Comprehensive School Improvement

Plan for Priority Schools

Pulaski County High School

Pulaski County

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PCHS CSIP 2016-17

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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.		PCHS 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.

Pulaski County High School has a majority percentage of free/reduced lunch students and a significant population of students with disabilities. The data provides evidence that all students, including those mentioned, are provided equitable access and supports from highly qualified teachers and administrators.

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 trend that could be considered a barrier is the number of teachers with less than three years of experience. 13% of teachers at PCHS have 0-3 years of experience. However, this potential barrier is overcome by professional learning and support made available through our professional learning communities, district beginning teacher programs, and other extended learning opportunities. Additionally, it is important to note that the root cause of this trend is due to the transition of some of our experienced teachers into other leadership roles at both our school and other schools in the district.

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.		PCHS 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:

2016-17 NOVICE REDUCTION: Reduce the percentage of reading and math EOC novice ratings from 17.9% to 7.2% by 2020.

Measurable Objective 1:

collaborate to reduce the percentage of math novice EOC ratings from 10.4% to 5.7% by 05/31/2017 as measured by Algebra 2 EOC.

Strategy1:

Continuous Improvement - Promote systemic, data-driven change to establish strategic initiatives. Support the implementation of those initiatives through monitoring. Identify and incubate new and innovative approaches to continuously improve teaching and learning.

Category: Continuous Improvement

Research Cited:

Activity - RtI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze multiple pieces of assessment data on students at-risk for low performance to identify needs, provide additional support, and monitor progress.	Academic Support Program	08/09/2016	05/31/2017	$0 - No Funding Required	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Activity - Plan, Do, Study, Act Continuous Improvement Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the plan, do, study, act cycle for each instructional unit. Data will be discussed to identify students not meeting the standards, and strategies for providing immediate and intentional safety nets at the classroom level will be discussed.	Policy and Process	08/09/2016	05/31/2017	$0 - No Funding Required	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Measurable Objective 2:

collaborate to reduce the percentage of reading novice EOC ratings from 25.2% to 19.4% by 05/31/2017 as measured by English 2 EOC.

Strategy1:

Continuous Improvement - Promote systemic, data-driven change to establish strategic initiatives. Support the implementation of those

initiatives through monitoring. Identify and incubate new and innovative approaches to continuously improve teaching and learning.

Category: Continuous Improvement

Research Cited:

Activity - RtI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze multiple pieces of assessment data on students at-risk for low performance to identify needs, provide additional support, and monitor progress.	Academic Support Program	08/09/2016	05/31/2017	$0 - No Funding Required	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Activity - Plan, Do, Study, Act Continuous Improvement Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the plan, do, study, act cycle for each instructional unit. Data will be discussed to identify students not meeting the standards, and strategies for providing immediate and intentional safety nets at the classroom level will be discussed.	Policy and Process	08/09/2016	05/31/2017	$0 - No Funding Required	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Goal 2:

2016-17 SCHOOL AND COMMUNITY COLLABORATION: The school will work with families and community groups to remove barriers to

learning in order to meet the intellectual, social, and developmental needs of all students.

Measurable Objective 1:

collaborate to remove barriers to learning in order to meet the intellectual, social, and developmental needs of all students by 05/31/2017 as

measured by School Report Card, TELL Survey.

Strategy1:

Persistence to Graduation- - Identify students who are off-track or accelerated to determine the most appropriate way to engage each

student to ensure they graduate college/career ready (for example, Early Graduation and Alternative Programs.)

Category: Persistance to Graduation

Research Cited:

Activity - Communicating RtI Elements with Stakeholders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communicate information regarding elements of RtI with stakeholders.	Behavioral Support Program Professional Learning Academic Support Program Parent Involvement	08/08/2016	05/31/2017	$0 - No Funding Required	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Julena Edwards, Amanda Hall, Julie Hoff

Goal 3:

2016-17 GAP: Increase the averaged combined reading and math EOC proficiency ratings in the non-duplicated gap group from 57.6% to 75.2% by 2019.

Measurable Objective 1:

collaborate to increase the math proficiency ratings in the non-duplicated gap group from 56.0% to 62.7% by 05/31/2017 as measured by Algebra 2 EOC.

Strategy1:

Professional Learning and Support - Implement high yield instructional strategies into classroom practice by providing professional learning and support to teachers through ongoing conversations, training, and coaching.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers share high-yield instructional strategies, and specifically content-literacy strategies as a part of each PLC.	Professional Learning	08/09/2016	05/31/2017	$0 - No Funding Required	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Activity - Kagan Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will receive in-class Kagan coaching at least twice this school year, and elective teachers will receive at least one coaching event from trained, in-house Kagan coaches. Furthermore, Kagan structures will be shared during growth days and other professional learning opportunities throughout the year.	Professional Learning	07/01/2016	05/31/2017	$0 - Grant Funds	Angela Murphy, Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Measurable Objective 2:

collaborate to increase the reading proficiency ratings in the non-duplicated gap group from 59.1% to 67.8% by 05/31/2017 as measured by English 2 EOC.

Strategy1:

Professional Learning and Support - Implement high yield instructional strategies into classroom practice by providing professional learning and support to teachers through ongoing conversations, training, and coaching.

Category: Professional Learning & Support

Research Cited:

Activity - Kagan Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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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?

Rodney McAninch - Principal

Casey Inabnitt - Assistant Principal

Arthur Crawford - Assistant Principal

Todd Tucker - Educational Recovery Leader

Sheila Elmore - Building Assessment Coordinator and Master Scheduler

Jennifer Butcher - Guidance Counselor

Alice Muse - Guidance Counselor

Lillian Norris - Guidance Counselor

Julena Edwards - YSC Coordinator

Amanda Hall - Curriculum Specialist

Julie Hoff - Curriculum Specialist

Hana Smith - Media Specialist

James Murray - School Technology Coordinator/Teacher

Jose Barron - Teacher

Courtney Ikerd - Parent

Jill Johnson - Parent

Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	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.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

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

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

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

Communications

Overall Rating: 2.57

	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.	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).	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

	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: 2.14

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

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council 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 reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	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 policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
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

	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: 2.5

	Statement or Question	**Response**	**Rating**
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	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 participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	**Response**	**Rating**
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	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.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 2.17

	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 targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	Statement or Question	**Response**	**Rating**
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School 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 develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 2.83

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

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

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

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

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

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff 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.

Overall, PCHS must continue to focus on developing stronger relationships with parents. Particularly, we need to find new ways to encourage parents to participate in their child's academic and social success. 100% of staff believe the following: that the school maintains clear, two-way communication with the community, that the school does a good job of encouraging parent/guardian involvement, and that teachers provide parents/guardians with useful information about student learning. However, while we do have support systems in place and use multiple modes of communication to reach out to parents, we do recognize the need to increase the overall parent involvement within our school in order to positively impact student achievement. The school regularly reports grades and other information regarding school events, grades, etc., but the school must focus on fostering a culture of parent leadership in the decision-making process. In keeping with one of our core beliefs of continuous improvement, we believe that we can always better our processes.

Actions we are implementing toward this improvement include re-instituting the process of creating individual student assessment reports that will be shared during an open house night here at school. Teachers would be trained to discuss specific data points with parents and students who visit their classroom.   Additionally, community involvement is a focus through many of our newer programs such as PLTW initiatives, the KYFAME program, and contacts made directly through our Youth Career Connect Counselor, Mrs. Jennifer Butcher.

Report Summary

Scores By Section

Section Score
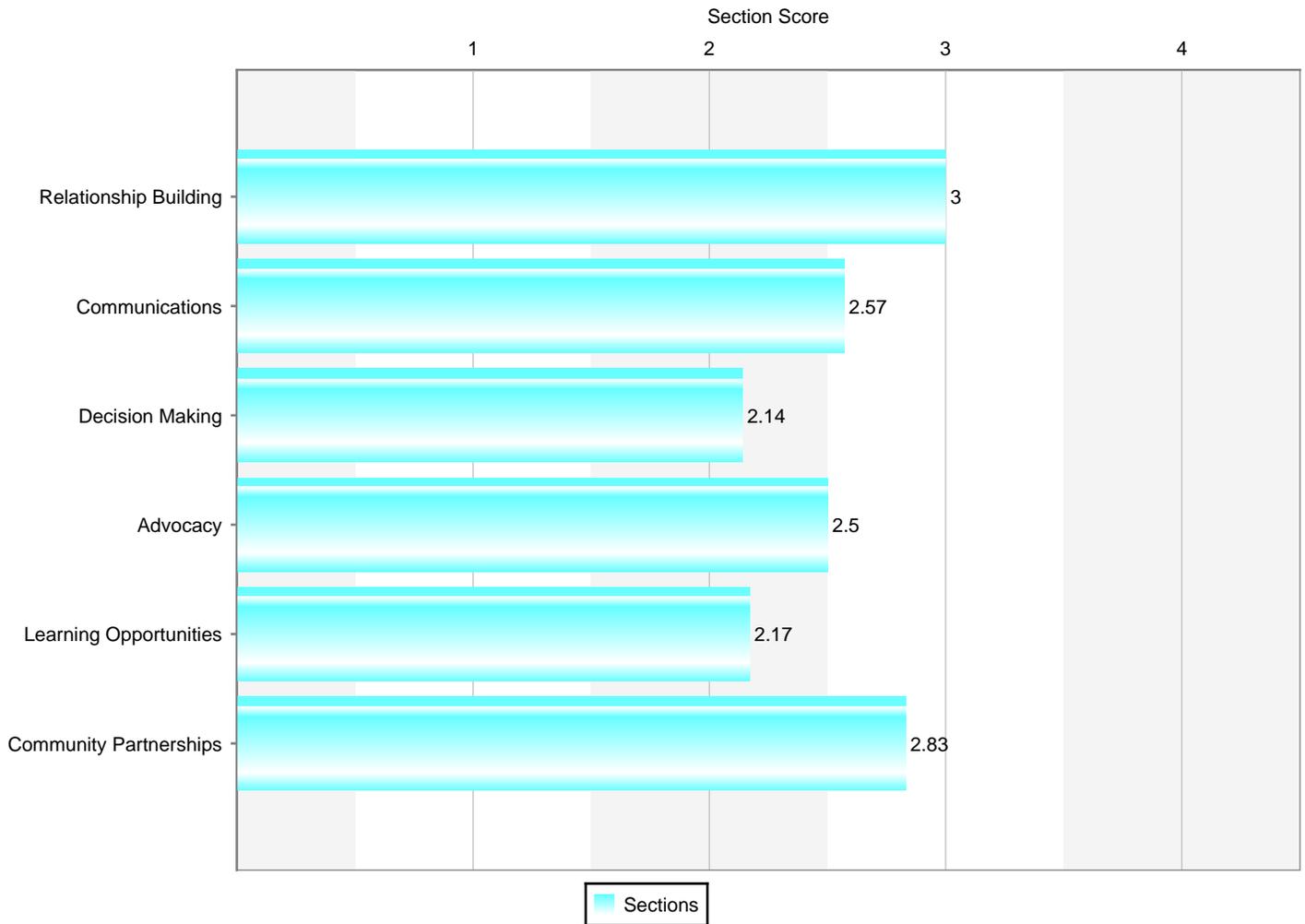
Improvement Plan Stakeholder Involvement

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.

Stakeholders are engaged in the development of our school improvement plan through a variety of means.   Weekly PLCs scheduled during common planning time for each department create conversations centered around school improvement. Other groups, such as the Intervention department, the leadership team, and advisory council determine meeting dates each month to discuss current processes and needs areas. Many need areas are identified and strategies are developed through this process.

Multiple feedback sources are utilized to identify needs and perceptions of stakeholders and inform planning. For instance, all teachers provide feedback using the weekly anonymous plus/delta link. This provides them with the opportunity to speak to positives, things that need to change, and even issues that need to be resolved among our processes. Students are also provided with opportunities to complete a plus/delta for each class on a regular basis. Results from these plus/deltas are discussed in PLCs, which then help to identify needs for improvement planning.

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

All teachers are represented through PLC groups, whose conversations become the driver for school improvement. The school safety committee, RTI Team, PBIS Team, and curriculum committee are made of school leadership and teachers who inform the planning process as well. Additionally, students are represented through regular plus/deltas, student voice surveys, Student Council, Link Crew, NHS, and other organizations who influence school-level decisions. Parents and community members are represented through advisory committees and the PCHS advisory council, which contains district and school leadership and teachers in addition to parent representatives who have been trained on council procedures and areas of school improvement. CSIP progress, assessment data, program review processes, and other information is provided to these groups.

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

CSIP progress is regularly communicated with all leadership team members as well as the district CSIP/CDIP coordinator. The content of the final plan will be shared with the school, community, and district by being shared at the advisory council meeting, in a leadership team meeting, in PLCs, and will be posted on the school website. Progress notes will be shared three times per year with stakeholders through these same avenues.

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?

The leadership team is reviewing the data to determine gaps in our standards-based instructional system. Specifically, what are the opportunities for improvement in the areas of novice reduction.

The data tells us that the systems we have in place are addressing the needs of the majority of our students. However, the data also shows that, while those systems are being successful with many, they alone are not meeting the needs of a portion of our student population.

The data shows a slight decrease in overall accountability scores from 85.1 in 2014-15 to 79.5 in 2015-16.

EOC Data:

66.7% of students met benchmark on the English II EOC

61.1% of students met benchmark on the Algebra II EOC

38.5% of students met benchmark on the Biology EOC

66.2% of students met benchmark on the US History EOC

ACT Data for Spring 2016:

64.6% of juniors met benchmark in English

52.71% of juniors met benchmark in Math

49.8% of juniors met benchmark in Reading

KPREP On-Demand Writing:

54.2% of students scored proficient or distinguished

College Readiness:

86.1% of students met college readiness benchmarks

Career Readiness:

61% of students obtained career ready status

Non-Cognitive Data:

5-Year Adjusted Graduation Rate: 97.1%

Dropout Rate: 0.4%

Student Attendance as of October 2016:

9th Grade: 96.07%

10th Grade: 95.5%

11th Grade: 94.55%

12th Grade: 92.26%

Teacher Attendance as of October 2016: 97.23%

What the data doesn't tell us:

The data doesn't show that part of the decrease in overall accountability score is due to the revised method for calculating Gap scores based on novice reduction in reading and math.

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?

For the third year in a row, Pulaski County High School has been identified as a Distinguished High School. 2016-2017 marks the fourth year that PCHS has served as a HUB School to schools around the state, sharing best practices to increase student achievement.

End-of -Course Scores have remained above state average, while the percent of students meeting ACT benchmarks have trended upward. Based on state averages, EOC scores continue to have a low percentage of students scoring novice which indicates the academic and behavior systems of supports are working for a majority of students.

To sustain this level of success and increase student achievement, the leadership team reviewed all systems along with data from EOC, ACT along with qualitative data to determine the level of implementation of each system. Furthermore, the leadership team at PCHS developed a systematic processes for teachers to review the summative data collected from the PLCs to validate the need to make improvements in his or her instructional unit(s). The data analysis process provides teachers a systematic, professional approach to improve their instructional units implementing a backwards design approach based on an analysis of summative assessment data. The protocol engages teachers in the process of analyzing data to make improvements in the alignment and coherence of effective instruction and fair assessments to the clear, high standards.   The protocol also provides a systematic process for teachers to review summative data to make improvements in curriculum, instruction, and/or assessments to reduce or eliminate curriculum gaps.

The process enables teachers to engage their colleagues in conversations surrounding the data and taking ownership of the Plan, Do, Study, Act continuous improvement cycle to improve student achievement. Within the cycle, teachers implemented the protocol to better ensure the alignment and coherence of the elements of a standards-based instructional unit. This blueprint for continuous and sustainable improvement allows us to capitalize on a collective effort to continually engage in the refinement of instructional units that engage students at the level of rigor required by the standards.

Opportunities for Improvement

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

While the systems we have in place are enabling the majority of students to be successful, we have an opportunity to improve in order to further reduce the number of students scoring novice -- especially in the areas of reading and math. We recognize that a portion of our population needs an additional layer of supports to be successful that we are currently not offering. Through conversation in PLCs, leadership team meetings, and small-group PLCs with English, math, and intervention teachers, we are exploring ideas for meeting the needs of at-risk students through one-on-one and/or small group sessions focused on targeted skill areas.

Currently, the PLC protocol provides a systematic process for teachers to improve and administrators to monitor teacher's curriculum, instruction, and assessment practices. The PLC protocol ensures assessment methods are aligned with, reflect, and produce evidence of the standards to which students are required to perform. Students who are not mastering standards are provided safety nets that are aligned with those standards and with the other elements of the standards-based system to provide them with an opportunity for success.

A continued focus on high-yield instructional strategies and literacy strategies as a part of PLC conversations will also address the need for continuous improvement of instruction. Professional learning opportunities and a school-wide Kagan coaching plan will provide opportunities to improve in this area.

Conclusion

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

Overall, we want to ensure that the implementation of the protocols we already have in place are implemented with fidelity, and that new supports are added to support students whose needs aren't being met our current tiered system of supports. Specifically, the leadership team is committed to an intentional focus on engaging teachers in conversations through the PLC that will lead to continuous improvement in planning and implementation of instructional practices. Furthermore, developing a plan for tier-3 academic supports, which includes the identification of struggling students, an analysis of their needs, and targeted instructional approach will ensure that all students at Pulaski County High School are able to achieve at high levels.

PCHS CSIP 2016-17

Overview

Plan Name

PCHS CSIP 2016-17

Plan Description

This is the CSIP for the 2016-17 school year.

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	2016-17 PROFICIENCY: Increase the averaged combined reading and math proficiency ratings from 63.9% to 79.2% by 2019.	Objectives: 2 Strategies: 1 Activities: 2	Organizational	$0
2	2016-17 NOVICE REDUCTION: Reduce the percentage of reading and math EOC novice ratings from 17.9% to 7.2% by 2020.	Objectives: 2 Strategies: 1 Activities: 3	Organizational	$0
3	2016-17 COLLEGE & CAREER READINESS: Increase the percentage of students who are college/career ready from 86.1% to 87.0% by 2017.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	$24090
4	2016-17 GAP: Increase the averaged combined reading and math EOC proficiency ratings in the non-duplicated gap group from 57.6% to 75.2% by 2019.	Objectives: 2 Strategies: 1 Activities: 2	Organizational	$0
5	2016-17 GRADUATION RATE: Increase the 5-year adjusted cohort graduation rate from 97.1% to 97.5% by 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$16100
6	2016-17 SCHOOL AND COMMUNITY COLLABORATION: The school will work with families and community groups to remove barriers to learning in order to meet the intellectual, social, and developmental needs of all students.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	$16100
7	2016-17 PROGRAM REVIEW: Demonstrate proficiency in all areas of the Program Review by 2019. Programs include Practical Living/Career Studies, Visual and Perfoming Arts, Writing, and Global Competency/World Languages.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0

Goal 1: 2016-17 PROFICIENCY: Increase the averaged combined reading and math proficiency ratings from 63.9% to 79.2% by 2019.

Measurable Objective 1:

collaborate to increase the reading proficiency ratings from 66.7% to 73.3% by 05/31/2017 as measured by English 2 EOC.

(shared) Strategy 1:

Progress Monitoring - Progress monitoring/analysis of student achievement data to inform instruction.

Category: Continuous Improvement

Activity - Universal Screener (MAP)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP assessments will be administered in the August, December, and March. Data will be analyzed to identify student learning needs and inform intervention needs in reading and math. Utilize PLC meeting to ensure that student RIT scores drive instruction.	Academic Support Program, Technology	01/01/2017	12/31/2017	$0	Other	Amanda Hall, Julie Hoff, Jennifer Butcher, Alice Muse, Lillian Norris

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize goal setting sheets for MAP testing and English 2/Algebra 2 EOCs to encourage growth. Incorporate a system of rewards for students meeting goals.	Academic Support Program	08/09/2016	05/31/2017	$0	Other	Rodney McAninch, Amanda Hall, Julie Hoff

Measurable Objective 2:

collaborate to increase the math proficiency ratings from 61.3% to 68.2% by 05/31/2017 as measured by Algebra 2 EOC.

(shared) Strategy 1:

Progress Monitoring - Progress monitoring/analysis of student achievement data to inform instruction.

Category: Continuous Improvement

Activity - Universal Screener (MAP)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP assessments will be administered in the August, December, and March. Data will be analyzed to identify student learning needs and inform intervention needs in reading and math. Utilize PLC meeting to ensure that student RIT scores drive instruction.	Academic Support Program, Technology	01/01/2017	12/31/2017	$0	Other	Amanda Hall, Julie Hoff, Jennifer Butcher, Alice Muse, Lillian Norris

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize goal setting sheets for MAP testing and English 2/Algebra 2 EOCs to encourage growth. Incorporate a system of rewards for students meeting goals.	Academic Support Program	08/09/2016	05/31/2017	$0	Other	Rodney McAninch, Amanda Hall, Julie Hoff

Goal 2: 2016-17 NOVICE REDUCTION: Reduce the percentage of reading and math EOC novice ratings from 17.9% to 7.2% by 2020.

Measurable Objective 1:

collaborate to reduce the percentage of reading novice EOC ratings from 25.2% to 19.4% by 05/31/2017 as measured by English 2 EOC.

(shared) Strategy 1:

Continuous Improvement - Promote systemic, data-driven change to establish strategic initiatives. Support the implementation of those initiatives through monitoring.

Identify and incubate new and innovative approaches to continuously improve teaching and learning.

Category: Continuous Improvement

Activity - Plan, Do, Study, Act Continuous Improvement Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the plan, do, study, act cycle for each instructional unit. Data will be discussed to identify students not meeting the standards, and strategies for providing immediate and intentional safety nets at the classroom level will be discussed.	Policy and Process	08/09/2016	05/31/2017	$0	No Funding Required	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Activity - RtI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze multiple pieces of assessment data on students at-risk for low performance to identify needs, provide additional support, and monitor progress.	Academic Support Program	08/09/2016	05/31/2017	$0	No Funding Required	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Activity - Develop a System of Supports for Potential Novice Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with English, math, and intervention teachers to develop a system of additional supports which targets deficit areas and utilizes goal setting, metacognition, and peer coaching strategies for identified potential novice students .	Direct Instruction, Academic Support Program	08/08/2016	05/31/2017	$0	No Funding Required	Rodney McAninch, Casey Inabnitt, Julie Hoff

Measurable Objective 2:

collaborate to reduce the percentage of math novice EOC ratings from 10.4% to 5.7% by 05/31/2017 as measured by Algebra 2 EOC.

(shared) Strategy 1:

Continuous Improvement - Promote systemic, data-driven change to establish strategic initiatives. Support the implementation of those initiatives through monitoring.

Identify and incubate new and innovative approaches to continuously improve teaching and learning.

Category: Continuous Improvement

Activity - Plan, Do, Study, Act Continuous Improvement Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the plan, do, study, act cycle for each instructional unit. Data will be discussed to identify students not meeting the standards, and strategies for providing immediate and intentional safety nets at the classroom level will be discussed.	Policy and Process	08/09/2016	05/31/2017	$0	No Funding Required	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Activity - RtI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze multiple pieces of assessment data on students at-risk for low performance to identify needs, provide additional support, and monitor progress.	Academic Support Program	08/09/2016	05/31/2017	$0	No Funding Required	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Activity - Develop a System of Supports for Potential Novice Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with English, math, and intervention teachers to develop a system of additional supports which targets deficit areas and utilizes goal setting, metacognition, and peer coaching strategies for identified potential novice students .	Direct Instruction, Academic Support Program	08/08/2016	05/31/2017	$0	No Funding Required	Rodney McAninch, Casey Inabnitt, Julie Hoff

Goal 3: 2016-17 COLLEGE & CAREER READINESS: Increase the percentage of students who are college/career ready from 86.1% to 87.0% by 2017.

Measurable Objective 1:

collaborate to increase the percentage of students who are college/career ready from 86.1% to 87.0% by 05/31/2017 as measured by KDE's College/Career Readiness Calculations.

Strategy 1:

Career Readiness Opportunities - Provide and monitor opportunities for students to complete career pathways and meet ACT benchmarks to graduate College/Career Ready.

Category: Career Readiness Pathways

Activity - Alignment of summative/formative assessments to CCR state assessments.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to utilize the PLC protocol to engage teachers in the development of formative/interim assessments for each content area to predict success on ACT, KOSSA, WorkKeys, ASVAB, and Industry Certification assessments.	Academic Support Program	08/09/2016	05/31/2017	$0	No Funding Required	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Strategy 2:

Integrated Methods for Learning - Provide supports for students not meeting college readiness benchmarks.

Category: Integrated Methods for Learning

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to utilize Reading Plus (or Lexia for foundational skills) for students not meeting reading college readiness benchmark or correlated MAP benchmark. Improve current use of reading program by incorporating vocabulary instruction into weekly activities.	Academic Support Program, Technology	08/09/2016	05/31/2017	$0	Other	Rodney McAninch, Lucian Deaton, Jennifer Butcher, Alice Muse, Lillian Norris, Amanda Hall, Julie Hoff

Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students not meeting math college readiness benchmark or correlated MAP benchmarks will be provided with math instruction on their level by participating in individualized, adaptive, computer-assisted instruction through ALEKS.	Academic Support Program, Technology	08/09/2016	05/31/2017	$19000	Grant Funds	Rodney McAninch, Lucian Deaton, Jennifer Butcher, Alice Muse, Lillian Norris, Amanda Hall, Julie Hoff

Strategy 3:

Learning Services - Provide opportunities to prepare students to become college ready.

Category: Learning Systems

Activity - Practice ACT test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ePrep's CERT online assessment program will provide opportunities for each 11th grade student and those 12th grade students who have not met benchmark to take practice ACT tests and receive remediation based on skills areas.	Academic Support Program	08/09/2016	05/31/2017	$5090	Grant Funds	Rodney McAninch, Amanda Hall, Julie Hoff

Goal 4: 2016-17 GAP: Increase the averaged combined reading and math EOC proficiency ratings in the non-duplicated gap group from 57.6% to 75.2% by 2019.

Measurable Objective 1:

collaborate to increase the reading proficiency ratings in the non-duplicated gap group from 59.1% to 67.8% by 05/31/2017 as measured by English 2 EOC.

(shared) Strategy 1:

Professional Learning and Support - Implement high yield instructional strategies into classroom practice by providing professional learning and support to teachers through ongoing conversations, training, and coaching.

Category: Professional Learning & Support

Activity - Kagan Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All core teachers will receive in-class Kagan coaching at least twice this school year, and elective teachers will receive at least one coaching event from trained, in-house Kagan coaches. Furthermore, Kagan structures will be shared during growth days and other professional learning opportunities throughout the year.	Professional Learning	07/01/2016	05/31/2017	$0	Grant Funds	Angela Murphy, Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers share high-yield instructional strategies, and specifically content-literacy strategies as a part of each PLC.	Professional Learning	08/09/2016	05/31/2017	$0	No Funding Required	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Measurable Objective 2:

collaborate to increase the math proficiency ratings in the non-duplicated gap group from 56.0% to 62.7% by 05/31/2017 as measured by Algebra 2 EOC.

(shared) Strategy 1:

Professional Learning and Support - Implement high yield instructional strategies into classroom practice by providing professional learning and support to teachers through ongoing conversations, training, and coaching.

Category: Professional Learning & Support

Activity - Kagan Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All core teachers will receive in-class Kagan coaching at least twice this school year, and elective teachers will receive at least one coaching event from trained, in-house Kagan coaches. Furthermore, Kagan structures will be shared during growth days and other professional learning opportunities throughout the year. | Professional Learning | 07/01/2016 | 05/31/2017 | $0 | Grant Funds | Angela Murphy, Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff |

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers share high-yield instructional strategies, and specifically content-literacy strategies as a part of each PLC.	Professional Learning	08/09/2016	05/31/2017	$0	No Funding Required	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Goal 5: 2016-17 GRADUATION RATE: Increase the 5-year adjusted cohort graduation rate from 97.1% to 97.5% by 2017.

Measurable Objective 1:

collaborate to Increase the 5-year adjusted cohort graduation rate from 97.1% to 97.5% by 10/01/2017 as measured by KDE 5-year adjusted graduation rate calculations.

Strategy 1:

Persistence to Graduation-   - Identify students who are off-track or accelerated to determine the most appropriate way to engage each student to ensure they graduate college/career ready (for example, Early Graduation and Alternative Programs.)

Category: Persistance to Graduation

Activity - RtI Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review data at each RTI meeting including a list of drop-outs, CCR, mentor list, and other needs. Provide mentors for at-risk students.	Academic Support Program, Policy and Process, Behavioral Support Program	08/09/2016	05/31/2017	$0	Other	Angela Murphy, Rodney McAninch

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS Team will meet monthly to review behavior data and ensure supports are in place for at-risk students. The team will also maintain a system for recognition and celebrations of staff and students.	Policy and Process, Behavioral Support Program	08/09/2016	05/31/2017	$6500	State Funds	Arthur Crawford

Activity - Alternate Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Refine alternate learning opportunities protocol to provide academic support for identified at-risk students including alternate schedules/settings, credit recovery, performance-based credits, individualized computer-based learning opportunities, hardship graduation, etc. Train staff on updated protocol and use of computer-based learning program.	Academic Support Program, Technology	08/09/2016	05/31/2017	$9600	Grant Funds	Rodney McAninch, Jennifer Butcher, Alice Muse, Lillian Norris

Goal 6: 2016-17 SCHOOL AND COMMUNITY COLLABORATION: The school will work with families and community groups to remove barriers to learning in order to meet the intellectual,

social, and developmental needs of all students.

Measurable Objective 1:

collaborate to remove barriers to learning in order to meet the intellectual, social, and developmental needs of all students by 05/31/2017 as measured by School Report Card, TELL Survey.

Strategy 1:

Persistence to Graduation- - Identify students who are off-track or accelerated to determine the most appropriate way to engage each student to ensure they graduate college/career ready (for example, Hardship Graduation and Alternative Programs.)

Category: Persistance to Graduation

Activity - RtI Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review data at each RTI meeting including a list of drop-outs, CCR, mentor list, and other needs. Provide mentors for at-risk students.	Academic Support Program, Policy and Process, Behavioral Support Program	08/09/2016	05/31/2017	$0	Other	Angela Murphy, Rodney McAninch

Activity - Alternate Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Refine alternate learning opportunities protocol to provide academic support for identified at-risk students including alternate schedules/settings, credit recovery, performance-based credits, individualized computer-based learning opportunities, hardship graduation, etc. Train staff on updated protocol and use of computer-based learning program.	Academic Support Program, Technology	08/09/2016	05/31/2017	$9600	Grant Funds	Rodney McAninch, Jennifer Butcher, Alice Muse, Lillian Norris

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS Team will meet monthly to review behavior data and ensure supports are in place for at-risk students. The team will also maintain a system for recognition and celebrations for staff and students.	Policy and Process, Behavioral Support Program	08/09/2016	05/31/2017	$6500	State Funds	Arthur Crawford

Activity - Communicating RtI Elements with Stakeholders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communicate information regarding elements of RtI with stakeholders.	Academic Support Program, Behavioral Support Program, Professional Learning, Parent Involvement	08/08/2016	05/31/2017	$0	No Funding Required	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Julena Edwards, Amanda Hall, Julie Hoff

Strategy 2:

Attendance Protocol - Improve student attendance utilizing a protocol for identifying students and removing barriers.

Category: Persistance to Graduation

Activity - Youth Service Center Intervention Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The Youth Service Center will be fully involved with the counseling department and PBIS team and will work closely with students and families to reduce barriers to learning that affect the students. Home visits, conferences, referrals to outside agencies, serving as a liaison between home and school will all be roles of the YSC.	Policy and Process, Behavioral Support Program, Parent Involvement	08/09/2016	05/31/2017	$0	Other	Julena Edwards

Goal 7: 2016-17 PROGRAM REVIEW: Demonstrate proficiency in all areas of the Program Review by 2019. Programs include Practical Living/Career Studies, Visual and Perfoming Arts, Writing, and Global Competency/World Languages.

Measurable Objective 1:

collaborate to build proficiency in Practical Living/Career Studies and Visual & Performing Arts Programs   by 05/15/2017 as measured by KDE Program Review Rubrics.

Strategy 1:

Continuous Improvement - Monitor the PR areas, analyze levels of implementation, identify needs, and locate resources and processes for improvement.

Category: Continuous Improvement

Activity - PR Cycle I & II Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will submit summary reports documenting internal reviews and progress toward program proficiency to the advisory council and district Program Review Coordinator. Cycle I Report will be submitted November 30; Cycle II Report will be submitted January 30.	Academic Support Program, Policy and Process	08/09/2016	05/15/2017	$0	No Funding Required	Rodney McAninch, Julie Hoff

Activity - District External Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will participate in an external district review of programs, conducted by the District Program Review Coordinator. The external reviews will take place in late April or early May. The School Program Review Coordinator, school administrators, and district representatives will discuss program strengths, weaknesses, and opportunities for improvement. Areas of need and resources to meet proficiency will be identified.	Academic Support Program, Policy and Process	08/09/2016	05/15/2017	$0	No Funding Required	Mike Braun, Rodney McAninch, Julie Hoff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention	All students not meeting math college readiness benchmark or correlated MAP benchmarks will be provided with math instruction on their level by participating in individualized, adaptive, computer-assisted instruction through ALEKS.	Academic Support Program, Technology	08/09/2016	05/31/2017	$19000	Rodney McAninch, Lucian Deaton, Jennifer Butcher, Alice Muse, Lillian Norris, Amanda Hall, Julie Hoff
Kagan Coaching	All core teachers will receive in-class Kagan coaching at least twice this school year, and elective teachers will receive at least one coaching event from trained, in-house Kagan coaches. Furthermore, Kagan structures will be shared during growth days and other professional learning opportunities throughout the year.	Professional Learning	07/01/2016	05/31/2017	$0	Angela Murphy, Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff
Alternate Learning Opportunities	Refine alternate learning opportunities protocol to provide academic support for identified at-risk students including alternate schedules/settings, credit recovery, performance-based credits, individualized computer-based learning opportunities, hardship graduation, etc. Train staff on updated protocol and use of computer-based learning program.	Academic Support Program, Technology	08/09/2016	05/31/2017	$9600	Rodney McAninch, Jennifer Butcher, Alice Muse, Lillian Norris
Alternate Learning Opportunities	Refine alternate learning opportunities protocol to provide academic support for identified at-risk students including alternate schedules/settings, credit recovery, performance-based credits, individualized computer-based learning opportunities, hardship graduation, etc. Train staff on updated protocol and use of computer-based learning program.	Academic Support Program, Technology	08/09/2016	05/31/2017	$9600	Rodney McAninch, Jennifer Butcher, Alice Muse, Lillian Norris

Practice ACT test	ePrep's CERT online assessment program will provide opportunities for each 11th grade student and those 12th grade students who have not met benchmark to take practice ACT tests and receive remediation based on skills areas.	Academic Support Program	08/09/2016	05/31/2017	$5090	Rodney McAninch, Amanda Hall, Julie Hoff
				Total	$43290	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS	PBIS Team will meet monthly to review behavior data and ensure supports are in place for at-risk students. The team will also maintain a system for recognition and celebrations for staff and students.	Policy and Process, Behavioral Support Program	08/09/2016	05/31/2017	$6500	Arthur Crawford
PBIS	The PBIS Team will meet monthly to review behavior data and ensure supports are in place for at-risk students. The team will also maintain a system for recognition and celebrations of staff and students.	Policy and Process, Behavioral Support Program	08/09/2016	05/31/2017	$6500	Arthur Crawford
				Total	$13000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RtI	Analyze multiple pieces of assessment data on students at-risk for low performance to identify needs, provide additional support, and monitor progress.	Academic Support Program	08/09/2016	05/31/2017	$0	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff
Communicating RtI Elements with Stakeholders	Communicate information regarding elements of RtI with stakeholders.	Academic Support Program, Behavioral Support Program, Professional Learning, Parent Involvement	08/08/2016	05/31/2017	$0	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Julena Edwards, Amanda Hall, Julie Hoff

Plan, Do, Study, Act Continuous Improvement Cycle	Teachers will implement the plan, do, study, act cycle for each instructional unit. Data will be discussed to identify students not meeting the standards, and strategies for providing immediate and intentional safety nets at the classroom level will be discussed.	Policy and Process	08/09/2016	05/31/2017	$0	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff
Professional Learning Communities	Teachers share high-yield instructional strategies, and specifically content-literacy strategies as a part of each PLC.	Professional Learning	08/09/2016	05/31/2017	$0	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff
District External Review	The school will participate in an external district review of programs, conducted by the District Program Review Coordinator. The external reviews will take place in late April or early May. The School Program Review Coordinator, school administrators, and district representatives will discuss program strengths, weaknesses, and opportunities for improvement. Areas of need and resources to meet proficiency will be identified.	Academic Support Program, Policy and Process	08/09/2016	05/15/2017	$0	Mike Braun, Rodney McAninch, Julie Hoff
PR Cycle I & II Reports	The school will submit summary reports documenting internal reviews and progress toward program proficiency to the advisory council and district Program Review Coordinator. Cycle I Report will be submitted November 30; Cycle II Report will be submitted January 30.	Academic Support Program, Policy and Process	08/09/2016	05/15/2017	$0	Rodney McAninch, Julie Hoff
Alignment of summative/formative assessments to CCR state assessments.	Continue to utilize the PLC protocol to engage teachers in the development of formative/interim assessments for each content area to predict success on ACT, KOSSA, WorkKeys, ASVAB, and Industry Certification assessments.	Academic Support Program	08/09/2016	05/31/2017	$0	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff
Develop a System of Supports for Potential Novice Students	Collaborate with English, math, and intervention teachers to develop a system of additional supports which targets deficit areas and utilizes goal setting, metacognition, and peer coaching strategies for identified potential novice students .	Direct Instruction, Academic Support Program	08/08/2016	05/31/2017	$0	Rodney McAninch, Casey Inabnitt, Julie Hoff
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Youth Service Center Intervention Support	The Youth Service Center will be fully involved with the counseling department and PBIS team and will work closely with students and families to reduce barriers to learning that affect the students. Home visits, conferences, referrals to outside agencies, serving as a liaison between home and school will all be roles of the YSC.	Policy and Process, Behavioral Support Program, Parent Involvement	08/09/2016	05/31/2017	$0	Julena Edwards
Universal Screener (MAP)	MAP assessments will be administered in the August, December, and March. Data will be analyzed to identify student learning needs and inform intervention needs in reading and math. Utilize PLC meeting to ensure that student RIT scores drive instruction.	Academic Support Program, Technology	01/01/2017	12/31/2017	$0	Amanda Hall, Julie Hoff, Jennifer Butcher, Alice Muse, Lillian Norris
RtI Team	Review data at each RTI meeting including a list of drop-outs, CCR, mentor list, and other needs. Provide mentors for at-risk students.	Academic Support Program, Policy and Process, Behavioral Support Program	08/09/2016	05/31/2017	$0	Angela Murphy, Rodney McAninch
Goal Setting	Utilize goal setting sheets for MAP testing and English 2/Algebra 2 EOCs to encourage growth. Incorporate a system of rewards for students meeting goals.	Academic Support Program	08/09/2016	05/31/2017	$0	Rodney McAninch, Amanda Hall, Julie Hoff
RtI Team	Review data at each RTI meeting including a list of drop-outs, CCR, mentor list, and other needs. Provide mentors for at-risk students.	Academic Support Program, Policy and Process, Behavioral Support Program	08/09/2016	05/31/2017	$0	Angela Murphy, Rodney McAninch
Reading Intervention	Continue to utilize Reading Plus (or Lexia for foundational skills) for students not meeting reading college readiness benchmark or correlated MAP benchmark. Improve current use of reading program by incorporating vocabulary instruction into weekly activities.	Academic Support Program, Technology	08/09/2016	05/31/2017	$0	Rodney McAninch, Lucian Deaton, Jennifer Butcher, Alice Muse, Lillian Norris, Amanda Hall, Julie Hoff
				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	Pulaski County High School operates under a systems approach to continuous improvement. Data is collected on a daily, weekly, and monthly basis to ensure all decisions meet the needs of the students we serve. Teachers complete a Plan, Do, Study Act protocol for instructional units, and lead discussion of the data in weekly PLCs. The leadership team is also continually reviewing academic data to ensure the systems PCHS has in place are working and continuing to improve student learning.	

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	All students who are not meeting benchmark in reading and/or math are placed in a learning lab where students work in research-proven programs such as ALEKS for math and Reading Plus for reading. For the 2016-17 school year, team of teachers and administrators are developing an academic Tier 3 model for students whose needs are not being fully met by our current intervention system. This third tier will incorporate research-based best practices such as metacognition, fostering a growth mindset, and direct instruction targeted on deficit area into our intervention system.	

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	As stated in #2, PCHS is currently working to develop an academic Tier 3 model. This model will target students who are at risk for novice performance in math and/or reading.	

Comprehensive School Improvement Plan for Priority Schools

Pulaski County High School

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	The culture at PCHS is one of collaboration and support by design. The PLC protocol engages teachers in conversations regarding their instruction and student learning. These conversations provide teachers with the opportunity to share successes and reach out for support from colleagues to address areas of growth. Additionally, finances are used efficiently to provide teachers with the instructional materials and resources they need to provide the most effective instruction. Therefore, teachers feel supported in their work.	

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	Goal 5 of the 2016-17 CSIP states that the school will work with families and community groups to remove barriers to learning in order to meet the intellectual, social, and developmental needs of all students. One activity under this goal is that the YSC will be fully involved with the counseling department and PBIS team to work with students and families in order to reduce barriers to learning. An additional activity focuses on communicating RtI elements with all stakeholders.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	Our school's continuous improvement process incorporates the ten schoolwide planning criteria into the particular systems and protocols. Examples of criteria include: providing continuous learning for staff, using research-based best practices, and engaging in continuous self-assessment and improvement.	

Comprehensive School Improvement Plan for Priority Schools

Pulaski County High School

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	The school utilizes growth days and summer professional learning sessions to address areas of need for the staff and provide relevant professional learning opportunities. Feedback from teachers provided in PLC conversations, weekly plus deltas, and plus deltas from past growth days inform the leadership team of key areas of need to be addressed.	

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	The CSIP is reviewed and revised based on achievement results.	

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	Based on federal guidelines, students identified as Title I do receive additional services, as necessary, to ensure they are successful.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	See response to question 2 and 4.	

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	PCHS has established interventions and other assistance programs for identified students that align with Advanced Standards, Gifted and Talented, Title I, FRYSC, Project Lead the Way, AP College Board, KOSSA, and other federal, state, and local programs.	

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	PCHS operates on a six-period trimester schedule in order to allow students needing interventions to also have time to take elective classes and complete a career track. Students who will be provided an additional layer of support from our newly developing Tier 3 system will be pulled from their regularly scheduled learning labs for the additional support, and not from core academic programs or other electives.	

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	Common assessment data is analyzed through the PLC process to determine effectiveness of instruction. Progress monitoring tools are in place for ALEKS and Reading Plus as well to ensure that students are making appropriate gains in the programs. Reading Plus data and MAP data will be used to monitor progress of the peer coaching model being implemented for potential novice students. Student and staff plus deltas also provide an evaluation tool for activities.	

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		

Comprehensive School Improvement Plan for Priority Schools

Pulaski County High School

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	Professional learning related to PGES, school safety, Kagan Cooperative Learning, embedding literacy strategies, and utilizing technology resources has been made available to all staff.	

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	As various data is made available, the leadership team analyzes results and adjusts the plan as needed to address gaps in the schoolwide systems. The Plan, Do, Study, Act cycle is the basic design for all of our decision-making and improvement efforts. On a formal level, the school improvement plan is formally analyzed three times a year through the process of progress notes. The previous year's plan is analyzed to inform goals, strategies, and activities for this year's CSIP as well.	

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.pulaski.net/cms/One.aspx?portalId=74584&pageId=7160246 This link will be updated as the 2016-17 plan is approved.	

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	Academic achievement data, student voice, and staff plus/deltas inform decision making regarding professional development.	

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	Para-educators are under the supervision of a highly qualified teacher. Para-educators are used to provide supports for struggling students.	

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:

2016-17 GAP: Increase the averaged combined reading and math EOC proficiency ratings in the non-duplicated gap group from 57.6% to 75.2% by 2019.

Measurable Objective 1:

collaborate to increase the reading proficiency ratings in the non-duplicated gap group from 59.1% to 67.8% by 05/31/2017 as measured by English 2 EOC.

Strategy1:

Professional Learning and Support - Implement high yield instructional strategies into classroom practice by providing professional learning and support to teachers through ongoing conversations, training, and coaching.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers share high-yield instructional strategies, and specifically content-literacy strategies as a part of each PLC.	Professional Learning	08/09/2016	05/31/2017	$0 - No Funding Required	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Activity - Kagan Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will receive in-class Kagan coaching at least twice this school year, and elective teachers will receive at least one coaching event from trained, in-house Kagan coaches. Furthermore, Kagan structures will be shared during growth days and other professional learning opportunities throughout the year.	Professional Learning	07/01/2016	05/31/2017	$0 - Grant Funds	Angela Murphy, Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Measurable Objective 2:

collaborate to increase the math proficiency ratings in the non-duplicated gap group from 56.0% to 62.7% by 05/31/2017 as measured by Algebra 2 EOC.

Strategy1:

Professional Learning and Support - Implement high yield instructional strategies into classroom practice by providing professional learning and support to teachers through ongoing conversations, training, and coaching.

Category: Professional Learning & Support

Research Cited:

Activity - Kagan Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will receive in-class Kagan coaching at least twice this school year, and elective teachers will receive at least one coaching event from trained, in-house Kagan coaches. Furthermore, Kagan structures will be shared during growth days and other professional learning opportunities throughout the year.	Professional Learning	07/01/2016	05/31/2017	$0 - Grant Funds	Angela Murphy, Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers share high-yield instructional strategies, and specifically content-literacy strategies as a part of each PLC.	Professional Learning	08/09/2016	05/31/2017	$0 - No Funding Required	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

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

Goal 1:

2016-17 PROFICIENCY: Increase the averaged combined reading and math proficiency ratings from 63.9% to 79.2% by 2019.

Measurable Objective 1:

collaborate to increase the reading proficiency ratings from 66.7% to 73.3% by 05/31/2017 as measured by English 2 EOC.

Strategy1:

Progress Monitoring - Progress monitoring/analysis of student achievement data to inform instruction.

Category: Continuous Improvement

Research Cited:

Activity - Universal Screener (MAP)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP assessments will be administered in the August, December, and March. Data will be analyzed to identify student learning needs and inform intervention needs in reading and math. Utilize PLC meeting to ensure that student RIT scores drive instruction.	Technology Academic Support Program	01/01/2017	12/31/2017	$0 - Other	Amanda Hall, Julie Hoff, Jennifer Butcher, Alice Muse, Lillian Norris

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize goal setting sheets for MAP testing and English 2/Algebra 2 EOCs to encourage growth. Incorporate a system of rewards for students meeting goals.	Academic Support Program	08/09/2016	05/31/2017	$0 - Other	Rodney McAninch, Amanda Hall, Julie Hoff

Measurable Objective 2:

collaborate to increase the math proficiency ratings from 61.3% to 68.2% by 05/31/2017 as measured by Algebra 2 EOC.

Strategy1:

Progress Monitoring - Progress monitoring/analysis of student achievement data to inform instruction.

Category: Continuous Improvement

Research Cited:

Activity - Universal Screener (MAP)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP assessments will be administered in the August, December, and March. Data will be analyzed to identify student learning needs and inform intervention needs in reading and math. Utilize PLC meeting to ensure that student RIT scores drive instruction.	Technology Academic Support Program	01/01/2017	12/31/2017	$0 - Other	Amanda Hall, Julie Hoff, Jennifer Butcher, Alice Muse, Lillian Norris

Goal 2:

2016-17 GAP: Increase the averaged combined reading and math EOC proficiency ratings in the non-duplicated gap group from 57.6% to 75.2% by 2019.

Measurable Objective 1:

collaborate to increase the math proficiency ratings in the non-duplicated gap group from 56.0% to 62.7% by 05/31/2017 as measured by Algebra 2 EOC.

Strategy1:

Professional Learning and Support - Implement high yield instructional strategies into classroom practice by providing professional learning and support to teachers through ongoing conversations, training, and coaching.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers share high-yield instructional strategies, and specifically content-literacy strategies as a part of each PLC.	Professional Learning	08/09/2016	05/31/2017	$0 - No Funding Required	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Activity - Kagan Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will receive in-class Kagan coaching at least twice this school year, and elective teachers will receive at least one coaching event from trained, in-house Kagan coaches. Furthermore, Kagan structures will be shared during growth days and other professional learning opportunities throughout the year.	Professional Learning	07/01/2016	05/31/2017	$0 - Grant Funds	Angela Murphy, Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Measurable Objective 2:

collaborate to increase the reading proficiency ratings in the non-duplicated gap group from 59.1% to 67.8% by 05/31/2017 as measured by English 2 EOC.

Strategy1:

Professional Learning and Support - Implement high yield instructional strategies into classroom practice by providing professional learning and support to teachers through ongoing conversations, training, and coaching.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers share high-yield instructional strategies, and specifically content-literacy strategies as a part of each PLC.	Professional Learning	08/09/2016	05/31/2017	$0 - No Funding Required	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Activity - Kagan Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will receive in-class Kagan coaching at least twice this school year, and elective teachers will receive at least one coaching event from trained, in-house Kagan coaches. Furthermore, Kagan structures will be shared during growth days and other professional learning opportunities throughout the year.	Professional Learning	07/01/2016	05/31/2017	$0 - Grant Funds	Angela Murphy, Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

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:

2016-17 GAP: Increase the averaged combined reading and math EOC proficiency ratings in the non-duplicated gap group from 57.6% to 75.2% by 2019.

Measurable Objective 1:

collaborate to increase the reading proficiency ratings in the non-duplicated gap group from 59.1% to 67.8% by 05/31/2017 as measured by English 2 EOC.

Strategy1:

Professional Learning and Support - Implement high yield instructional strategies into classroom practice by providing professional learning and support to teachers through ongoing conversations, training, and coaching.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers share high-yield instructional strategies, and specifically content-literacy strategies as a part of each PLC.	Professional Learning	08/09/2016	05/31/2017	$0 - No Funding Required	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Activity - Kagan Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will receive in-class Kagan coaching at least twice this school year, and elective teachers will receive at least one coaching event from trained, in-house Kagan coaches. Furthermore, Kagan structures will be shared during growth days and other professional learning opportunities throughout the year.	Professional Learning	07/01/2016	05/31/2017	$0 - Grant Funds	Angela Murphy, Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Measurable Objective 2:

collaborate to increase the math proficiency ratings in the non-duplicated gap group from 56.0% to 62.7% by 05/31/2017 as measured by Algebra 2 EOC.

Strategy1:

Professional Learning and Support - Implement high yield instructional strategies into classroom practice by providing professional learning and support to teachers through ongoing conversations, training, and coaching.

Category: Professional Learning & Support

Research Cited:

Activity - Kagan Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will receive in-class Kagan coaching at least twice this school year, and elective teachers will receive at least one coaching event from trained, in-house Kagan coaches. Furthermore, Kagan structures will be shared during growth days and other professional learning opportunities throughout the year.	Professional Learning	07/01/2016	05/31/2017	$0 - Grant Funds	Angela Murphy, Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers share high-yield instructional strategies, and specifically content-literacy strategies as a part of each PLC.	Professional Learning	08/09/2016	05/31/2017	$0 - No Funding Required	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

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

Goal 1:

2016-17 GRADUATION RATE: Increase the 5-year adjusted cohort graduation rate from 97.1% to 97.5% by 2017.

Measurable Objective 1:

collaborate to Increase the 5-year adjusted cohort graduation rate from 97.1% to 97.5% by 10/01/2017 as measured by KDE 5-year adjusted graduation rate calculations.

Strategy1:

Persistence to Graduation-   - Identify students who are off-track or accelerated to determine the most appropriate way to engage each student to ensure they graduate college/career ready (for example, Early Graduation and Alternative Programs.)

Category: Persistance to Graduation

Research Cited:

Activity - Alternate Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refine alternate learning opportunities protocol to provide academic support for identified at-risk students including alternate schedules/settings, credit recovery, performance-based credits, individualized computer-based learning opportunities, hardship graduation, etc. Train staff on updated protocol and use of computer-based learning program.	Technology Academic Support Program	08/09/2016	05/31/2017	$9600 - Grant Funds	Rodney McAninch, Jennifer Butcher, Alice Muse, Lillian Norris

Activity - RtI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review data at each RTI meeting including a list of drop-outs, CCR, mentor list, and other needs. Provide mentors for at-risk students.	Behavioral Support Program Policy and Process Academic Support Program	08/09/2016	05/31/2017	$0 - Other	Angela Murphy, Rodney McAninch

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBIS Team will meet monthly to review behavior data and ensure supports are in place for at-risk students. The team will also maintain a system for recognition and celebrations of staff and students.	Policy and Process Behavioral Support Program	08/09/2016	05/31/2017	$6500 - State Funds	Arthur Crawford

Goal 2:

2016-17 SCHOOL AND COMMUNITY COLLABORATION: The school will work with families and community groups to remove barriers to learning in order to meet the intellectual, social, and developmental needs of all students.

Measurable Objective 1:

collaborate to remove barriers to learning in order to meet the intellectual, social, and developmental needs of all students by 05/31/2017 as measured by School Report Card, TELL Survey.

Strategy1:

Persistence to Graduation- - Identify students who are off-track or accelerated to determine the most appropriate way to engage each student to ensure they graduate college/career ready (for example, Hardship Graduation and Alternative Programs.)

Category: Persistance to Graduation

Research Cited:

Activity - Communicating RtI Elements with Stakeholders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communicate information regarding elements of RtI with stakeholders.	Academic Support Program Professional Learning Parent Involvement Behavioral Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Julena Edwards, Amanda Hall, Julie Hoff

Activity - Alternate Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refine alternate learning opportunities protocol to provide academic support for identified at-risk students including alternate schedules/settings, credit recovery, performance-based credits, individualized computer-based learning opportunities, hardship graduation, etc. Train staff on updated protocol and use of computer-based learning program.	Academic Support Program Technology	08/09/2016	05/31/2017	$9600 - Grant Funds	Rodney McAninch, Jennifer Butcher, Alice Muse, Lillian Norris

Activity - RtI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review data at each RTI meeting including a list of drop-outs, CCR, mentor list, and other needs. Provide mentors for at-risk students.	Policy and Process Behavioral Support Program Academic Support Program	08/09/2016	05/31/2017	$0 - Other	Angela Murphy, Rodney McAninch

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS Team will meet monthly to review behavior data and ensure supports are in place for at-risk students. The team will also maintain a system for recognition and celebrations for staff and students.	Behavioral Support Program Policy and Process	08/09/2016	05/31/2017	$6500 - State Funds	Arthur Crawford

Strategy2:

Attendance Protocol - Improve student attendance utilizing a protocol for identifying students and removing barriers.

Category: Persistance to Graduation

Research Cited:

Activity - Youth Service Center Intervention Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Youth Service Center will be fully involved with the counseling department and PBIS team and will work closely with students and families to reduce barriers to learning that affect the students. Home visits, conferences, referrals to outside agencies, serving as a liaison between home and school will all be roles of the YSC.	Behavioral Support Program Policy and Process Parent Involvement	08/09/2016	05/31/2017	$0 - Other	Julena Edwards

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

Goal 1:

2016-17 COLLEGE & CAREER READINESS: Increase the percentage of students who are college/career ready from 86.1% to 87.0% by 2017.

Measurable Objective 1:

collaborate to increase the percentage of students who are college/career ready from 86.1% to 87.0% by 05/31/2017 as measured by KDE's College/Career Readiness Calculations.

Strategy1:

Integrated Methods for Learning - Provide supports for students not meeting college readiness benchmarks.

Category: Integrated Methods for Learning

Research Cited:

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students not meeting math college readiness benchmark or correlated MAP benchmarks will be provided with math instruction on their level by participating in individualized, adaptive, computer-assisted instruction through ALEKS.	Technology Academic Support Program	08/09/2016	05/31/2017	$19000 - Grant Funds	Rodney McAninch, Lucian Deaton, Jennifer Butcher, Alice Muse, Lillian Norris, Amanda Hall, Julie Hoff

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to utilize Reading Plus (or Lexia for foundational skills) for students not meeting reading college readiness benchmark or correlated MAP benchmark. Improve current use of reading program by incorporating vocabulary instruction into weekly activities.	Technology Academic Support Program	08/09/2016	05/31/2017	$0 - Other	Rodney McAninch, Lucian Deaton, Jennifer Butcher, Alice Muse, Lillian Norris, Amanda Hall, Julie Hoff

Strategy2:

Career Readiness Opportunities - Provide and monitor opportunities for students to complete career pathways and meet ACT benchmarks to graduate College/Career Ready.

Category: Career Readiness Pathways

Research Cited:

Activity - Alignment of summative/formative assessments to CCR state assessments.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to utilize the PLC protocol to engage teachers in the development of formative/interim assessments for each content area to predict success on ACT, KOSSA, WorkKeys, ASVAB, and Industry Certification assessments.	Academic Support Program	08/09/2016	05/31/2017	$0 - No Funding Required	Rodney McAninch, Arthur Crawford, Casey Inabnitt, Amanda Hall, Julie Hoff

Strategy3:

Learning Services - Provide opportunities to prepare students to become college ready.

Category: Learning Systems

Research Cited:

Activity - Practice ACT test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ePrep's CERT online assessment program will provide opportunities for each 11th grade student and those 12th grade students who have not met benchmark to take practice ACT tests and receive remediation based on skills areas.	Academic Support Program	08/09/2016	05/31/2017	$5090 - Grant Funds	Rodney McAninch, Amanda Hall, Julie Hoff

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

Goal 1:

2016-17 PROGRAM REVIEW: Demonstrate proficiency in all areas of the Program Review by 2019. Programs include Practical Living/Career Studies, Visual and Perfoming Arts, Writing, and Global Competency/World Languages.

Measurable Objective 1:

collaborate to build proficiency in Practical Living/Career Studies and Visual & Performing Arts Programs   by 05/15/2017 as measured by KDE Program Review Rubrics.

Strategy1:

Continuous Improvement - Monitor the PR areas, analyze levels of implementation, identify needs, and locate resources and processes for improvement.

Category: Continuous Improvement

Research Cited:

Activity - PR Cycle I & II Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will submit summary reports documenting internal reviews and progress toward program proficiency to the advisory council and district Program Review Coordinator. Cycle I Report will be submitted November 30; Cycle II Report will be submitted January 30.	Academic Support Program Policy and Process	08/09/2016	05/15/2017	$0 - No Funding Required	Rodney McAninch, Julie Hoff

Activity - District External Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will participate in an external district review of programs, conducted by the District Program Review Coordinator. The external reviews will take place in late April or early May. The School Program Review Coordinator, school administrators, and district representatives will discuss program strengths, weaknesses, and opportunities for improvement. Areas of need and resources to meet proficiency will be identified.	Academic Support Program Policy and Process	08/09/2016	05/15/2017	$0 - No Funding Required	Mike Braun, Rodney McAninch, Julie Hoff

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?

Pulaski County High School is one of two high schools within the Pulaski County School System, which continually performs near the top of all Kentucky school districts, consistently earning a distinguished rating year after year. The 1211 students of PCHS are primarily from a rural background. While 95% of the population are white, diversity is increasing, with 5% minority students. The school has experienced an increase of English Language Learners, yet that population is still less that 1% of the student body. 61% of students qualify for free/reduced lunch. For the fourth academic year, the school system funds all students' lunches because of the high needs rate. Despite a high poverty rate, the Pulaski County School System (and PCHS) has prioritized educational funding, and the system has excellent resources available for staff and students.

Pulaski County High School has risen from being labeled a Priority School in 2011, ranking in the bottom 5% of high schools in the state of Kentucky to becoming a Distinguished School and ranking as high as the top 2% of all Kentucky high schools in 2013-2014. Today, PCHS has become a source of pride for our school system and community. As of 2016, our school continues to serve as a HUB school, which it has been for the fourth year in a row, hosting hundreds of schools from around the state to share our best practices and systems-approach to continuous improvement.

Unfortunately, some negative changes happening within our community include the continued strain on the family unit, and the infiltration of drugs in our community. Our school is addressing these challenges through our tiered supports structure for both the academic side and the behavioral side of the PBIS pyramid. Academic needs are addressed through weekly PLC discussions regarding students not mastering the content, our intervention learning labs for reading and math, as well as our credit-recovery options provided to students falling significantly behind. Most recently added are the Tier 2 behavioral supports, which are being provided through the Back on Track and Check and Connect programs, as well as this year's intentional focus on Tier 2 academic supports.

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 Pulaski County Schools is to provide a safe, supportive environment to meet the individual needs of all students. Complementing this vision is the mission of PCHS, "to provide a creative and rigorous 21st century education that ensures all students are college/career ready." Through the embodiment of the school's vision and mission statements, "PCHS is building a tradition of excellence, one student at a time."

To fulfill PCHS' mission the administrative team expresses leadership through researched-based systems that set high expectations, and built-in processes for continuous improvement, including instructional strategies, college readiness classes, ACT prep, Professional Learning Communities, intervention programs, before/after school tutoring, necessary Special Education staff, SMART classrooms, and Advanced Placement classes. To date, the success of the implementation is evidenced by PCHS having a 97.8% 4-year adjusted cohort graduation rate and 86.1% college/career readiness rate for the 2015-2016 school year. Professionals throughout PCHS actively monitor and analyze student, and building-level, data to ensure continuous improvement. This data analysis includes a variety of assessments (e.g. MAP, CERT, COMPASS, KYOTE, ACT, PSAT, ASVAB, Work Keys, KOSSA, EOC, and Advanced Placement.) Many of these assessments reach all students, while others evaluate those in specific programs. These tests help to better inform teaching and learning through progress monitoring so as to be data-driven in modification of instruction and programs.

PCHS has developed a comprehensive system of services, which includes guidance counselors, Youth Service Center, school nurse, cooperation with mental health agencies, Community Based Work Transition Program, and the Area Technology Center. The individual academic and social needs of every student will be addressed through this system of services in cooperation with informed and involved parents. PCHS has worked diligently to ensure that both the academic and behavioral aspects of student success are addressed through a tiered system of PBIS and RTI supports. Additionally, Pulaski County Schools was one of only three districts to receive the AWARE Mental Health Grant. Through this grant, all staff members will be trained in mental health awareness to better meet the needs of our students.

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.

Pulaski County High School has made many notable achievements throughout the transformation process. Those achievements include a distinguished school rating since 2013 and the title of HUB school for the past four years. The percentage of students meeting college/career ready status has increased 50% since 2011, and the combined percentage of proficient/distinguished scores in math and reading has increased from 50.8% in 2013-2013 to 64.0% in 2015-2016 -- just to name a few.

However, while our school has experienced great successes over recent years in areas previously mentioned, overall accountability scores have fallen somewhat in 2016 with the recent addition of Novice Reduction targets being factored into accountability. Our novice percentages have increased in reading from 21.6% in 2014-15 to 25.2% in 201516. While novice percentages remain low in math, there has been a slight increase in that area as well, from 7.1% in 2014-15 to 10.4% in 2015-16. We are making gains in other areas, such as CCR and US History; however, the reading and math data tells us that, while the systems we currently have in place are meeting the needs of a majority of our students, there is a portion of students who need an additional layer of supports. Clearly, by considering the sheer necessity of all students to have reading and mathematical skills to be successful in academics and careers, along with the focus on novice reduction at the state level, PCHS is taking a look at what we can do to meet the needs of these students who are currently under performing in those areas.

Additional Information

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

Pulaski County High School provides a wonderful learning environment for students. The culture is one of high expectations for student learning, and clear expectations for behavior. Students are well-behaved, respectful, and supportive of one another and the school, partially due to those frequently and clearly communicated 3-RT guidelines.

Many students enroll in challenging Advanced Placement and dual credit courses each year, and students represent our school in prestigious programs such as Roger's Scholar, Governor's Scholar, Project Lead the Way Competitions, and club competitions at the regional, state, national, and even international level.

Additionally, many exceptional opportunities and services are offered to students beyond the core academic program. The school sponsors many clubs, which are involved in a multitude of community service projects and action learning projects. PCHS offers eighteen athletic programs and co-extra-curricular ensembles that consistently represent the school in regional, state, and national competitions as well.

School pride is evident in the maintenance of the school and athletic facilities. Visitors frequently comment on this feature of our school. It is obvious that PCHS students attend one of the cleanest, best-kept schools in the state. The faculty and staff of PCHS are committed to an attitude of continuous improvement and excellence for students and community.