

English Proficiency

Goal 1: By May of 2022, our school's percentage of students scoring proficient / distinguished in reading will increase to 56. as measured by the KY testing system.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- [Design and Deploy Standards](#)
- [Design and Deliver Instruction](#)
- [Design and Deliver Assessment Literacy](#)
- [Review, Analyze and Apply Data](#)
- [Design, Align and Deliver Support](#)
- [Establishing Learning Culture and Environment](#)

Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*

- [Design and Deploy Standards - Continuous Improvement Activities](#)
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- [Design and Deliver Assessment Literacy - Continuous Improvement Activities](#)
- [Review, Analyze and Apply Data - Continuous Improvement Activities](#)
- [Design, Align and Deliver Support - Continuous Improvement Activities](#)
- [Establishing Learning Culture and Environment - Continuous Improvement Activities](#)

Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Funding
Objective 1: 47.6 % of Sophomore English students will demonstrate proficiency on common formative and summative assessments by May, 2018.	Design and Deploy Standards	PLC will collaborate to review the alignment between standards, learning targets, and assessment measures	Increase in proficiency scores as measured by common formative assessments English Teachers	None
	Review, Analyze and Apply Data	Department will create a common rubric for common assessments (based on AP and On-Demand sources), and calibrate student feedback.	Creation of common rubric; English Teachers	\$660 for afterschool session (11 teachers x \$20 per hour for three hours)
	Design and Deliver Instruction	Students will set goals based on calibrated feedback.	Completion of student goals. English Teachers	\$0

Goal for Mathematics: By May 2022, our school's percentage of students scoring proficient/distinguished in mathematics will increase to 35.1 as measured by the KY testing system.

Which **Strategy** will the school/district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

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Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success Funding	Funding
Objective 1: 22.7 % of the Math students will demonstrate proficiency on common formative and summative assessments by May, 2018.	Design and Deploy Standards	PLC will collaborate to review the alignment between standards, learning targets, and assessment measures.	Increase in student NA mastery on common assessments Math Teachers	\$0
	Review, Analyze, and Apply Data	PLC will use data from common assessments to plan remediation via Jacket Time, After School Tutoring, or In Class Tutoring.	Increase in student mastery on common assessments Math Teachers	\$0
Objective 2: 22.7% of the Algebra 2 students will demonstrate proficiency as measured by the Algebra 2 formative EOC Exam in May, 2018.	Review, Analyze, and Apply Data	PLC will make instructional modifications based upon data analysis of common assessments.	Increase in student mastery on the Algebra 2 EOC common exam. Math Teachers	\$0

Goal for Mathematics: By May 2022, our school's percentage of students scoring proficient/distinguished in mathematics will increase to 35.1 as measured by the KY testing system.

	Design and Deliver Instruction	Modeling - Students will be taught to read and solve word problems, multiple choice questions and constructed responses. Teachers will model the process and show sample responses.		\$0
	Design and Deliver Instruction	Pacing Guides- PLCs will plan instruction using district pacing guides aligned to standards.	PLC Minutes	\$0
	Design and Deliver Instruction	Vertical Alignment- Math Department will determine key skills and best practice for each content area so skills are mastered at each level.	PLC Minutes	\$0
	Review, Analyze, and Apply Data	Common Assessments- Teachers will administer common formative assessments and make modifications as needed.	PLC Minutes, Assessment samples	\$0

Science Proficiency

Goal: Goal 3: By May of 2022, our school's percentage of students scoring proficient/ distinguished in science will increase to 36.1 as measured by the KY testing system.

<p>Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> Design and Deploy Standards Design and Deliver Instruction Design and Deliver Assessment Literacy Review, Analyze and Apply Data Design, Align and Deliver Support Establishing Learning Culture and Environment 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> Design and Deploy Standards - Continuous Improvement Activities Design and Deliver Instruction - Continuous Improvement Activities Design and Deliver Assessment Literacy - Continuous Improvement Activities Review, Analyze and Apply Data - Continuous Improvement Activities Design, Align and Deliver Support - Continuous Improvement Activities Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success Funding	Funding
<p>Objective 1: By May of 2018, sixty percent (60%) of students will be proficient as measured by the common formative assessment with proficiency equaling 70% or higher on the assessment.</p>	Design and Deploy Standards	<p><u>Professional Development-</u> Teachers will attend PDs to learn about the new NGSS and will plan instruction following district curriculum map and the Next Generation Science Standards (NGSS).</p>	Attendance at Professional Development Sessions. Evidence of standards in lesson plans. Science Teachers	\$1500 PD Funds
		<p><u>Learning Targets-</u> Teachers will adopt the clear and precise learning targets outlined in the district curriculum map.</p>	Evidence of learning targets in lessons. Science Teachers	\$0
	Review, Analyze and Apply Data	<p><u>Student Needs/Modifications-</u> PLCs will analyze assessment results to determine student needs and modifications to instruction. Resource teachers will</p>	PLC Minutes	\$0

Science Proficiency

Goal: Goal 3: By May of 2022, our school's percentage of students scoring proficient/ distinguished in science will increase to 36.1 as measured by the KY testing system.

		collaborate with PLC lead teachers to track students needing additional support and what steps are taken to assist the student in understanding each key component.		
	Review, Analyze, and Apply Data	PLC- Teachers will attend PLCs biweekly to review common formative assessment data and plan for future common formative assessments.	Attendance at PLC meetings Science Teachers	\$0
		Standards- Teachers will identify unmet standards as well as students who need extra help meeting the standards.	Intervention data. Science Teachers; Resource	\$0
	Design and Deliver Instruction	Instructional Strategies- Teachers will work in PLCs to develop the most appropriate and effective strategies (e.g. labs, presentations, discussions, CERs, models, arguments, Frayer Models).	Attendance at PLC meetings; PLC minutes Science Teachers	\$0
		ECE- Teachers will follow accommodation requirements for students who are in need (e.g. ESL, ECE, 504).	Accommodation documentation Science and ECE teachers	\$0

Social Studies Proficiency

Goal for Social Studies: By May of 2022, 47.7 percentage of students being successful on the citizenship test.

Which **Strategy** will the school/district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

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Objective	Strategy	Activities to deploy strategy	Measure of Success Funding	Funding
Objective 1: By May of 2019, 39.9 percentage of students being successful on the citizenship test.	Design and Deploy Standards	<u>Curriculum Alignment-</u> PLCs will establish a process to ensure curricular alignment reviews are an ongoing action of the PLC's planning process (aligning C3 future framework with established KAS 4.1 social studies standards).	Increase in student mastery on common assessments; Social Studies teachers	\$0
		<u>Pacing Guides-</u> PLCs will plan instruction using district pacing guides and curriculum maps aligned to standards.	Departmental minutes;	\$0
		<u>Learning Targets-</u> PLCs will establish a practice of constructing student- and teacher-friendly learning targets that are clear.	Increase in student mastery on common assessments; Social Studies teachers	\$0

Social Studies Proficiency

Goal for Social Studies: By May of 2022, 47.7 percentage of students being successful on the citizenship test.

	Design and Deploy Standards	<u>Curriculum Alignment-</u> Department will establish a process to ensure vertical curricular alignment mapping to identify instructional gaps. (Restructuring of pathway by reorganization of courses)	Departmental minutes; Increase of student mastery for citizenship test; Social Studies teachers	\$0
	Design and Deliver Instruction	<u>Congruency-</u> PLCs will establish a process to ensure congruency is present between standards, learning targets, and assessment measures	PLC minutes; Increase in student Mastery on common Assessments; Social Studies teachers	\$0
	Design and deliver assessment literacy	<u>Assessments-</u> PLCs will establish a process to create formative and summative assessments that are aligned to the standards	Common summative assessments for finals; Social Studies teachers	\$0

Health and PE Proficiency

Goal for Health and PE:

By May 2018, at least 80% of all students in the Health and Physical Education Department will be able to demonstrate proficient skill competency necessary to enhance overall Health and Physical Literacy as measured by a common assessment.

Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)		Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Funding
Objective 1: 80% of students will be able to demonstrate good sportsmanship, self-respect, and positive social behavior.	Establishing Learning Culture and Environment	<u>Learning Environment</u> - PLC’s will collaborate to develop specific strategies for creating a respectful learning environment.	Increase in positive feedback, constructive criticism, and positive social interaction as measured by data from school surveys and JCPS data book. Health/PE teachers	\$0
		<u>Student Surveys</u> - Students will complete surveys and analyze the data to reflect on their learning environment, and develop strategies to improve classroom culture.	Student surveys and JCPS data book. Health/PE teachers	\$0
Objective 2:	Design and Deliver Assessment Literacy	<u>Rubrics</u> - PLC’s will collaborate to create a Common Assessment Rubric that will be provided to students.	80% of students will turn in quality projects that demonstrate proficiency	\$0

Health and PE Proficiency

Goal for Health and PE:

By May 2018, at least 80% of all students in the Health and Physical Education Department will be able to demonstrate proficient skill competency necessary to enhance overall Health and Physical Literacy as measured by a common assessment.

80% of students will be able to demonstrate proficiency as measured by Fast Food Project.			according to the assessment rubric. Health/PE teachers	
	Design and Deliver Instruction	<u>Rubrics-</u> Teachers and students will collaborate using discussion and surveys to create a student friendly, and standards based outline that will provide instruction on how to complete the project.	Teacher and student created outline that aligns to rubric. Health/PE teachers	\$0
	Design and Deliver Instruction	<u>Wellness Program-</u> Students will work with a certified fitness trainer and nutritionist for approximately 12 weeks to promote a healthy lifestyle to increase their ability to succeed in school by addressing the coordinated school health components and promoting a lifetime of personal wellness.	PLC minutes and lesson Plans	\$0

Transition Readiness

By June of 2020, our school's percentage of students meeting College and Career Readiness Targets will increase to 65.2% as measured by the KY testing system

<p>Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • Design and Deploy Standards • Design and Deliver Instruction • Design and Deliver Assessment Literacy • Review, Analyze and Apply Data • Design, Align and Deliver Support • Establishing Learning Culture and Environment 				
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Funding
By May of 2018, student enrollment in CTSO will increase 10% as measured by enrollment data.	Design, Align and Deliver Support	CTSO Recruitment: Magnet teachers will supervise organizations such as HOSA, FBLA and DECA and will actively recruit students (especially freshmen) to join these organizations.	Student organization enrollment;	\$5650 - Perkins
By May of 2018 one hundred percent of magnet teachers will have completed 24 hours of PD credit as measured by JCPS PD Central.	Design, Align and Deliver Support	Professional Development: Magnet teachers will attend professional development sessions and conferences to stay up-to-date with trends in their respective fields.	Professional Development attendance; Magnet Teachers PD Logs	\$5000-Perkins
By May of 2018, one hundred percent of students will be	Design, Align and Deliver Support	Advisory: Jacket Time and magnet teachers will serve students in an advisory capacity to promote life skills, college/career information and	Jacket Time attendance;	\$4000 - The Wallace Family via University of Louisville

By June of 2020, our school's percentage of students meeting College and Career Readiness Targets will increase to 65.2% as measured by the KY testing system				
enrolled in Jacket time class as measured by scheduling data.		guidance, etc. so students understand how their decisions now may affect their future. Magnet teachers will provide ACT training for students in magnet programs.		
By August of 2018, 50 percent of incoming freshmen will attend freshmen orientation events.	Learning Culture and Environment	Freshmen Orientation/Camp Counselors and Magnets will host a Champ Camp to introduce freshmen to CHS. Including Future Yellowjacket Night	Attendance logs/Sign-in sheets	\$1500 - Principal's Account
By May of 2018, one hundred percent of Magnet teachers will participate in Magnet PLC meetings as measured by PLC Attendance data.	Review analyze and apply data	Intervention: Magnet PLCs will focus on monitoring data from PLCs developed for KOSSA requirements, PLCs in all content areas will focus on intervention by monitoring data from PLC developed formative assessments as well as CASCADE data.	PLC Attendance	
By May of 2018, there will be a 10% increase in student attendance at school to career opportunities.	Design, Align and Deliver Support	Equipment/Instructional Resources Purchase equipment to enhance tools so teachers/students have access for improved instruction and learning. Provide real world, up-to-date, and hands on opportunities for students to reach CCR technical attainment goals. Including: video cameras to enhance podcast projects, hospital beds for educational purposes in nursing	Purchase orders; Inventory logs	\$15000 Perkins
	Establishing Learning Culture and Environment	Community Relationships CTE Programs will continue to build/foster relationships with community partners and provide classroom instruction that prepares students to be career ready in a given pathway	Professional Development attendance; Agendas	
	Design, Align and Deliver Support	Career and Technical Education Students will participate in school-to-career initiatives including field experiences, simulations including Reality Store, CTSOs, guest speakers, partnerships, etc. to	Magnet Teachers	\$5485 Perkins

By June of 2020, our school's percentage of students meeting College and Career Readiness Targets will increase to 65.2% as measured by the KY testing system				
		make real world connections. Teachers will arrange and monitor these activities.		
	Design, Align and Deliver Support	Professional Networking Opportunities Magnet teachers will provide opportunities for students to have professional mentors and experiences through JA Programs such as JA Real Jobs, Real World, JA Job Shadow and JA Success Skills, partnerships, 4H, university programs and visits, Norton Job Shadow opportunities, etc	Student attendance at mentoring opportunities; Magnet Teachers	\$2000 Perkins
By May 2018, there will be a ten percent increase in the perception of the efficient use of technology as measured by school surveys.	Design, Align and Deliver Support	Incorporate Technology Technology will be incorporated within all magnet classes. Students will rotate through labs to have the opportunity to complete ILPs, JCPS Online, Sports Medicine, Manikins, and SMART Boards to enhance learning body systems and skills required for MNA and other programs	Evidence of technology use in PLC minutes and lesson plans. Magnet teachers	\$34206 Perkins
By May 2018, one hundred percent of eligible students will complete the KOSSA exam as measured by KOSSA data.	Review analyze and apply data	KOSSA Appropriate magnet teachers will prepare students for their respective KOSSA exams. Magnet teachers will administer KOSSA tests to students in their programs	KOSSA exam Magnet teachers	
By May 2018, there will be a 5% increase in student received certifications as measured by certification data.	Design, Align and Deliver Support	Industry Certifications Magnet teachers will prepare students to pass industry certifications. Magnet teachers will seek out industry certifications appropriate for their field of study and collaborate as needed with district and state personnel to find acceptable industry certifications for their field of study.	Certification data Magnet Teachers	\$10000 - Perkins

By June of 2020, our school's percentage of students meeting College and Career Readiness Targets will increase to 65.2% as measured by the KY testing system

By May 2018, there will be a ten percent increase in the perception of the efficiency of CTE programs as measured by attendance, assessment, and certification data as well as school surveys.	Design, Align and Deliver Support	<u>Career and Technical Education Requirements</u> CTE Programs will be evaluated twice a year during advisory committee meetings and annually during a magnet department meeting; Evaluations will make sure services and activities are of sufficient size and quality. Provide students with the career and technical education they need to be college and/or career ready.	Department Meeting minutes and evaluation results; Magnet teachers	
	Design, Align and Deliver Support	<u>District Technical Assistance /CART Teacher /Career Preparation/Orientation-</u> Students will participate in CAT lessons that help them understand the value of being prepared for college readiness assessments and college success	JT lesson plans	District Add-on Funds for CART teacher

GAP PLAN

15

By May of 2022, our school's percentage of unduplicated GAP students scoring proficient/ distinguished in reading will increase to 55.7 and in math to 35.1 as measured by the KY testing system

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • Design and Deploy Standards • Design and Deliver Instruction • Design and Deliver Assessment Literacy • Review, Analyze and Apply Data • Design, Align and Deliver Support • Establishing Learning Culture and Environment 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • Design and Deploy Standards - Continuous Improvement Activities • Design and Deliver Instruction - Continuous Improvement Activities • Design and Deliver Assessment Literacy - Continuous Improvement Activities • Review, Analyze and Apply Data - Continuous Improvement Activities • Design, Align and Deliver Support - Continuous Improvement Activities • Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Funding	
By May of 2018 47.3 of students will demonstrate proficiency on common formative assessments	Design and Deliver Instruction	<u>Jacket Time</u> - students will read content-related/independent reading materials and complete CAT lessons for 45 minutes	Increase in student mastery on common assessments	None	
	Design and Deliver Instruction	<u>Phonemic Awareness</u> -ESL and ECE teachers will work with individual students who have been identified as needing additional work with phonemic awareness	Increase in student mastery on common assessments	None	
By May of 2018 47.3 of students will demonstrate reading proficiency and 22.7 will demonstrate math proficiency on	Design, Align and Deliver Support - Continuous	<u>District Technical Assistance/Resource Teacher</u> - An in-house resource teacher will assist faculty with professional development, support PLCs and work closely with PLC lead teachers and administration to make sure	PLC minutes; agendas	Section 7	

common formative assessments	Improvement Activities	students are moving to proficiency; work with individual teachers to assist them with teaching strategies, standards, lesson plans, collaboration, analyzing student work, etc; and support administration by participating in ILT and other administrative meetings, working with district personnel, assisting the BAC with testing needs, etc.		
		Identification- Cascade, Dashboard, and Infinite Campus data will be used to identify targeted students' performance on district assessments to move all student to proficiency.	Increase in student mastery on common assessments	
	Establishing Learning Culture and Environment	Cultural Awareness- professional development about student population and learning styles	Increase in student participation	
By May of 2018 47.3 of students will demonstrate reading proficiency and 22.7 will demonstrate math proficiency on common formative assessments	Review, Analyze and Apply Data - Continuous Improvement Activities	Student Needs/Modifications- PLCs will analyze assessment results to determine student needs and modifications to instruction.	Increase in student mastery on common assessments	
	Review, Analyze and Apply Data - Continuous Improvement Activities	Student Needs/Modifications PLCs will analyze assessment results to determine student needs and modifications to instruction	Increase in student mastery on common assessments	
	Review, Analyze and Apply Data -	Tier 3 & Tutoring -Teachers will utilize formative assessments to make	Increase in proficiency scores	

	Continuous Improvement Activities	recommendations for remediation after school Tier 3 and tutoring opportunities to provide students with additional assistance in learning key concepts.		
		<u>District Technical Assistance/Transition Island</u>		
	Review, Analyze and Apply Data - Continuous Improvement Activities	<u>Intervention Programs-</u> Students who are identified as needing assistance will be provided intervention strategies such as tutoring, reading or math lab classes, Jacket Time reading/intervention sessions, recovery classes, ESS services, mentoring, etc.	Increase in proficiency scores	
		<u>District Technical Assistance/Extra Teachers</u>		
By May of 2018 47.3 of students will demonstrate reading proficiency and 22.7 will demonstrate math proficiency on common formative assessments	Review, Analyze and Apply Data - Continuous Improvement Activities	<u>Instructional Leadership-</u> Administrators will monitor best practice instruction through formal and informal observations. They will engage in learning walks. Goal Clarity Coach and Resource Teachers will do informal walkthroughs/observations to assist teachers with instructional practices. Principals, counselors, and resource teachers will participate in designated PLC teams.	Walk Through Data	

Graduation Rate PLAN

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By June of 2018, our school's Five-Year Adjusted Cohort Rate (Graduation Rate) will increase to 96% as measured by the KY testing system.

Which **Strategy** will the school/district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

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Objective	Strategy	Activities to deploy strategy	Measure of Success	Funding
By June of 2018, our school's Five-Year Adjusted Cohort Rate (Graduation Rate) will increase to 96% as measured by the KY testing system.	Establishing Learning Culture and Environment	Student Support/Operation Parent- Home-School Coordinator, Career Planner, FRYSC Coordinator and/or counselors will collaborate to schedule home visits and/or provide workshops to parents/students. They will also be involved in establishing and implementing intervention strategies with parents, students, administration, teachers, etc. to keep students in school, here everyday and on time as well as successful in their classrooms and interactions with others.	Home visit logs, student attendance data	
	Establishing Learning Culture and Environment	Support Services- The school will provide career counseling, tutoring, counseling groups, and additional programs for students at-risk of dropping out of school.	Attendance Rosters	
	Establishing Learning Culture and Environment	Parent Communication- Parents of students who consistently perform poorly due to attendance, apathy, etc. will be informed in a variety of ways such as the call-back system for absences, letters	Student attendance data	

		mailed home, parent conferences, home visits, etc.		
	Establishing Learning Culture and Environment	Student Advisory- Jacket Time and magnet teachers will serve students in an advisory capacity to promote life skills, college/career information and guidance, etc. so students understand how their decisions now may affect their future.	Attendance Rosters	
By June of 2018, our school's Five-Year Adjusted Cohort Rate (Graduation Rate) will increase to 96% as measured by the KY testing system.	Establishing Learning Culture and Environment	Guidance Lessons- Counselors will continue to implement classroom guidance lessons to help educate students on progression and promotion to ensure the successful of completion of high school.	Attendance Rosters	
	Establishing Learning Culture and Environment	FRYSC Group Counseling- FRYSC will provide group counseling and other activities/services to promote a positive, safe and encouraging learning environment.	Attendance Rosters	
	Establishing Learning Culture and Environment	Parent Programs - FRYSC Coordinator will collaborate with the PTSA to determine school and parent programs. Parents and other stakeholders will be provided opportunities to be a partner in their child's education by conducting programs such Title I information meetings, PTSA meetings, Safe and Drug-free School Programs, etc.	Sign in sheets from various programs/workshops	Title II Part A
	Establishing Learning Culture and Environment	Parent Leadership Development- Parents will have opportunities to participate in speaker forums, workshops and leadership development opportunities. Materials and registration fees will be provide	Sign in sheets from various programs/workshops	Title II Part A
By June of 2018, our school's Five-Year Adjusted Cohort Rate (Graduation Rate) will increase to 96% as measured by the KY testing system.	Establishing Learning Culture and Environment	Suicide Prevention - Counselors will lead suicide prevention training for students, parents and staff to prevent and detect early signs of crisis.	Student rosters/sign in sheets	\$0
	Establishing Learning Culture and Environment	Attendance Committee Meetings- Attendance Committee Meeting members meet every two weeks to identify students with excessive absences and/or tardies and assign those students to staff for interventions.	Meeting Minutes	\$0
	Establishing Learning Culture and Environment	Student Celebrations- Counselors will organize celebrations to recognize student success through awards programs and student incentives and	Program Agendas	Title I Part A

		recognitions. The PTSA will also be involved in student recognition efforts.		
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