Comprehensive School Improvement Plan

Eastern High

Jefferson County

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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.		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.

Students at Eastern have access to experience educators that provide equitable instruction to all students.

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.

Teacher expertise in specific content areas & teacher support to new teachers with less than 3 yrs experience. One barrier we have in our building is the lack of a specific support system for teachers new to the building.

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

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders,

particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

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

OR

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

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

Goal 1:

By 2016-2017, Eastern High School will fully implement the Professional Growth and Effectiveness System (PGES). The baseline data from the 2015-16 school year, will be used to set targets for the 2016-17 school year.

Measurable Objective 1:

collaborate to support teachers as they fully implement each component of PGES by 12/15/2017 as measured by the completion of each PGES componemt.   .

Strategy1:

PD - Teachers will engage in professional development to better understand PGES.

Category: Teacher PGES

Research Cited:

Activity - Professional Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration team will provide module training at faculty meetings to increase faculty awareness and understanding of PGES components.	Professional Learning	08/10/2016	12/15/2017	$0 - No Funding Required	Administration and all faculty

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLC groups to monitor and track the implementation of PGES.	Professional Learning	08/10/2016	12/15/2017	$0 - No Funding Required	All teachers

Goal 2:

Instructional Resource Goal 2016-17 EHS will use 100% of the instructional resource funds within two years to support student achievement.

Measurable Objective 1:

collaborate to improve student access to high quality instructional resources by 05/31/2017 as measured by 100% of the funds allocated for instructional resources will be used to provide high quality resources that support student learning.

Strategy1:

Resource Identification - PLC's will collaborate to identify instructional materials (tools) used to teach the standards and meet the learning needs of students

Category: Management Systems

Research Cited:

Activity - Review resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
invite sales representatives to demonstrate resources and review samples including online trials	Academic Support Program	06/01/2015	05/31/2017	$0 - No Funding Required	PLC Leads, Goal Clarity Coach, supervising Administrators

Activity - Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
review research and reviews of instructional materials and compare and evaluate instructional resources to support instructional practices	Academic Support Program	06/01/2015	05/31/2017	$0 - No Funding Required	PLC lead teachers, Goal Clarity Coach, Supervising Administrators

Strategy2:

Purchase materials - PLC Leads, department chairs, Goal Clarity Coach, supervising administrators will collaborate to purchase identified instructional resources that will support student learning.

Category: Management Systems

Research Cited:

Activity - Ordering	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC leads, department chairs, and principal will prepare and approve orders for materials that have been reviewed and determined to be appropriate and quality instructional resources	Academic Support Program	06/01/2015	05/31/2017	$156000 - Text Books	PLC leads, department chairs, principal

Activity - Maintain resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Materials will be inventoried and distributed to classrooms and students according to an established plan that ensures materials are organized for maximum effect to support instruction and student learning.	Academic Support Program	06/01/2015	05/31/2017	$0 - No Funding Required	Supervising administrators

Goal 3:

Eastern High School will increase the percentage of Gap students scoring proficient or higher by 2019.

Measurable Objective 1:

A 4% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency and reduce the percentage of novice GAP students to 31% in Reading by 06/01/2017 as measured by the Unbridled Learning Accountability Model.

Strategy1:

Deep Reading - Teachers will use common assessment data to identify novice gap group students. Teachers will utilize the website Newsela to target the reading levels of gap group students and provide them with articles at their reading level. Teachers will use Deep Reading strategies from AVID that target pre-reading activities.

Category: Continuous Improvement

Research Cited:

Activity - Charting the Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Charting the Text activity to help students develop the skills to read deeply and critically. Students will be able to analyze the micro and macro structure of the text and develop an understanding of the author's main idea and point of view. Students will chunk the text into large sections in order to group them together. Students will also analyze the micro-structure by examining individual paragraphs.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	English Teachers

Measurable Objective 2:

61% of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on Common Core Standards in English Language Arts in Reading by 06/01/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Technology Integration - Teachers will meet in PLC to monitor Gap group students progress toward mastering reading standards. Teachers will integrate technology for both remediation and enrichment. Teachers will meet in PLC weekly to make instructional decisions based on data from common formative assessments.

Category: Continuous Improvement

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use practice questions from Study Island to reinforce key focus topics from each unit. Teachers will use data from Study Island questions and Proficiency assessments to reteach key concepts and address misconceptions.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	English Teachers & Goal Clarity Coach

Measurable Objective 3:

60% of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on the C3 Framework Standards in Social Studies by 06/01/2017 as measured by the Unbridled Learning Accountability Model.

Strategy1:

Digital Technology - Using data from common formative assessments, teachers will identify students in the gap group for remediation and enrichment using the online textbook and other digital technology. Teachers will meet weekly in PLC to track and monitor student progress.

Category: Continuous Improvement

Research Cited:

Activity - Kahoot Challenge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will broaden the use of the online quiz game, Kahoot. Kahoot will be utilized throughout the year instead of only at the end. The use of digital technology showed to have a positive impact on student achievement for gap group students. Data from Khoot will help guide instructional decisions throughout the year.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	Social Studies Teachers & Goal Clarity Coach

Measurable Objective 4:

42% of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on Next Generation Science Standards in Biology and in Science by 06/01/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Small Group Graphing - Students in the identified Gap group will have multiple opportunities to graph and interpret data throughout the year. Teachers will monitor student progress using common formative assessments and identify novice students for individualized instruction before and after school.

Category: Continuous Improvement

Research Cited:

Activity - Peer Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in peer assessments to help them identify common misconceptions in the work of their peers. This will also allow them to better understand where they make mistakes. Table leaders will be identified on an ongoing basis who will act as in class peer tutors.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	Science Teachers

Measurable Objective 5:

42% of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on Common Core Standards in Algebra II in Mathematics by 06/01/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Differentiated Instruction - Teachers will meet in PLCs to continuously improve the design and delivery of instruction. Teachers will monitor the effectiveness of instructional strategies through weekly PLC meetings and data checkpoints.

Category: Continuous Improvement

Research Cited:

Activity - Common Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to design common formative assessments that will serve as checkpoints of student mastery. Students will be identified for enrichment and remediation based on formative assessment data and be provided opportunities for small group instruction. Novice students in the identified Gap group will be provided Tier III individual instruction through the Transition Center.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	Math Teachers & Goal Clarity Coach

Measurable Objective 6:

A 3% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency and reduce the percentage of novice GAP students to 23% in Mathematics by 06/01/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Tier II Grouping - Teachers will collaborate during PLC time to identify students and place them into three categories to provide Tier II interventions.

Category: Continuous Improvement

Research Cited:

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice students will be enrolled in extended school services after school. Teachers will work with students in small groups and individually to help address and close gaps in learning.	Academic Support Program	08/10/2016	12/15/2017	$45974 - General Fund	Goal Clarity Coach, Math Teachers

Activity - Pull Outs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using data from common assessments, GAP group students scoring novice will be placed with another teacher for small group instruction.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	Math teachers

Measurable Objective 7:

55% of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on Common Core Standards in Writing by 06/01/2017 as measured by On-Demand Assessment.

Strategy1:

Skill Based Writing - Teachers will meet weekly to monitor the progress of writing skills for gap group students. Common writing prompts will be use help teachers identify persistent writing mistakes. Argumentative and persuasive writing skills will be addressed through smaller and more frequent assignments.

Category: Continuous Improvement

Research Cited:

Activity - Expert Editing Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create Expert Editing Groups of 3-4 students. Each group will be responsible for checking one type of error (spelling, capitalization, punctuation, verb tense/agreement, etc.) Students will rotate between each group as they improve their skills in that area. Over time, teachers will identify more complex and sophisticated editing errors and create new groups based on student mastery.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	English Teachers

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?

The Site Based Decision Making Council which includes the following members: Jeffrey Riddle (parent) Kim Southerland (parent) Andrew Minor (teacher) Joe Kimeu (teacher) Amanda Turner (teacher) Lana Kaelin (principal)

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: 2.86

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

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

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

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

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

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

Decision Making

Overall Rating: 2.71

	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 facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	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.	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.	Proficient

	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 treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

	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 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 in committee work.	Proficient

Advocacy

Overall Rating: 3.0

	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.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	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.	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.	Proficient

	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: 2.67

	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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	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: 3.0

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

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

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

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

Community partnerships and parent involvement play an integral role toward sustaining a culture of high achievement. As a school we will continue to maintain the foundations of our high achievement. Eastern High has a strong sense of community service within its culture. Students provide peer tutoring and mentoring across all grade levels. Student groups participate in community service projects that prepare them for active citizenship. We have also taken steps to meet the communication needs of our parents by sending weekly newsletters, using Infinite Campus messenger, Twitter, email, postcards, mail and our website. Home visits are an important part of the work provided by our FRYSC. We provide bus transportation to all students who are involved in after school athletic programs. Decision making at Eastern involves multiple stakeholders. PLC Leaders, ILT, SBDM, counselors and administrators all participate in the decision making process at Eastern. Staff at Eastern consistently provides students with opportunities to meet and network with community business leaders. Students who have been identified based on behavior or academic concerns are assigned a mentor from the administration team. The mentor helps the student identify short and long term goals, determines the main cause of concern and develops a plan to address the problems facing the student.

Report Summary

Scores By Section

Section Score

Relationship Building	3
Communications	2.86
Decision Making	2.71
Advocacy	3
Learning Opportunities	2.67
Community Partnerships	3

Sections

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.

On both Gold Days in the fall, teachers analyze data, review the previous year's plan, and develop new strategies as needed to address the school goals. Teacher PLC leads lead their groups for the review and development of the plan, and they communicate with the Goal Clarity Coach to prepare. They continue to review data and monitor the goals of the plan throughout the year. The Goal Clarity Coach and Principal communicate with the SBDM and PTSA regarding data and plan and solicit feedback. The Advisory committees meet in the fall and spring and offer assistance in developing and reviewing the plan. These committees include business people, community stakeholders, college representatives, and students.

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

Eastern High School engages a variety of stakeholders to develop the improvement plan. Teachers from all content areas are involved in meetings to analyze school needs and goals and meet together in smaller planning groups to develop strategies for reaching the goals. SBDM members including parents and PTSA review preliminary data and plans and offer input. Eastern administrators and counselors also review plans, discuss strategies, and offer feedback. Also, Eastern has advisory groups that include business, community, student, and college partners. They attend meetings twice a year to give feedback on programs and to offer assistance in developing strategies that help teachers connect learning to college and careers.

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

The final plan is linked to the school's website on the district pages. Parents and community members are advised of the plan in the school newsletter. Teachers are able to access the plan online and can save a pdf copy. A presentation to the SBDM is given when the plan is final. The advisory groups review the plan in their meeting. Teachers review the plan throughout the year as they analyze new data .

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?

How do we increase proficiency ratings on KPREP exams across all content areas, grade levels and sub-groups? Our priority area will be improving reading scores for all subgroups in the gap category. Data from our gap group shows that 44% percent of students who qualify for free and reduced lunch scored at the proficient/distinguished level in reading. Forty five percent of all students who took the reading end of course exam scored in the novice or apprentice category. The causes and contributing factors to this trend in data is linked to specific concepts. Specifically, students struggled with finding the author's voice and making inferences. The data doesn't tell us about outside environmental factors that can be correlated to a positive or negative trend in growth. Strategies from the previous plan were successfully implemented. Efforts to have more students attend tutoring need to be made. Efforts to include technology as a learning tool to improve student performance in reading will continue.

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?

Currently, our scores in Math show a positive trend. Eastern students who took the math end of course exam in the spring of 2016 scored 18% percent higher in the proficient/distinguished category than the previous year. More specifically, students in the gap group who took the math end of course showed a 18% increase of students who reached proficiency from the previous year. Likewise, Social Studies scores maintained a high percent of students who reached proficiency similar to the previous year, which is above our delivery target. Math teachers continue to collaborate in professional learning communities to analyze formative assessment data, and work with their peers in other contents to encourage the use of proven math strategies. Using information gleaned from formative assessments, teachers will differentiate instruction to target priority students as the year progresses.

Opportunities for Improvement

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

Reading, Writing and Science scores decreased or remained flat for 2016 and are below the expected levels of performance. Based upon previous state testing data, reading and writing scores decreased in the percentage of students who reached proficiency. We specifically see opportunities to reduce novice scores in reading, writing and science. Specifically, students who took the science portion of the 2016 K-Prep exam had the lowest proficient/distinguished percentages when compared to other content areas except. English and Science teachers will continue to meet in professional learning communities to monitor and provide oversight to the progress of their students. English and Science teachers will use common assessment data from proficiency exams to modify instruction and create intervention plans for subgroups and individual students. English and Science teachers will continue to identify students by name and provide them with Tier III interventions. The Instructional Leadership Team will monitor and provide oversight to support the needs of the professional learning communities.

Conclusion

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

Overall, Eastern High School is well positioned to make progress on student achievement. The administrative team has used multiple data sources to identify areas of strengths and weaknesses across content areas. A plan is in place to sustain our areas of high achievement and to address our areas of weakness. As we move forward, we will continue to use Professional Learning Communities to impact classroom instruction in a meaningful way.

16-17 Goals & Plans

Overview

Plan Name

16-17 Goals & Plans

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Eastern High School will increase its graduation rate for 2017	Objectives: 1 Strategies: 2 Activities: 6	Organizational	$500
2	To raise all Career Studies and Practical Living demonstrators to the proficient level.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
3	Increase the percent of students who are college & career ready to 78% by 2019.	Objectives: 3 Strategies: 7 Activities: 12	Academic	$34437
4	By 2016-2017, Eastern High School will fully implement the Professional Growth and Effectiveness System (PGES). The baseline data from the 2015-16 school year, will be used to set targets for the 2016-17 school year.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
5	Instructional Resource Goal 2016-17 EHS will use 100% of the instructional resource funds within two years to support student achievement.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$156000
6	Eastern High School will increase the percentage of students scoring Proficient by 2019.	Objectives: 5 Strategies: 5 Activities: 5	Academic	$0
7	Eastern High School will increase the percentage of Gap students scoring proficient or higher by 2019.	Objectives: 7 Strategies: 7 Activities: 8	Academic	$45974

Goal 1: Eastern High School will increase its graduation rate for 2017

Measurable Objective 1:

collaborate to increase the graduation rate to 96% by 06/01/2017 as measured by the percent of students graduating.

Strategy 1:

Instructional Leadership Team - The Instructional Leadership Team, consisting of the principal, assistant principals, counselors and the goal clarity coach, will track and monitor student progress to graduation.

Category: Persistance to Graduation

Activity - Track & Monitor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors and FRYSC will track and monitor individual student progress to graduation. Counselors and FRYSC will use attendance to address student emotional, physical and social well-being. Counselors will provide individual, group, advisory and peer mediation sessions to track and monitor the overall wellness of each student as it affects their path toward graduation.	Career Preparation/Orientation	08/10/2016	12/15/2017	$250	State Funds	Counselors & FRYSC

Activity - Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors will track student graduation data using Lack Cards, student schedules, test data and transcripts to monitor student progress toward graduation.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Counselors

Strategy 2:

Intervention, Involvement & Support - FRYSC and Counselors will involve parents in providing support and intervention measures for students toward the path of graduation.

Category: Persistance to Graduation

Activity - Involvement & Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FRYSC and Counselors will involve parents in improving the academic and emotional well-being of their students through college/ACT/FAFSA parent meetings and parent information nights and social programs.	Parent Involvement	08/10/2016	12/15/2017	$250	State Funds	Counselors & FRYSC

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors will provide guidance to students and parents for recovering credits and test benchmarks to ensure on time graduation.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Counselors

Activity - Advisory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work specifically with small groups of students in an advisory setting to address the academic and non-academic factors that impact student achievement. Teachers will meet with students in advisory on a bi-weekly basis to ensure that every student is well known by at least one adult.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	All content area teachers

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Counselors will create and use grade level websites to provide easy access to information on a variety of academic support programs, assignments, resources for learning, calendar events and essential communication. A weekly newsletter will be used to communicate school wide announcements. The PBIS Team and Goal Clarity Coach will use the newsletter to highlight current instructional strategies and academic work of students.	Parent Involvement	08/10/2016	12/15/2017	$0	No Funding Required	Teachers, Counselors, PBIS Team, Goal Clarity Coach

Goal 2: To raise all Career Studies and Practical Living demonstrators to the proficient level.

Measurable Objective 1:

demonstrate a proficiency in all Career Studies and Practical Living categories by 12/15/2017 as measured by the program review crosswalk.

Strategy 1:

PLC - Teachers will meet in professional learning communities to plan and implement instructional strategies that provide quality experiences, a variety of activities and access for all students in the areas of Career Studies, Practical Living and Writing.

Category: Continuous Improvement

Activity - Incorporate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers work in PLCs to incorporate all three components of arts study. Specifically, teachers plan instruction and curriculum that allows students to demonstrate program mastery in Career Studies and Practical Living.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	All Career Studies and Practical Living teachers

Goal 3: Increase the percent of students who are college & career ready to 78% by 2019.

Measurable Objective 1:

A total of 191 Eleventh and Twelfth grade students will demonstrate a proficiency in specific career technical concepts in Career & Technical by 06/01/2017 as measured by industry certifications & KOSSA examinations..

Strategy 1:

PLCs - Teachers will work in PLCs to analyze and make neccessary adjustments to curriculum. Teachers will provide students with knowledge and skills to achieve proficiency on related industry certifications.

Category: Career Readiness Pathways

Activity - Monitor Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC groups will analyze curriculum to identify gaps, make necessary adjustments, integrate digital reference books(Gale), develop KOSSA type questions as formative assessment items, analyze common assessment data and provide planning time for the development of career pathways for each CTE program	Academic Support Program	08/10/2016	12/15/2017	$1000	Perkins	ALL CTE Teachers

Strategy 2:

Cross Curriculum Collaboration - CTE and core content teachers will collaborate to develop and embed writing strategies into Business & Information Technology classrooms.

Category: Career Readiness Pathways

Activity - Writing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will embed literacy and writing into instruction to promote cross curricular collaboration between Core Content and Business & Information Technology classrooms.	Academic Support Program	08/10/2016	12/15/2017	$1000	Perkins	CTE Teachers, Core Content Teachers

Strategy 3:

Focus on Careers - Teachers will focus on increasing technical certifications in applicable course areas.

Category: Career Readiness Pathways

Activity - Industry Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with instruction to prepare for Technical Certifications using preparatory software and other curriculum delivery methods in order to increase the number of Technical Certification.	Academic Support Program	08/10/2016	12/15/2017	$2000	Perkins	CTE teachers

Activity - Licensing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide & fund Technical certification licenses for students in those career pathways that include a certification.	Career Preparation/Orientation	08/10/2016	12/15/2017	$3000	Perkins	CTE teachers

Comprehensive School Improvement Plan

Eastern High

Activity - Equipment & Supplies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase equipment and supplies for students to demonstrate food preparation for all food categories, food safety and sanitation procedures.	Career Preparation/Orientation	08/10/2016	12/15/2017	$6000	Perkins	CTE Teachers

Strategy 4:

Integrate Digital Technology - Teachers will implement the usage of classroom digital technology to prepare students for entry into career pathways.

Category: Career Readiness Pathways

Activity - Engagement through Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide classroom technology instructional equipment to increase engagement that will prepare students for technical certifications.	Academic Support Program	08/10/2016	12/15/2017	$3000	Perkins	CTE teachers

Activity - Enhance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enhance equipment in the BIT program of studies exploratory classes to prepare students for technical certifications, preparatory classes, and work in business and IT.	Career Preparation/Orientation	08/10/2016	12/15/2017	$11437	Perkins	CTE teachers

Strategy 5:

CTE Curriculum Alignment - Teachers will attend professional conferences and then work in PLCs to align program curriculum.

Category: Continuous Improvement

Activity - Planning for Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE department IT teachers will attend appropriate vocational conferences and then work in PLCs to align program curriculum and plan for the effectiveness of the career programs of study.	Academic Support Program	08/10/2016	12/15/2017	$3000	Perkins	CTE teachers

Measurable Objective 2:

A 10% increase of Twelfth grade students will demonstrate a proficiency on college ready assessments in Mathematics by 06/01/2017 as measured by Student performance on either the ACT or KYOTE assessment.

Strategy 1:

Math Test Prep - Students will access test preparation and practice software and receive instruction in math concepts that appear on the college assessments.

Category: Continuous Improvement

Activity - College assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students will have access to Gale and Study Island and ACT Mastery resource software, which provides practice assessments and tutorials for college preparatory assessments such as ACT and KYOTE. Students will have access to printed resource materials as well. | Academic Support Program | 08/10/2016 | 12/15/2017 | $2000 | District Funding | Counselors |

Activity - Eagle Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified for college exam tutoring through Eagle Enrichment. Students will take a diagnostic assessment and then work through strategies in identified growth areas.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Goal Clarity Coach, Eagle Enrichment Team and Content area Teachers

Measurable Objective 3:

A 10% increase of Twelfth grade students will demonstrate a proficiency in performance on College ready assessments in English Language Arts by 06/01/2017 as measured by Performance on ACT or KYOTE.

Strategy 1:

Test Prep - Students will access test preparation and practice software and receive instruction in English concepts that appear on the college assessments.

Category: Continuous Improvement

Activity - College assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to Gale, Study Island and college exam Mastery resource software, which provides practice assessments and tutorials for college preparatory assessments. Students will have access to printed resource materials as well.	Academic Support Program	08/10/2016	12/15/2017	$2000	District Funding	Counselors

Activity - Eagle Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work with the Eagle Enrichment Team on college admission test skills. Students will take a diagnostic test and then focus on strategies in identified growth areas.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Goal Clarity Coach, Eagle Enrichment Team and Content Area teachers

Goal 4: By 2016-2017, Eastern High School will fully implement the Professional Growth and Effectiveness System (PGES). The baseline data from the 2015-16 school year, will be used to set targets for the 2016-17 school year.

Measurable Objective 1:

collaborate to support teachers as they fully implement each component of PGES by 12/15/2017 as measured by the completion of each PGES component.   .

Strategy 1:

PD - Teachers will engage in professional development to better understand PGES.

Category: Teacher PGES

Activity - Professional Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration team will provide module training at faculty meetings to increase faculty awareness and understanding of PGES components.	Professional Learning	08/10/2016	12/15/2017	$0	No Funding Required	Administration and all faculty

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in PLC groups to monitor and track the implementation of PGES.	Professional Learning	08/10/2016	12/15/2017	$0	No Funding Required	All teachers

Goal 5: Instructional Resource Goal 2016-17 EHS will use 100% of the instructional resource funds within two years to support student achievement.

Measurable Objective 1:

collaborate to improve student access to high quality instructional resources by 05/31/2017 as measured by 100% of the funds allocated for instructional resources will be used to provide high quality resources that support student learning.

Strategy 1:

Resource Identification - PLC's will collaborate to identify instructional materials (tools) used to teach the standards and meet the learning needs of students

Category: Management Systems

Activity - Review resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
invite sales representatives to demonstrate resources and review samples including online trials	Academic Support Program	06/01/2015	05/31/2017	$0	No Funding Required	PLC Leads, Goal Clarity Coach, supervising Administrators

Activity - Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
review research and reviews of instructional materials and compare and evaluate instructional resources to support instructional practices	Academic Support Program	06/01/2015	05/31/2017	$0	No Funding Required	PLC lead teachers, Goal Clarity Coach, Supervising Administrators

Strategy 2:

Purchase materials - PLC Leads, department chairs, Goal Clarity Coach, supervising administrators will collaborate to purchase identified instructional resources that

will support student learning.

Category: Management Systems

Activity - Ordering	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC leads, department chairs, and principal will prepare and approve orders for materials that have been reviewed and determined to be appropriate and quality instructional resources	Academic Support Program	06/01/2015	05/31/2017	$156000	Text Books	PLC leads, department chairs, principal

Activity - Maintain resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials will be inventoried and distributed to classrooms and students according to an established plan that ensures materials are organized for maximum effect to support instruction and student learning.	Academic Support Program	06/01/2015	05/31/2017	$0	No Funding Required	Supervising administrators

Goal 6: Eastern High School will increase the percentage of students scoring Proficient by 2019.

Measurable Objective 1:

60% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on Common Core Standards in Algebra II in Mathematics by 06/01/2017 as measured by End of Course Assessment.

Strategy 1:

Common Assessments - Math teachers will collaborate using weekly common formative assessments to identify individual students who need interventions and

enrichment.

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher teams will meet regularly to use student data from weekly common assessments on key focus topics and skills measured to identify areas that students are struggling in, plan for interventions and enrichment and reflect on the effectiveness of instructional practices.	Direct Instruction	08/10/2016	12/15/2017	$0	No Funding Required	Math Teachers & Goal Clarity Coach

Measurable Objective 2:

78% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on Common Core Standards in 10th Grade in English Language Arts by 06/01/2017 as measured by End of Course Assessment.

Strategy 1:

AVID - Teachers will implement reading strategies from AVID. Teachers will meet in professional learning communities (PLC) to share ideas and resources from AVID.

Teacher teams will also reflect on the effectiveness of instructional strategies and make adjustments based on student needs.

Category: Continuous Improvement

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the Article of the Week activity, students will engage in close reading strategies of both informative and argumentative texts on their grade level. Students will thoroughly annotate the text with a purpose to write a reflective paragraph about their reading to be used for class discussion.	Direct Instruction	08/10/2016	12/15/2017	$0	No Funding Required	English Teachers

Measurable Objective 3:

59% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in graphic analysis of Next Generation Science Standards in Science by 06/01/2017 as measured by End of Course Assessment.

Strategy 1:

Graphic Analysis - Teachers will use common assessment strategies to measure student growth around graphic analysis. Teachers will meet in PLC to track and

monitor student growth toward analyzing and interpret data from a graph to understand scientific problems.

Category: Continuous Improvement

Activity - Lab Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in common lab activities that will require them to gather, analyze and interpret scientific data. Teachers will use common formative assessments to measure student growth toward vocabulary development and mastery.	Direct Instruction	08/10/2016	12/15/2017	$0	No Funding Required	All Science Teachers

Measurable Objective 4:

76% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate student proficiency (pass rate) of the C3 Framework of Social Studies Standards for US History in Social Studies by 06/01/2017 as measured by End of Course Assessment.

Strategy 1:

PLC - PLC work will continue to focus on strategies that work for all students. Teachers will use common formative assessments to identify the needs of specific students, develop interventions and enrichment.

Category: Continuous Improvement

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the digital text from Pearson to create common assessments that provide immediate feedback to students. Student feedback will be used to correct misconceptions about key concepts. Teachers will use a continuous cycle of formative assessment and feedback that will lead toward student proficiency.	Direct Instruction	08/10/2016	12/15/2017	$0	No Funding Required	All Social Studies Teachers

Measurable Objective 5:

71% of Tenth and Eleventh grade students will demonstrate student proficiency (pass rate) in Common Core Standards in Writing by 06/01/2017 as measured by On-Demand Assessment.

Strategy 1:

WICOR - Teachers will use WICOR (writing, inquiry, collaboration, organization and reading) strategies from AVID that will be shared and implemented through the PLC process and within core content area classrooms.

Category: Continuous Improvement

Activity - Expository Summary Template	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use expository summary templates for analyzing both fiction and non-fiction writing. The templates will support students as they develop their critical and analytical writing skills in an expository text. Teachers will monitor student growth during PLC meetings and adjust instruction based on formative assessment data.	Direct Instruction	08/10/2016	12/15/2017	$0	No Funding Required	All teachers

Goal 7: Eastern High School will increase the percentage of Gap students scoring proficient or higher by 2019.

Measurable Objective 1:

A 3% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency and reduce the percentage of novice GAP students to 23% in Mathematics by 06/01/2017 as measured by Unbridled Learning Accountability Model.

Strategy 1:

Tier II Grouping - Teachers will collaborate during PLC time to identify students and place them into three categories to provide Tier II interventions.

Category: Continuous Improvement

Activity - Pull Outs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using data from common assessments, GAP group students scoring novice will be placed with another teacher for small group instruction.	Direct Instruction	08/10/2016	12/15/2017	$0	No Funding Required	Math teachers

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice students will be enrolled in extended school services after school. Teachers will work with students in small groups and individually to help address and close gaps in learning.	Academic Support Program	08/10/2016	12/15/2017	$45974	General Fund	Goal Clarity Coach, Math Teachers

Measurable Objective 2:

A 4% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency and reduce the percentage of novice GAP students to 31% in Reading by 06/01/2017 as measured by the Unbridled Learning Accountability Model.

Strategy 1:

Deep Reading - Teachers will use common assessment data to identify novice gap group students. Teachers will utilize the website Newsela to target the reading levels of gap group students and provide them with articles at their reading level. Teachers will use Deep Reading strategies from AVID that target pre-reading activities.

Category: Continuous Improvement

Activity - Charting the Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Charting the Text activity to help students develop the skills to read deeply and critically. Students will be able to analyze the micro and macro structure of the text and develop an understanding of the author's main idea and point of view. Students will chunk the text into large sections in order to group them together. Students will also analyze the micro-structure by examining individual paragraphs.	Direct Instruction	08/10/2016	12/15/2017	$0	No Funding Required	English Teachers

Measurable Objective 3:

42% of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on Common Core Standards in Algebra II in Mathematics by 06/01/2017 as measured by Unbridled Learning Accountability Model.

Strategy 1:

Differentiated Instruction - Teachers will meet in PLCs to continuously improve the design and delivery of instruction. Teachers will monitor the effectiveness of instructional strategies through weekly PLC meetings and data checkpoints.

Category: Continuous Improvement

Activity - Common Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to design common formative assessments that will serve as checkpoints of student mastery. Students will be identified for enrichment and remediation based on formative assessment data and be provided opportunities for small group instruction. Novice students in the identified Gap group will be provided Tier III individual instruction through the Transition Center.	Direct Instruction	08/10/2016	12/15/2017	$0	No Funding Required	Math Teachers & Goal Clarity Coach

Measurable Objective 4:

61% of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on Common Core Standards in English Language Arts in Reading by 06/01/2017 as measured by Unbridled Learning Accountability Model.

Strategy 1:

Technology Integration - Teachers will meet in PLC to monitor Gap group students progress toward mastering reading standards. Teachers will integrate technology

for both remediation and enrichment. Teachers will meet in PLC weekly to make instructional decisions based on data from common formative assessments.

Category: Continuous Improvement

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use practice questions from Study Island to reinforce key focus topics from each unit. Teachers will use data from Study Island questions and Proficiency assessments to reteach key concepts and address misconceptions.	Direct Instruction	08/10/2016	12/15/2017	$0	No Funding Required	English Teachers & Goal Clarity Coach

Measurable Objective 5:

55% of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on Common Core Standards in Writing by 06/01/2017 as measured by On-Demand Assessment.

Strategy 1:

Skill Based Writing - Teachers will meet weekly to monitor the progress of writing skills for gap group students. Common writing prompts will be use help teachers

identify persistent writing mistakes. Argumentative and persuasive writing skills will be addressed through smaller and more frequent assignments.

Category: Continuous Improvement

Activity - Expert Editing Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create Expert Editing Groups of 3-4 students. Each group will be responsible for checking one type of error (spelling, capitalization, punctuation, verb tense/agreement, etc.) Students will rotate between each group as they improve their skills in that area. Over time, teachers will identify more complex and sophisticated editing errors and create new groups based on student mastery.	Direct Instruction	08/10/2016	12/15/2017	$0	No Funding Required	English Teachers

Measurable Objective 6:

42% of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on Next Generation Science Standards in Biology and in Science by 06/01/2017 as measured by Unbridled Learning Accountability Model.

Strategy 1:

Small Group Graphing - Students in the identified Gap group will have multiple opportunities to graph and interpret data throughout the year. Teachers will monitor

student progress using common formative assessments and identify novice students for individualized instruction before and after school.

Category: Continuous Improvement

Activity - Peer Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in peer assessments to help them identify common misconceptions in the work of their peers. This will also allow them to better understand where they make mistakes. Table leaders will be identified on an ongoing basis who will act as in class peer tutors.	Direct Instruction	08/10/2016	12/15/2017	$0	No Funding Required	Science Teachers

Measurable Objective 7:

60% of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on the C3 Framework Standards in Social Studies by 06/01/2017 as measured by the Unbridled Learning Accountability Model.

Strategy 1:

Digital Technology - Using data from common formative assessments, teachers will identify students in the gap group for remediation and enrichment using the online

textbook and other digital technology. Teachers will meet weekly in PLC to track and monitor student progress.

Category: Continuous Improvement

Activity - Kahoot Challenge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will broaden the use of the online quiz game, Kahoot. Kahoot will be utilized throughout the year instead of only at the end. The use of digital technology showed to have a positive impact on student achievement for gap group students. Data from Khoot will help guide instructional decisions throughout the year.	Direct Instruction	08/10/2016	12/15/2017	$0	No Funding Required	Social Studies Teachers & Goal Clarity Coach

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Eagle Enrichment	Students will be identified for college exam tutoring through Eagle Enrichment. Students will take a diagnostic assessment and then work through strategies in identified growth areas.	Academic Support Program	08/10/2016	12/15/2017	$0	Goal Clarity Coach, Eagle Enrichment Team and Content area Teachers
Communication	Teachers and Counselors will create and use grade level websites to provide easy access to information on a variety of academic support programs, assignments, resources for learning, calendar events and essential communication. A weekly newsletter will be used to communicate school wide announcements. The PBIS Team and Goal Clarity Coach will use the newsletter to highlight current instructional strategies and academic work of students.	Parent Involvement	08/10/2016	12/15/2017	$0	Teachers, Counselors, PBIS Team, Goal Clarity Coach
Maintain resources	Materials will be inventoried and distributed to classrooms and students according to an established plan that ensures materials are organized for maximum effect to support instruction and student learning.	Academic Support Program	06/01/2015	05/31/2017	$0	Supervising administrators
Review resources	invite sales representatives to demonstrate resources and review samples including online trials	Academic Support Program	06/01/2015	05/31/2017	$0	PLC Leads, Goal Clarity Coach, supervising Administrators
Incorporate	Teachers work in PLCs to incorporate all three components of arts study. Specifically, teachers plan instruction and curriculum that allows students to demonstrate program mastery in Career Studies and Practical Living.	Academic Support Program	08/10/2016	12/15/2017	$0	All Career Studies and Practical Living teachers
Common Formative Assessments	Teachers will meet weekly to design common formative assessments that will serve as checkpoints of student mastery. Students will be identified for enrichment and remediation based on formative assessment data and be provided opportunities for small group instruction. Novice students in the identified Gap group will be provided Tier III individual instruction through the Transition Center.	Direct Instruction	08/10/2016	12/15/2017	$0	Math Teachers & Goal Clarity Coach

Common Assessments	Teachers will use the digital text from Pearson to create common assessments that provide immediate feedback to students. Student feedback will be used to correct misconceptions about key concepts. Teachers will use a continuous cycle of formative assessment and feedback that will lead toward student proficiency.	Direct Instruction	08/10/2016	12/15/2017	$0	All Social Studies Teachers
Data Analysis	Teacher teams will meet regularly to use student data from weekly common assessments on key focus topics and skills measured to identify areas that students are struggling in, plan for interventions and enrichment and reflect on the effectiveness of instructional practices.	Direct Instruction	08/10/2016	12/15/2017	$0	Math Teachers & Goal Clarity Coach
Eagle Enrichment	Students will work with the Eagle Enrichment Team on college admission test skills. Students will take a diagnostic test and then focus on strategies in identified growth areas.	Academic Support Program	08/10/2016	12/15/2017	$0	Goal Clarity Coach, Eagle Enrichment Team and Content Area teachers
Expert Editing Groups	Teachers will create Expert Editing Groups of 3-4 students. Each group will be responsible for checking one type of error (spelling, capitalization, punctuation, verb tense/agreement, etc.) Students will rotate between each group as they improve their skills in that area. Over time, teachers will identify more complex and sophisticated editing errors and create new groups based on student mastery.	Direct Instruction	08/10/2016	12/15/2017	$0	English Teachers
Intervention	Counselors will provide guidance to students and parents for recovering credits and test benchmarks to ensure on time graduation.	Academic Support Program	08/10/2016	12/15/2017	$0	Counselors
Study Island	Teachers will use practice questions from Study Island to reinforce key focus topics from each unit. Teachers will use data from Study Island questions and Proficiency assessments to reteach key concepts and address misconceptions.	Direct Instruction	08/10/2016	12/15/2017	$0	English Teachers & Goal Clarity Coach
Charting the Text	Teachers will use the Charting the Text activity to help students develop the skills to read deeply and critically. Students will be able to analyze the micro and macro structure of the text and develop an understanding of the author's main idea and point of view. Students will chunk the text into large sections in order to group them together. Students will also analyze the micro-structure by examining individual paragraphs.	Direct Instruction	08/10/2016	12/15/2017	$0	English Teachers
Advisory	Teachers will work specifically with small groups of students in an advisory setting to address the academic and non-academic factors that impact student achievement. Teachers will meet with students in advisory on a bi-weekly basis to ensure that every student is well known by at least one adult.	Academic Support Program	08/10/2016	12/15/2017	$0	All content area teachers

Kahoot Challenge	Teachers will broaden the use of the online quiz game, Kahoot. Kahoot will be utilized throughout the year instead of only at the end. The use of digital technology showed to have a positive impact on student achievement for gap group students. Data from Khoot will help guide instructional decisions throughout the year.	Direct Instruction	08/10/2016	12/15/2017	$0	Social Studies Teachers & Goal Clarity Coach
Data	Counselors will track student graduation data using Lack Cards, student schedules, test data and transcripts to monitor student progress toward graduation.	Academic Support Program	08/10/2016	12/15/2017	$0	Counselors
Lab Activities	Students will participate in common lab activities that will require them to gather, analyze and interpret scientific data. Teachers will use common formative assessments to measure student growth toward vocabulary development and mastery.	Direct Instruction	08/10/2016	12/15/2017	$0	All Science Teachers
Close Reading	Using the Article of the Week activity, students will engage in close reading strategies of both informative and argumentative texts on their grade level. Students will thoroughly annotate the text with a purpose to write a reflective paragraph about their reading to be used for class discussion.	Direct Instruction	08/10/2016	12/15/2017	$0	English Teachers
PLC	Teachers will work in PLC groups to monitor and track the implementation of PGES.	Professional Learning	08/10/2016	12/15/2017	$0	All teachers
Pull Outs	Using data from common assessments, GAP group students scoring novice will be placed with another teacher for small group instruction.	Direct Instruction	08/10/2016	12/15/2017	$0	Math teachers
Peer Assessments	Students will participate in peer assessments to help them identify common misconceptions in the work of their peers. This will also allow them to better understand where they make mistakes. Table leaders will be identified on an ongoing basis who will act as in class peer tutors.	Direct Instruction	08/10/2016	12/15/2017	$0	Science Teachers
Expository Summary Template	Teachers will use expository summary templates for analyzing both fiction and non-fiction writing. The templates will support students as they develop their critical and analytical writing skills in an expository text. Teachers will monitor student growth during PLC meetings and adjust instruction based on formative assessment data.	Direct Instruction	08/10/2016	12/15/2017	$0	All teachers
Review	review research and reviews of instructional materials and compare and evaluate instructional resources to support instructional practices	Academic Support Program	06/01/2015	05/31/2017	$0	PLC lead teachers, Goal Clarity Coach, Supervising Administrators
Professional Growth	The administration team will provide module training at faculty meetings to increase faculty awareness and understanding of PGES components.	Professional Learning	08/10/2016	12/15/2017	$0	Administration and all faculty
				Total	$0	

Comprehensive School Improvement Plan

Eastern High

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Ordering	PLC leads, department chairs, and principal will prepare and approve orders for materials that have been reviewed and determined to be appropriate and quality instructional resources	Academic Support Program	06/01/2015	05/31/2017	$156000	PLC leads, department chairs, principal
				Total	$156000	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Engagement through Technology	Provide classroom technology instructional equipment to increase engagement that will prepare students for technical certifications.	Academic Support Program	08/10/2016	12/15/2017	$3000	CTE teachers
Monitor Student Progress	PLC groups will analyze curriculum to identify gaps, make necessary adjustments, integrate digital reference books(Gale), develop KOSSA type questions as formative assessment items, analyze common assessment data and provide planning time for the development of career pathways for each CTE program	Academic Support Program	08/10/2016	12/15/2017	$1000	ALL CTE Teachers
Licensing	Provide & fund Technical certification licenses for students in those career pathways that include a certification.	Career Preparation/Orientation	08/10/2016	12/15/2017	$3000	CTE teachers
Industry Focus	Provide students with instruction to prepare for Technical Certifications using preparatory software and other curriculum delivery methods in order to increase the number of Technical Certification.	Academic Support Program	08/10/2016	12/15/2017	$2000	CTE teachers
Writing Strategies	Teachers will embed literacy and writing into instruction to promote cross curricular collaboration between Core Content and Business & Information Technology classrooms.	Academic Support Program	08/10/2016	12/15/2017	$1000	CTE Teachers, Core Content Teachers
Equipment & Supplies	Purchase equipment and supplies for students to demonstrate food preparation for all food categories, food safety and sanitation procedures.	Career Preparation/Orientation	08/10/2016	12/15/2017	$6000	CTE Teachers
Enhance	Enhance equipment in the BIT program of studies exploratory classes to prepare students for technical certifications, preparatory classes, and work in business and IT.	Career Preparation/Orientation	08/10/2016	12/15/2017	$11437	CTE teachers
Planning for Effectiveness	CTE department IT teachers will attend appropriate vocational conferences and then work in PLCs to align program curriculum and plan for the effectiveness of the career programs of study.	Academic Support Program	08/10/2016	12/15/2017	$3000	CTE teachers
				Total	$30437	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Involvement & Support	FRYSC and Counselors will involve parents in improving the academic and emotional well-being of their students through college/ACT/FAFSA parent meetings and parent information nights and social programs.	Parent Involvement	08/10/2016	12/15/2017	$250	Counselors & FRYSC
Track & Monitor	Counselors and FRYSC will track and monitor individual student progress to graduation. Counselors and FRYSC will use attendance to address student emotional, physical and social well-being. Counselors will provide individual, group, advisory and peer mediation sessions to track and monitor the overall wellness of each student as it affects their path toward graduation.	Career Preparation/Orientation	08/10/2016	12/15/2017	$250	Counselors & FRYSC
				Total	$500	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	Novice students will be enrolled in extended school services after school. Teachers will work with students in small groups and individually to help address and close gaps in learning.	Academic Support Program	08/10/2016	12/15/2017	$45974	Goal Clarity Coach, Math Teachers
				Total	$45974	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College assessment	Students will have access to Gale, Study Island and college exam Mastery resource software, which provides practice assessments and tutorials for college preparatory assessments. Students will have access to printed resource materials as well.	Academic Support Program	08/10/2016	12/15/2017	$2000	Counselors
College assessment	Students will have access to Gale and Study Island and ACT Mastery resource software, which provides practice assessments and tutorials for college preparatory assessments such as ACT and KYOTE. Students will have access to printed resource materials as well.	Academic Support Program	08/10/2016	12/15/2017	$2000	Counselors
				Total	$4000	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

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

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

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	Counselors and FRYSC involve parents in improving the academic and overall well-being of their students.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	No	We are not a Title 1 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		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

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

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	N/A	

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.	N/A		

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	The Goal Clarity Coach, Counselors and FRYSC communicate with parents of targeted students to ensure they are partners with the implementation and evaluation of assistance activities.	

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

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.	N/A		

Comprehensive School Improvement Plan

Eastern High

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A	We are not a Title 1 school.	

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.	N/A		

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.	N/A		

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.	N/A		

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.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	N/A	We are not a Title 1 School.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	N/A	We are not a Title 1 school.	

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:

By 2016-2017, Eastern High School will fully implement the Professional Growth and Effectiveness System (PGES). The baseline data from the 2015-16 school year, will be used to set targets for the 2016-17 school year.

Measurable Objective 1:

collaborate to support teachers as they fully implement each component of PGES by 12/15/2017 as measured by the completion of each PGES componment.   .

Strategy1:

PD - Teachers will engage in professional development to better understand PGES.

Category: Teacher PGES

Research Cited:

Activity - Professional Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration team will provide module training at faculty meetings to increase faculty awareness and understanding of PGES components.	Professional Learning	08/12/2015	06/01/2016	$0 - No Funding Required	Administration and all faculty

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLC groups to monitor and track the implementation of PGES.	Professional Learning	08/12/2015	06/01/2016	$0 - No Funding Required	All teachers

Goal 2:

Instructional Resource Goal 2016-17 EHS will use 100% of the instructional resource funds within two years to support student achievement.

Measurable Objective 1:

collaborate to improve student access to high quality instructional resources by 05/31/2017 as measured by 100% of the funds allocated for instructional resources will be used to provide high quality resources that support student learning.

Strategy1:

Resource Identification - PLC's will collaborate to identify instructional materials (tools) used to teach the standards and meet the learning

needs of students

Category: Management Systems

Research Cited:

Activity - Review resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
invite sales representatives to demonstrate resources and review samples including online trials	Academic Support Program	06/01/2015	05/31/2017	$0 - No Funding Required	PLC Leads, Goal Clarity Coach, supervising Administrators

Activity - Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
review research and reviews of instructional materials and compare and evaluate instructional resources to support instructional practices	Academic Support Program	06/01/2015	05/31/2017	$0 - No Funding Required	PLC lead teachers, Goal Clarity Coach, Supervising Administrators

Strategy2:

Purchase materials - PLC Leads, department chairs, Goal Clarity Coach, supervising administrators will collaborate to purchase identified

instructional resources that will support student learning.

Category: Management Systems

Research Cited:

Activity - Ordering	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC leads, department chairs, and principal will prepare and approve orders for materials that have been reviewed and determined to be appropriate and quality instructional resources	Academic Support Program	06/01/2015	05/31/2017	$156000 - Text Books	PLC leads, department chairs, principal

Activity - Maintain resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Materials will be inventoried and distributed to classrooms and students according to an established plan that ensures materials are organized for maximum effect to support instruction and student learning.	Academic Support Program	06/01/2015	05/31/2017	$0 - No Funding Required	Supervising administrators

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

Goal 1:

Eastern High School will increase the percentage of students scoring Proficient by 2019.

Measurable Objective 1:

59% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in graphic analysis of Next Generation Science Standards in Science by 06/01/2017 as measured by End of Course Assessment.

Strategy1:

Graphic Analysis - Teachers will use common assessment strategies to measure student growth around graphic analysis. Teachers will meet in PLC to track and monitor student growth toward analyzing and interpret data from a graph to understand scientific problems.

Category: Continuous Improvement

Research Cited:

Activity - Lab Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in common lab activities that will require them to gather, analyze and interpret scientific data. Teachers will use common formative assessments to measure student growth toward vocabulary development and mastery.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	All Science Teachers

Measurable Objective 2:

60% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on Common Core Standards in Algebra II in Mathematics by 06/01/2017 as measured by End of Course Assessment.

Strategy1:

Common Assessments - Math teachers will collaborate using weekly common formative assessments to identify individual students who need interventions and enrichment.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher teams will meet regularly to use student data from weekly common assessments on key focus topics and skills measured to identify areas that students are struggling in, plan for interventions and enrichment and reflect on the effectiveness of instructional practices.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	Math Teachers & Goal Clarity Coach

Measurable Objective 3:

71% of Tenth and Eleventh grade students will demonstrate student proficiency (pass rate) in Common Core Standards in Writing by 06/01/2017 as measured by On-Demand Assessment.

Strategy1:

WICOR - Teachers will use WICOR (writing, inquiry, collaboration, organization and reading) strategies from AVID that will be shared and implemented through the PLC process and within core content area classrooms.

Category: Continuous Improvement

Research Cited:

Activity - Expository Summary Template	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use expository summary templates for analyzing both fiction and non-fiction writing. The templates will support students as they develop their critical and analytical writing skills in an expository text. Teachers will monitor student growth during PLC meetings and adjust instruction based on formative assessment data.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	All teachers

Measurable Objective 4:

78% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on Common Core Standards in 10th Grade in English Language Arts by 06/01/2017 as measured by End of Course Assessment.

Strategy1:

AVID - Teachers will implement reading strategies from AVID. Teachers will meet in professional learning communities (PLC) to share ideas and resources from AVID. Teacher teams will also reflect on the effectiveness of instructional strategies and make adjustments based on student needs.

Category: Continuous Improvement

Research Cited:

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the Article of the Week activity, students will engage in close reading strategies of both informative and argumentative texts on their grade level. Students will thoroughly annotate the text with a purpose to write a reflective paragraph about their reading to be used for class discussion.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	English Teachers

Measurable Objective 5:

76% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th

to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate student proficiency (pass rate) of the C3 Framework of Social Studies Standards for US History in Social Studies by 06/01/2017 as measured by End of Course Assessment.

Strategy1:

PLC - PLC work will continue to focus on strategies that work for all students. Teachers will use common formative assessments to identify the needs of specific students, develop interventions and enrichment.

Category: Continuous Improvement

Research Cited:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the digital text from Pearson to create common assessments that provide immediate feedback to students. Student feedback will be used to correct misconceptions about key concepts. Teachers will use a continuous cycle of formative assessment and feedback that will lead toward student proficiency.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	All Social Studies Teachers

Goal 2:

Eastern High School will increase the percentage of Gap students scoring proficient or higher by 2019.

Measurable Objective 1:

61% of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on Common Core Standards in English Language Arts in Reading by 06/01/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Technology Integration - Teachers will meet in PLC to monitor Gap group students progress toward mastering reading standards. Teachers will integrate technology for both remediation and enrichment. Teachers will meet in PLC weekly to make instructional decisions based on data from common formative assessments.

Category: Continuous Improvement

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use practice questions from Study Island to reinforce key focus topics from each unit. Teachers will use data from Study Island questions and Proficiency assessments to reteach key concepts and address misconceptions.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	English Teachers & Goal Clarity Coach

Measurable Objective 2:

42% of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on Common Core Standards in Algebra II in Mathematics by 06/01/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Differentiated Instruction - Teachers will meet in PLCs to continuously improve the design and delivery of instruction. Teachers will monitor the effectiveness of instructional strategies through weekly PLC meetings and data checkpoints.

Category: Continuous Improvement

Research Cited:

Activity - Common Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to design common formative assessments that will serve as checkpoints of student mastery. Students will be identified for enrichment and remediation based on formative assessment data and be provided opportunities for small group instruction. Novice students in the identified Gap group will be provided Tier III individual instruction through the Transition Center.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	Math Teachers & Goal Clarity Coach

Measurable Objective 3:

A 3% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency and reduce the percentage of novice GAP students to 23% in Mathematics by 06/01/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Tier II Grouping - Teachers will collaborate during PLC time to identify students and place them into three categories to provide Tier II interventions.

Category: Continuous Improvement

Research Cited:

Activity - Pull Outs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using data from common assessments, GAP group students scoring novice will be placed with another teacher for small group instruction.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	Math teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice students will be enrolled in extended school services after school. Teachers will work with students in small groups and individually to help address and close gaps in learning.	Academic Support Program	08/10/2016	12/15/2017	$45974 - General Fund	Goal Clarity Coach, Math Teachers

Measurable Objective 4:

42% of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on Next Generation Science Standards in Biology and in Science by 06/01/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Small Group Graphing - Students in the identified Gap group will have multiple opportunities to graph and interpret data throughout the year. Teachers will monitor student progress using common formative assessments and identify novice students for individualized instruction before and after school.

Category: Continuous Improvement

Research Cited:

Activity - Peer Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in peer assessments to help them identify common misconceptions in the work of their peers. This will also allow them to better understand where they make mistakes. Table leaders will be identified on an ongoing basis who will act as in class peer tutors.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	Science Teachers

Measurable Objective 5:

A 4% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency and reduce the percentage of novice GAP students to 31% in Reading by 06/01/2017 as measured by the Unbridled Learning Accountability Model.

Strategy1:

Deep Reading - Teachers will use common assessment data to identify novice gap group students. Teachers will utilize the website Newsela to target the reading levels of gap group students and provide them with articles at their reading level. Teachers will use Deep Reading strategies from AVID that target pre-reading activities.

Category: Continuous Improvement

Research Cited:

Activity - Charting the Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Charting the Text activity to help students develop the skills to read deeply and critically. Students will be able to analyze the micro and macro structure of the text and develop an understanding of the author's main idea and point of view. Students will chunk the text into large sections in order to group them together. Students will also analyze the micro-structure by examining individual paragraphs.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	English Teachers

Measurable Objective 6:

60% of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on the C3 Framework Standards in Social Studies by 06/01/2017 as measured by the Unbridled Learning Accountability Model.

Strategy1:

Digital Technology - Using data from common formative assessments, teachers will identify students in the gap group for remediation and enrichment using the online textbook and other digital technology. Teachers will meet weekly in PLC to track and monitor student progress.

Category: Continuous Improvement

Research Cited:

Activity - Kahoot Challenge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will broaden the use of the online quiz game, Kahoot. Kahoot will be utilized throughout the year instead of only at the end. The use of digital technology showed to have a positive impact on student achievement for gap group students. Data from Khoot will help guide instructional decisions throughout the year.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	Social Studies Teachers & Goal Clarity Coach

Measurable Objective 7:

55% of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on Common Core Standards in Writing by 06/01/2017 as measured by On-Demand Assessment.

Strategy1:

Skill Based Writing - Teachers will meet weekly to monitor the progress of writing skills for gap group students. Common writing prompts will be use help teachers identify persistent writing mistakes. Argumentative and persuasive writing skills will be addressed through smaller and more frequent assignments.

Category: Continuous Improvement

Research Cited:

Activity - Expert Editing Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create Expert Editing Groups of 3-4 students. Each group will be responsible for checking one type of error (spelling, capitalization, punctuation, verb tense/agreement, etc.) Students will rotate between each group as they improve their skills in that area. Over time, teachers will identify more complex and sophisticated editing errors and create new groups based on student mastery.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	English Teachers

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:

Eastern High School will increase the percentage of Gap students scoring proficient or higher by 2019.

Measurable Objective 1:

A 3% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency and reduce the percentage of novice GAP students to 23% in Mathematics by 06/01/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Tier II Grouping - Teachers will collaborate during PLC time to identify students and place them into three categories to provide Tier II interventions.

Category: Continuous Improvement

Research Cited:

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice students will be enrolled in extended school services after school. Teachers will work with students in small groups and individually to help address and close gaps in learning.	Academic Support Program	08/10/2016	12/15/2017	$45974 - General Fund	Goal Clarity Coach, Math Teachers

Activity - Pull Outs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using data from common assessments, GAP group students scoring novice will be placed with another teacher for small group instruction.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	Math teachers

Measurable Objective 2:

A 4% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency and reduce the percentage of novice GAP students to 31% in Reading by 06/01/2017 as measured by the Unbridled Learning Accountability Model.

Strategy1:

Deep Reading - Teachers will use common assessment data to identify novice gap group students. Teachers will utilize the website

Newsela to target the reading levels of gap group students and provide them with articles at their reading level. Teachers will use Deep

Reading strategies from AVID that target pre-reading activities.

Category: Continuous Improvement

Research Cited:

Activity - Charting the Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Charting the Text activity to help students develop the skills to read deeply and critically. Students will be able to analyze the micro and macro structure of the text and develop an understanding of the author's main idea and point of view. Students will chunk the text into large sections in order to group them together. Students will also analyze the micro-structure by examining individual paragraphs.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	English Teachers

Measurable Objective 3:

42% of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on Common Core Standards in

Algebra II in Mathematics by 06/01/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Differentiated Instruction - Teachers will meet in PLCs to continuously improve the design and delivery of instruction. Teachers will monitor

the effectiveness of instructional strategies through weekly PLC meetings and data checkpoints.

Category: Continuous Improvement

Research Cited:

Activity - Common Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to design common formative assessments that will serve as checkpoints of student mastery. Students will be identified for enrichment and remediation based on formative assessment data and be provided opportunities for small group instruction. Novice students in the identified Gap group will be provided Tier III individual instruction through the Transition Center.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	Math Teachers & Goal Clarity Coach

Measurable Objective 4:

60% of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on the C3 Framework

Standards in Social Studies by 06/01/2017 as measured by the Unbridled Learning Accountability Model.

Strategy1:

Digital Technology - Using data from common formative assessments, teachers will identify students in the gap group for remediation and enrichment using the online textbook and other digital technology. Teachers will meet weekly in PLC to track and monitor student progress.

Category: Continuous Improvement

Research Cited:

Activity - Kahoot Challenge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will broaden the use of the online quiz game, Kahoot. Kahoot will be utilized throughout the year instead of only at the end. The use of digital technology showed to have a positive impact on student achievement for gap group students. Data from Khoot will help guide instructional decisions throughout the year.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	Social Studies Teachers & Goal Clarity Coach

Measurable Objective 5:

61% of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on Common Core Standards in English Language Arts in Reading by 06/01/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Technology Integration - Teachers will meet in PLC to monitor Gap group students progress toward mastering reading standards. Teachers will integrate technology for both remediation and enrichment. Teachers will meet in PLC weekly to make instructional decisions based on data from common formative assessments.

Category: Continuous Improvement

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use practice questions from Study Island to reinforce key focus topics from each unit. Teachers will use data from Study Island questions and Proficiency assessments to reteach key concepts and address misconceptions.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	English Teachers & Goal Clarity Coach

Measurable Objective 6:

42% of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on Next Generation Science Standards in Biology and in Science by 06/01/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Small Group Graphing - Students in the identified Gap group will have multiple opportunities to graph and interpret data throughout the year. Teachers will monitor student progress using common formative assessments and identify novice students for individualized instruction before and after school.

Category: Continuous Improvement

Research Cited:

Activity - Peer Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in peer assessments to help them identify common misconceptions in the work of their peers. This will also allow them to better understand where they make mistakes. Table leaders will be identified on an ongoing basis who will act as in class peer tutors.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	Science Teachers

Measurable Objective 7:

55% of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on Common Core Standards in Writing by 06/01/2017 as measured by On-Demand Assessment.

Strategy1:

Skill Based Writing - Teachers will meet weekly to monitor the progress of writing skills for gap group students. Common writing prompts will be use help teachers identify persistent writing mistakes. Argumentative and persuasive writing skills will be addressed through smaller and more frequent assignments.

Category: Continuous Improvement

Research Cited:

Activity - Expert Editing Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create Expert Editing Groups of 3-4 students. Each group will be responsible for checking one type of error (spelling, capitalization, punctuation, verb tense/agreement, etc.) Students will rotate between each group as they improve their skills in that area. Over time, teachers will identify more complex and sophisticated editing errors and create new groups based on student mastery.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	English Teachers

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

Goal 1:

Eastern High School will increase its graduation rate for 2017

Measurable Objective 1:

collaborate to increase the graduation rate to 96% by 06/01/2017 as measured by the percent of students graduating.

Strategy1:

Instructional Leadership Team - The Instructional Leadership Team, consisting of the principal, assistant principals, counselors and the goal

clarity coach, will track and monitor student progress to graduation.

Category: Persistance to Graduation

Research Cited:

Activity - Track & Monitor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors and FRYSC will track and monitor individual student progress to graduation. Counselors and FRYSC will use attendance to address student emotional, physical and social well-being. Counselors will provide individual, group, advisory and peer mediation sessions to track and monitor the overall wellness of each student as it affects their path toward graduation.	Career Preparation/ Orientation	08/10/2016	12/15/2017	$250 - State Funds	Counselors & FRYSC

Activity - Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will track student graduation data using Lack Cards, student schedules, test data and transcripts to monitor student progress toward graduation.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Counselors

Strategy2:

Intervention, Involvement & Support - FRYSC and Counselors will involve parents in providing support and intervention measures for

students toward the path of graduation.

Category: Persistance to Graduation

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will provide guidance to students and parents for recovering credits and test benchmarks to ensure on time graduation.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Counselors

Activity - Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Counselors will create and use grade level websites to provide easy access to information on a variety of academic support programs, assignments, resources for learning, calendar events and essential communication. A weekly newsletter will be used to communicate school wide announcements. The PBIS Team and Goal Clarity Coach will use the newsletter to highlight current instructional strategies and academic work of students.	Parent Involvement	08/10/2016	12/15/2017	$0 - No Funding Required	Teachers, Counselors, PBIS Team, Goal Clarity Coach

Activity - Involvement & Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRYSC and Counselors will involve parents in improving the academic and emotional well-being of their students through college/ACT/FAFSA parent meetings and parent information nights and social programs.	Parent Involvement	08/10/2016	12/15/2017	$250 - State Funds	Counselors & FRYSC

Activity - Advisory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work specifically with small groups of students in an advisory setting to address the academic and non-academic factors that impact student achievement. Teachers will meet with students in advisory on a bi-weekly basis to ensure that every student is well known by at least one adult.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	All content area teachers

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

Goal 1:

Increase the percent of students who are college & career ready to 78% by 2019.

Measurable Objective 1:

A 10% increase of Twelfth grade students will demonstrate a proficiency in performance on College ready assessments in English Language Arts by 06/01/2017 as measured by Performance on ACT or Compass.

Strategy1:

Test Prep - Students will access test preparation and practice software and receive instruction in English concepts that appear on the college assessments.

Category: Continuous Improvement

Research Cited:

Activity - College assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to Gale, Study Island and college exam Mastery resource software, which provides practice assessments and tutorials for college preparatory assessments. Students will have access to printed resource materials as well.	Academic Support Program	08/10/2016	12/15/2017	$2000 - District Funding	Counselors

Activity - Eagle Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work with the Eagle Enrichment Team on college admission test skills. Students will take a diagnostic test and then focus on strategies in identified growth areas.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Goal Clarity Coach, Eagle Enrichment Team and Content Area teachers

Measurable Objective 2:

A total of 191 Eleventh and Twelfth grade students will demonstrate a proficiency in specific career technical concepts in Career &

Technical by 06/01/2017 as measured by industry certifications & KOSSA examinations..

Strategy1:

CTE Curriculum Alignment - Teachers will attend professional conferences and then work in PLCs to align program curriculum.

Category: Continuous Improvement

Research Cited:

Activity - Planning for Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE department IT teachers will attend appropriate vocational conferences and then work in PLCs to align program curriculum and plan for the effectiveness of the career programs of study.	Academic Support Program	08/10/2016	12/15/2017	$3000 - Perkins	CTE teachers

Strategy2:

Cross Curriculum Collaboration - CTE and core content teachers will collaborate to develop and embed writing strategies into Business &

Information Technology classrooms.

Category: Career Readiness Pathways

Research Cited:

Activity - Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed literacy and writing into instruction to promote cross curricular collaboration between Core Content and Business & Information Technology classrooms.	Academic Support Program	08/10/2016	12/15/2017	$1000 - Perkins	CTE Teachers, Core Content Teachers

Strategy3:

Focus on Careers - Teachers will focus on increasing technical certifications in applicable course areas.

Category: Career Readiness Pathways

Research Cited:

Activity - Industry Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with instruction to prepare for Technical Certifications using preparatory software and other curriculum delivery methods in order to increase the number of Technical Certification.	Academic Support Program	08/10/2016	12/15/2017	$2000 - Perkins	CTE teachers

Activity - Equipment & Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase equipment and supplies for students to demonstrate food preparation for all food categories, food safety and sanitation procedures.	Career Preparation/ Orientation	08/10/2016	12/15/2017	$6000 - Perkins	CTE Teachers

Activity - Licensing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide & fund Technical certification licenses for students in those career pathways that include a certification.	Career Preparation/ Orientation	08/10/2016	12/15/2017	$3000 - Perkins	CTE teachers

Strategy4:

Integrate Digital Technology - Teachers will implement the usage of classroom digital technology to prepare students for entry into career

pathways.

Category: Career Readiness Pathways

Research Cited:

Activity - Enhance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enhance equipment in the BIT program of studies exploratory classes to prepare students for technical certifications, preparatory classes, and work in business and IT.	Career Preparation/ Orientation	08/10/2016	12/15/2017	$11437 - Perkins	CTE teachers

Activity - Engagement through Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide classroom technology instructional equipment to increase engagement that will prepare students for technical certifications.	Academic Support Program	08/10/2016	12/15/2017	$3000 - Perkins	CTE teachers

Strategy5:

PLCs - Teachers will work in PLCs to analyze and make neccessary adjustments to curriculum. Teachers will provide students with

knowledge and skills to achieve proficiency on related industry certifications.

Category: Career Readiness Pathways

Research Cited:

Activity - Monitor Student Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC groups will analyze curriculum to identify gaps, make necessary adjustments, integrate digital reference books(Gale), develop KOSSA type questions as formative assessment items, analyze common assessment data and provide planning time for the development of career pathways for each CTE program	Academic Support Program	08/10/2016	12/15/2017	$1000 - Perkins	ALL CTE Teachers

Measurable Objective 3:

A 10% increase of Twelfth grade students will demonstrate a proficiency on college ready assessments in Mathematics by 06/01/2017 as measured by Student performance on either the ACT or Compass assessment.

Strategy1:

Math Test Prep - Students will access test preparation and practice software and receive instruction in math concepts that appear on the college assessments.

Category: Continuous Improvement

Research Cited:

Activity - College assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to Gale and Study Island and ACT Mastery resource software, which provides practice assessments and tutorials for college preparatory assessments such as ACT and Compass. Students will have access to printed resource materials as well.	Academic Support Program	08/10/2016	12/15/2017	$2000 - District Funding	Counselors

Activity - Eagle Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified for college exam tutoring through Eagle Enrichment. Students will take a diagnostic assessment and then work through strategies in identified growth areas.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Goal Clarity Coach, Eagle Enrichment Team and Content area Teachers

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

Goal 1:

To raise all Career Studies and Practical Living demonstrators to the proficient level.

Measurable Objective 1:

demonstrate a proficiency in all Career Studies and Practical Living categories by 12/15/2017 as measured by the program review crosswalk.

Strategy1:

PLC - Teachers will meet in professional learning communities to plan and implement instructional strategies that provide quality

experiences, a variety of activities and access for all students in the areas of Career Studies, Practical Living and Writing.

Category: Continuous Improvement

Research Cited:

Activity - Incorporate	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers work in PLCs to incorporate all three components of arts study. Specifically, teachers plan instruction and curriculum that allows students to demonstrate program mastery in Career Studies and Practical Living.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	All Career Studies and Practical Living teachers

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?

School and Community: Eastern High School has an enrollment of approximately 2,066, thirty-four percent of which are minority students, and it is the largest of the 21 public high schools in Jefferson County Public Schools. Located in one of the most rapidly growing eastern suburbs of Louisville, Kentucky, Eastern is surrounded by a suburban-residential community where many residents hold professional, managerial, and executive positions. Since its opening in 1950, this comprehensive high school for students in grades 9 through 12 has kept pace with its community by continually developing programs and services to meet the ever-changing needs and interest of its students. Eastern offers several academic concentrations including a Business and Information Technology (BIT) Program of Study. Additionally, Eastern offers more than 20 Advanced Placement courses and administers more than 1350 AP tests each year. Diversity runs deep at Eastern High School. Thirty four percent of students identify as non-white, forty percent of students are in the Gifted and Talented program while thirty two percent qualify for free and reduced lunch. Seven percent of students receive accommodations through our Exceptional Childhood Education Program and we consistently have over ninety percent of students attend college.

Facilities: In 2013, Eastern High School finished a 31 million dollar renovation project that features 13 new classrooms, a new media center with a School of Business store front/coffee shop, an auditorium that seats 600 and several other renovations to improve appearance and access within the building. The 55-acre campus currently houses seven fully equipped science laboratories; twenty computer labs; band, orchestra, and choral rooms; two gymnasiums, and athletic fields and facilities. Every classroom has its own wireless access point to support instruction and student learning.

Staff: The administrative and teaching staff of Eastern High School are composed of highly motivated, experienced educators. Eighty-eight percent of Eastern staff have earned Masters degrees or higher, and most have pursued additional graduate work. Ten Eastern teachers have earned National Board Certification, five have have earned their doctoral degree. Eastern currently has three prestigious ExCEL Award winners on staff. They are a diverse and talented group who have won awards in many academic, artistic, and athletic areas.

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.

Mission Statement: At Eastern High School, learners discover their talents and strengthen their abilities through a full spectrum of liberal arts, cutting-edge technology, extracurricular experiences and rigorous course work empowering them as leaders for college, career, and community.

Eastern High School sets high expectations for its students. These high expectations for students translate into high expectations for our teachers and staff as well. All students graduate prepared to reach their full potential and contribute to our society throughout life. Eastern High School provides relevant, comprehensive, quality instruction in order to educate, prepare, and inspire our students to learn. Instruction is student centered, has the power to transform, is connected and integrated, fosters critical thinking, assesses, reflects and is community oriented and focused. In the words of Martin Luther King, "The function of education is to teach one to think intensively and to think critically. We must remember that intelligence alone is not enough; Intelligence plus character- that is the goal of true education." In the summer of 2015, Eastern sent a team of teachers and administrators to Philadelphia to be trained in the AVID program. AVID (Advancement Via Individual Determination) is a program that provides systemic solutions to the college readiness gap. Eastern also utilizes a Professional Learning Community (PLC) approach to successfully meet the challenging nature of responsive teaching and to ensure that all students are rigorously engaged. Eastern also utilizes Positive Behavioral Interventions and Support (PBIS) to support behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all 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.

Notable Achievements:

Eastern High School is one of the few High School of Business (HSB) programs in the Commonwealth of Kentucky. HSB is a rigorous college preparatory program designed to provide students with a rich project based curriculum. Students are able to earn college credit for business courses and ultimately reach a goal of earning a Master's of Business Administration (MBA).

Eastern offers a multitude of industry certifications, making it the top technology school in the state.

Certifications offered: IC3, A+, CompTia Strata, Advanced A+, Adobe, MS Office, Net+, Security +, Microsoft Technology Associate, Business Principles, Business Management, Entrepreneurship (ASK), Dreamweaver, Flash, Photoshop, Finance, Linux+, Server +, Help Desk Institute, Customer Service Representative, Support Center Analyst, Desktop Support Technician, Support Center Team Lead, Support Center Manager, Support Center Director, Knowledge Center Support Principles and Adobe Certified Expert.

Areas of Improvement:

-Continue to implement strategies that will Reduce Novice scores.

-Continue to work on raising the percent of students performing at the Proficient/Distinguished level in all contents by 2019.

-Continue to work on increasing the percent of students who are considered college & career ready.

-Continue to working towards a graduation rate of 100%

Additional Information: Eastern is one of the few schools in Kentucky that has a robust wireless network. Students are provided tablets for instructional use in the classroom and beyond. Teachers integrate technology into classroom instruction and use media rich resources such as Edmodo and Study Island to take learning beyond the classroom walls. Eastern also provides a multitude of Arts programs for students to explore. The chorus has performed in Washington D.C. while the art students were finalists at National Competitions in both Los Angeles & New York. The Eastern Band, Orchestra, Theater and Choral programs have won multiple awards at the national and state levels and the band has even marched in the Macy's Day Parade! The Chorus won a gold medal in the International Sing N Joy competition and has performed in Washington D.C.

Eastern offers more athletic opportunities than any school in Jefferson County, from football to lacrosse and ice hockey. Student athletes are competitive at the state-level, have an average GPA of 3.10 and qualify for multiple scholarships at the Division 1 level.

Additional Information

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

ADVANCE PROGRAM: Designed for the top 3% of the academically gifted students in JCPS, the curriculum focuses on theory, abstraction and self-expression. Once accepted to the program, a student must maintain a 3.0 GPA and earn a minimum of 12 Advance Program credits, including advanced humanities and three credits of a world language.

ADVANCED PLACEMENT: A national program run by the College Board, Advanced Placement courses allow students the opportunity to earn college credit in more than 20 courses including English, Calculus, Statistics, History, Psychology, Government & Politics, World Language, Biology, Chemistry, Physics, and Computer Science. These courses are weighted on a five-point scale that is factored into a weighted grade point average.

EXCEPTIONAL CHILD EDUCATION PROGRAMS: In order to accommodate students whose approach to learning requires special strategies, techniques, materials, and class size to provide a high quality of education, an individualized education plan is implemented.

INFORMATION TECHNOLOGY: Students may pursue various certifications through a myriad of information technology concentrations which include: Computer Programming, Information and Support Services, Printing Technology, Digital Productions, Network Administration, and Web Development/Administration. Elective offerings within this department include A+ Certification, Net+, Security+, Graphic Design, Yearbook, Newspaper, Digital Video, Digital Music, Digital Productions, Website Design, Data-Driven Web Design, and 3-D Modeling and Animation.

ARTS AND SCIENCES: Students may pursue the completion of four years of Army JROTC, Band, Guitar, Orchestra, Theater, Chorus, Visual Arts, or Pan-African Studies. Army JROTC focuses on motivating young people to be better citizens, providing a quality citizenship, character and leadership development program, while fostering partnerships with communities and educational institutions. Many JROTC cadets have received admission into multiple prestigious military academies such as West Point, The U.S. Naval Academy, The U.S. Coast Guard Academy and The Air Force Academy. Arts students qualify for state and national awards through various competitive events and partnerships, and are able to advance their studies through real world experiences and quality college programs.

COMMUNITY ACTIVITIES: Students, as well as faculty and staff members at Eastern High School, take great pride in our Holiday Care-A-Van campaign. The campaign is sponsored by the National Honor Society; however, the entire school is involved. Last year, Eastern collected over $20,000 and collected more than 6,575 pounds of food. Two hundred and eighty food baskets valued at almost $110 each were prepared and delivered by students to families and individuals in need. The campaign also presented two checks in the amount of $2,000 each to Kentucky Harvest and Dare to Care. Students also take on service learning projects as part of our Advisory program. The Senior Class partnered with Water Step to raise money for the advancement of clean water sources throughout the world. Eastern High School is well involved with our home community of Middletown, Kentucky through our participation in the Middletown Festival and community beautification and clean up.

COLLEGE AND CAREER PREP: All ninth grade students participate in our College Bound program as part of Advisory. The College Bound program culminates in college campus visits for all ninth grade students. In the fall, the entire ninth grade class visits a local college campus to tour and learn about the programs offered by these colleges and universities. Additionally, companies like UPS, LG&E, KY Farm Bureau,

Humana, Caritas, Hershaw Trane, InnerSpace, Tricon and 32 other companies in the Louisville area are "growing their own" IT workers through our programs. They participate in the Eastern High School IT Internship program as a way to both support the technology education of our community youth and bring productive IT workers into the work force. Eastern High School has been producing talented IT workers with industry specific skills. Eastern is a proud member of CompTIA and our internship program has been recognized by their national IT Jobs + program as one of the top three in the nation. Approximately 90% of Eastern graduates attend college with each graduating class receiving over $9 million in scholarships from prominent colleges and universities, including the Service Academies.