these will be monitored through PLC data analysis/discussion.

Category: Learning Systems

Research Cited: Zemelman, Daniels, and Hyde. Best Practice: Bringing Standards to Life in America's Classrooms

Activity - Response to Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We are using research-based intervention strategies to address the identified deficiencies in reading of all students. There is a 30-60-90 day plan in place to help our "safety net system."	Academic Support Program	08/11/2016	05/17/2017	$10000 - Grant Funds	Stephanie Emmons Sara Smith Faculty

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

Goal 1:

Increase the percentage of students who are college and career ready from 72.9% to 95% by 2020.

Measurable Objective 1:

A total of 79 All Students will achieve college and career readiness upon graduation from high school in Career & Technical by 05/17/2017 as measured by attaining ACT Benchmarks in English, Math, & Reading and/or pass rates on KOSSA, ASVAB, Industry Certifications, & WorkKeys Exams.

Strategy1:

WinLearn Intervention - WinLearn accounts will be distributed to all preparatory seniors and juniors who will either KOSSA test or take WorkKeys. CTE teachers will progress monitor students (using the report suite in WinLearn) to monitor progress and adjust instruction.

Category: Career Readiness Pathways

Research Cited: Zemelman, Daniels, & Hyde. "Best Practice"

Activity - WinLearn Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be enrolled in WinLearn program as part of his/her Career & Technical Education classes. Students and teachers will progress monitor throughout the year.	Academic Support Program Direct Instruction Career Preparation/ Orientation	10/03/2016	05/17/2017	$6000 - Perkins	Todd Watts, Assistant Principal CTE Teachers

Strategy2:

Alignment of Career Pathways - All career pathways will be aligned to the KDE Preview to Career Pathways Document via

KDE. Administrators and counselors will design and implement career pathway check sheets. All

students will register for courses according to their chosen pathway(s).

Category: Career Readiness Pathways

Research Cited: Shannon, Sue. "Nine Characteristics of High Performing Schools."

Activity - Transcript Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance Counselors and Career Pathway teachers will review all credits on each student's transcript. Results will be forwarded to the teachers and assistant principal for record keeping in TEDS.	Career Preparation/ Orientation	08/11/2016	12/16/2016	$0 - No Funding Required	Ashley Fritz, Guidance Counselor Sandra Cornette, Guidance Counselor Todd Watts, Assistant Principal CTE Teachers

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

Goal 1:

Increase the percentage of students who are college and career ready from 72.9% to 95% by 2020.

Measurable Objective 1:

A total of 79 All Students will achieve college and career readiness upon graduation from high school in Career & Technical by 05/17/2017 as measured by attaining ACT Benchmarks in English, Math, & Reading and/or pass rates on KOSSA, ASVAB, Industry Certifications, & WorkKeys Exams.

Strategy1:

Alignment of Career Pathways - All career pathways will be aligned to the KDE Preview to Career Pathways Document via

KDE. Administrators and counselors will design and implement career pathway check sheets. All

students will register for courses according to their chosen pathway(s).

Category: Career Readiness Pathways

Research Cited: Shannon, Sue. "Nine Characteristics of High Performing Schools."

Activity - Transcript Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance Counselors and Career Pathway teachers will review all credits on each student's transcript. Results will be forwarded to the teachers and assistant principal for record keeping in TEDS.	Career Preparation/ Orientation	08/11/2016	12/16/2016	$0 - No Funding Required	Ashley Fritz, Guidance Counselor Sandra Cornette, Guidance Counselor Todd Watts, Assistant Principal CTE Teachers

Strategy2:

WinLearn Intervention - WinLearn accounts will be distributed to all preparatory seniors and juniors who will either KOSSA test or take

WorkKeys. CTE teachers will progress monitor students (using the report suite in WinLearn) to monitor progress and adjust instruction.

Category: Career Readiness Pathways

Research Cited: Zemelman, Daniels, & Hyde. "Best Practice"

Activity - WinLearn Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be enrolled in WinLearn program as part of his/her Career & Technical Education classes. Students and teachers will progress monitor throughout the year.	Academic Support Program Direct Instruction Career Preparation/ Orientation	10/03/2016	05/17/2017	$6000 - Perkins	Todd Watts, Assistant Principal CTE Teachers

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

Goal 1:

Increase the proficiency rate in Writing from 53.8 in 2015-16 to 71.2 by 2019.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency from 53.8 to 59.6 in Writing by 05/17/2017 as measured by the K-PREP On-Demand Writing Test.

Strategy1:

School-Wide Writing Strategies - Implement a school-wide writing program with two specific strategies that are universally applied to all content areas (i.e.Chunk Paragraphs, 3.8).

Teachers will bring writing samples to applicable PLCs.

Category: Continuous Improvement

Research Cited: Schafer, Jane. "The Double-Chunk Paragraph"

Activity - 3.8 Paragraph & Chunk Paragraph Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 3.8 paragraph strategy will be used across all content areas/courses to explicitly instruct and give students feedback to improve On-Demand Writing scores. The Chunk Paragraph will be used as an additional strategy/method for school-wide writing.	Professional Learning Academic Support Program	08/11/2016	05/17/2017	$0 - No Funding Required	Stephanie Emmons, Principal Todd Watts, Assistant Principal Sara Smith, Curriculum, Instruction, & Assessment Specialist

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?

Fleming County High School is situated in Flemingsburg, KY, and serves as the only high school in Fleming County. Fleming County High School has a student population of approximately 725 students. According to the most recent data, The median household income from 2007-2011 was $31,979 in comparison to the state average which is $42,248. Of the population of persons twenty-five years and over, 75.8% had a high school diploma or greater; 12.7% of those had a bachelor's degree or higher.

Demographic Characteristics Fleming County High School:

White (non-Hispanic) 96.6%

African American 1.7%

Hispanic 1%

2 or more races: 0.7%

Below Poverty & F/R Lunch

64.9% Total F/R Lunch

In the past few years, Fleming County High School has experienced substantial change. Since entering Persistently Low Achieving status, FCHS has had three different principals and three different assistant principals. Both certified and classified staff were reduced in 2013 to abate the district's financial issues. Additionally, the daily schedule has undergone several different configurations, ranging from block scheduling, trimesters, and now a two-semester, seven period day.

School's Purpose

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

The Vision of Fleming County High School:

At FCHS, Each Student:

Prepared for College

Prepared for Career

Prepared for Life

Success: The Panther Way

The Mission of Fleming County High School:

The mission of Fleming County High School is to engage the community, families, and students through communication, positive relationships, and a rigorous curriculum to meet the needs of all students ensuring lifelong learning.

We Believe: Continuous improvement is essential to stakeholder empowerment.

We Believe: A world-class education is essential to college & career readiness.

We Believe: Connected and efficient systems are essential for 21st Century teaching and learning.

We Believe: Parent and community engagement are essential for student success.

FCHS offers a rigorous and diverse curriculum, including 13 possible career pathways leading to KOSSA and/or industry certification. In 2015-16, FCHS was named an Advance KY school and additional Advanced Placement Courses in Computer Science, Art History, and Psychology were added to the curriculum. FCHS's Career and Technical Education Department allows students who are college and/or career ready to pursue internships and cooperative education credits. These offerings and programs ensure students are given the opportunity to be prepared for college, career, and life.

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.

FCHS has also enjoyed its own brand of success. In 2014-15, the combined College & Career Readiness index was 89% (in the top 10% of all high schools in the state). Student organizations such as FFA, FCLA, and the Welding Team compete for top honors at the local, state, and national level.

FCHS is also the home of the 2013 Kentucky Council of Teachers of English Teacher of the Year.

Fleming County High School offers several unique features and programs to assist in students in reaching their greatest potential. FCHS is the only high school in the area to offer a robust Career & Technical Education program within the same building, eliminating the need for transporting students to an off-site ATC. Furthermore, , Fleming County High School will undergo major renovations including updating the cafeteria, adding additional classrooms and wings, and adding authentic work-like environments in its Career & Technical Education classrooms.

Additional Information

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

Fleming County High School is also striving to improve its community engagement efforts through its Advisory Council and Panther Community Program. FCHS is seeking innovative ways to engage and interact with the community at large and ensure that communication with stakeholders occurs through multiple mediums to include websites, the Panther Success Memo, and social media.