Comprehensive School Improvement

Plan for Priority Schools

Southern High School

Jefferson County

Bryce Hibbard
8620 Preston Highway
Louisville, KY 40219

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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 report

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.

The demographics of Southern has been changing with the changes in Okolona. Over the past 10 years, hispanics have moved into the area in large numbers. There has also been a meteoric rise in ESL from 0 three years ago to over 130 this year. Couple those possible barriers with a young and changing staff, it's amazing that Southern continues to improve based on recent accountability data. Fortunately, we have some great teacher resource folks that have done a great job leading new teacher professional development monthly. We strive to give All students the best education possible, hoping that then the student will take ownership in their own learning to be successful after high school.

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

One barrier Southern faces is the need to hire young teachers- either new to the profession (alt cert) or new out of college training. The fact these teachers are young- and many are either getting married or considering it - makes for tough decisions for them as to where they will live. Many of our female young teachers end up following their husbands to another state for a job. Whatever the case- having to onboard the Southern way each year is arduous.

Another barrier is lack of academic support at home. Many families have learned over the years that their student can miss school for various reasons- and just continue to pass on. Once in HS, this is not the case- credits must be earned and that means being in class. If parents saw the purpose of school and coming each day- our work would be easier.

A third barrier is the staff itself- there is a culture/ spirit that remains at Southern where teachers are afraid to push/ challenge/ hold high expectations due to students of the past not meeting them. We continue to ask them to have high rigor and expectations.

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.		

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:

Increase the graduation rate from 84.6 to 88.4 for Dec. 2017.

Measurable Objective 1:

collaborate to 84.6to 88.4 for the 2016-17 school year by 12/29/2017 as measured by the 2017 Kentucky School Report Card and Quarterly Reports..

Strategy1:

Persistence toward graduation - Students will be encouraged to take advantage of alternatives within the school to receive credits toward graduation.

Category: Persistance to Graduation

Research Cited:

Comprehensive School Improvement Plan for Priority Schools
Southern High School

Activity - Transition Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Transition Island gives students the opportunity to recover credits or ease them into a trimester schedule when entering from a different master schedule. This resource utilizes Edgenuity.	Direct Instruction	08/12/2015	12/29/2017	$62000 - District Funding	Mr. Hatchett, Jamie Goldsmith, Jessika English, Amy Konermann

Activity - Summer Bridge Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer Bridge Program, a transition program, for incoming Freshmen, will be provided for students every summer as a support for academic and social success.	Academic Support Program	06/15/2015	12/29/2017	$25000 - Title I SIG	Freshmen Teachers, SLC, Principal

Activity - Extended School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students given opportunities to stay after school on Wednesday to make up courses, intervention/remediations, or enrichments courses.	Academic Support Program	11/09/2015	05/27/2016	$22000 - District Funding	Admin/ teachers/

Activity - CCC Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CCC lab gives students an opportunity to either recover credits or take available classes in the regular school day. Southern High School utilizes JCPS eSchool Program. Southern has 40 slots allocated to the school. Thirty-six of the slots are utilized for the purpose of course recovery with seniors taking priority over underclassmen. The remaining four slots are reserved for students needing to take a course online due to scheduling conflicts or the course not being available at Southern. The lab is maintained by Coach Jones.	Academic Support Program	10/01/2015	12/29/2017	$0 - General Fund	Coach Jones, Jamie Goldsmith, Jessika English, Amy Konermann

Activity - Jefferson Co High School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In-house course recovery for students needing an alternative setting	Academic Support Program	08/13/2015	12/29/2017	$15000 - General Fund	JCHS part-time teacher, counselors

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will contact parents/guardians of students who are failing or at-risk of failing a trimester course by the nine week mark of the trimester.	Parent Involvement	08/12/2015	12/29/2017	$0 - No Funding Required	All teachers, Counselors, Administrators

Goal 2:

Increase the percentage of students who are College and/or Career Ready from 53.4% to 66.4% by Dec. 2017

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Measurable Objective 1:

collaborate to improve CCR % from 53.4% to 66.4% by dec. 2017 by 12/29/2017 as measured by target growth rate of 4.3% from 2015.

Strategy1:

Advisory - Students are scheduled to meet in small groups with a staff member on Wednesdays each week.

Category: Persistance to Graduation

Research Cited: Erwin, JC (2004). The classroom of choice: Giving students what they need and getting what you want. ASCD: Alexandria,

VA

Activity - Scorecard	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students are given and will fill out an academic scorecard in SAT. The front of the scorecard specifically addresses college readiness. The back of the scorecard has career pathway course sequences listed for students to track their progress ensuring accountability. By using this card, all students are expected to have accountability in their own learning and where they are for college and career readiness. The scorecard has grown to a student led notebook with scorecard in the back.	Academic Support Program	08/12/2015	12/29/2017	$3000 - Grant Funds	CART, Admin, and SAT teachers

Activity - Southern Success Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school program for incoming 8th graders to seniors, focused on presenting a variety of informational activities that introduces prospective students to the opportunities at Southern High School and current students to college and career readiness sessions.	Academic Support Program	10/27/2015	12/29/2017	$500 - Title I Part A	CART, counselors, CTE teachers, 9th academy teachers

Activity - Extended School Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School day has a specific school program after school for Juniors to help prepare them to take the ACT. It is held afterschool on Monday and Wednesday for an hour to help with Reading and math as well as test taking strategies.	Academic Support Program	09/28/2015	05/30/2016	$161000 - District Funding	Eric Deaton (ESD coordinator), Admin, teachers

Activity - College application week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors research colleges- choose one or more to apply to. Speakers are brought in emphasizing the importance of college.	Other	11/16/2015	12/29/2017	$0 - No Funding Required	Counselors, CART, senior teachers

Goal 3:

Increase the percentage of Gap students that are P/D in Writing from 25.2% in 2016 to 50.9% in 2017.

Measurable Objective 1:

A 35% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in Reading in English Language Arts by 05/31/2017 as measured by KPrep data, EPAS data, School Report Card, Quarterly Reports, District Proficiency Exams, and scored samples of student work..

Strategy1:

Best Practices - Teachers will integrate research based strategies using Tools for Active, In-Depth Engagement, Tools for Formative Assessment, and the Strategic Teacher in classroom instruction to engage, motivate and improve learning as measured by lesson plans, classroom observations, learning walks, and student surveys.

Category:

Research Cited: Silver, H., Perini, M., Strong, R. (2007). The Strategic Teacher: Selecting the Right Researched Based Strategy for Every Lesson. ASCD: Alexandria, VA.

Activity - Close Readings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English teachers will model close readings for students and integrate the strategy into weekly lesson plans so as to improve reading comprehension,summarizing skills and promote active reading. Content area teachers shall use Close Reading as a strategy to integrate the literacy standards for their content areas from the Common Core every two weeks. Literacy Teams will meet monthly to work on close reading strategies and writing to learn strategies.	Academic Support Program	08/14/2015	12/29/2017	$0 - No Funding Required	Classroom Teachers and Department Chairs

Activity - Exploring Research Based Tools and Stragegies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Cohort will continue attending job embedded PD focused on the work of Silver, Strong, and Perini. Teachers will reflect on the use of the tools and strategies through their PLCs, shared student work samples, lesson plans, reflective journals and professional conversations. Teachers will intentionally integrate this learning into classroom practices and PLC work.	Professional Learning	08/14/2015	12/29/2017	$1000 - Title I Schoolwide	Teacher Cohort, Principal, PLCs

Activity - Writing as a Way of Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers shall integrate Writing to Learn and Writing to Demonstrate Learning into units of study. Students will use Writing to Learn as a tool to process information and teachers will use the tool as a means of formative assessment to inform daily classroom decisions. Tools from the Active, In-Depth Learning text will be integrated into daily Writing to Learn activities. Principals shall monitor the use of Writing to Learn through weekly Walk-Throughs and/or lesson plans.	Academic Support Program	08/14/2015	12/29/2017	$0 - No Funding Required	Classroom Teachers, PLC facilitators, Administrators

Measurable Objective 2:

A 20% increase of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate student proficiency (pass rate) students will demonstrate a proficiency in reading and English Language Arts in English Language Arts by 12/29/2017 as measured by KPrep data, EPAS data, ACT scores, district proficiencys .

Strategy1:

Closing Reading GAPS for Males - A variety of printed and non-print material which appeal to the male population that portray male characters with strong values who overcome adversity shall be included as part of independent reading as well as whole-class reading materials. Teachers will intentionally seek 'enabling texts' that moves beyond a sole cognitive focus--such as skill and strategy development--to include a social, cultural, political, spiritual, or economic focus (e.g. Rite of Passage by Richard Wright, A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League by Ron Suskind, etc.).

Category:

Research Cited: Fashola, O. (2005). Educating African American Males. Thousand Oaks, CA: Corwin Press.

Activity - Extended Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended learning opportunities for improving ELA skills and/ or recovery of course shall be provided through ESS two days per week. Work will be designed in alignment to standards and students' needs.	Academic Support Program	08/14/2015	12/30/2016	$0 - District Funding	English teachers, core content teachers

Activity - Real World Print	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of print-rich materials including magazines, newspapers, novels, and digital texts will be integrated into independent reading and classroom instruction so as to engage students in reading activities of high interest and apply to the real world in which they live.	Academic Support Program	08/14/2015	12/29/2017	$0 - Title I School Improvement (ISI)	Classroom teachers across all content areas.

Activity - Tracking the GAPS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Males students scoring below proficient shall be identified and targeted for reading remediation in the after school extended school program. Students will be recruited by invitation and personal phone calls home to parents emphasizing the importance of the two day extended school program to help students with needed tutoring in reading.	Tutoring	08/14/2015	12/30/2016	$0 - No Funding Required	James Thornsbury, Assistant Principal, and English Teachers.

Goal 4:

PLC system of collaboration- lesson design - data review- remediation plan

Measurable Objective 1:

collaborate to improve instructional practices through on-going, job-embedded professional learning focused on research based strategies

and effective lesson design by 05/29/2017 as measured by Classroom WalkThroughs, teacher reflections, lesson plans, student academic performance, and results from ELEOT Leadership Audit for 2015..

Strategy1:

Teacher Cohort - Volunteer teacher leaders will work within the Teacher Cohort I and Teacher Cohort II to learn research based strategies and tools for engaging students in actively and engaging learning. Teachers will work within small nested learning communities and meet with colleagues through 1/2 release days each month throughout the school year. Teachers wil learn, plan, implement, reflect and refine instructional strategies to best meet the needs of students.

Category: Learning Systems

Research Cited: Thoughtful Education Inc.

Activity - There is a Tool for That	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher cohort members will record favorite tools for engaging students and processing learning. Videos will be shared via email and on the school website/sharepoint as a means of promoting the exploration and use of new teaching tools. Teachers will invite Peer Observers, or Administrators in when trying out new strategies from the toolbook.	Professional Learning	08/12/2015	12/30/2016	$0 - No Funding Required	Teacher Cohort Members Joyce Jackson

Activity - Teacher Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Instructional Teaching Rounds as a means of improving instructional practices. Teachers will be provided with time to learn, research, plan, implement and reflect on the strategy during instructional rounds. Teachers will collaborate to plan and deliver a lesson using Close Reading in classrooms of peers. Teachers will analyze student work from the instructional round and reflect on new learning from implementation and from student work.	Professional Learning	08/12/2015	12/30/2016	$0 - Title I School Improvement (ISI)	Joyce Jackson

Measurable Objective 2:

demonstrate a proficiency in Effective Teaching Practices by 03/27/2015 as measured by the PGES model as measured by the Effective Teacher Framework of Charlotte Danielson and the Eleot results from the Leadership Audit scheduled for 2015..

Strategy1:

Goal Clarity Coach - A Goal Clarity Coach will work with Professional Learning Communities to assist teachers and department chairs in the analysis of data, development of SMART Goals aligned to the school improvement goals, and assist with monitoring SMART goals both long term and long term goals. PLCs will also develop Student Growth Goals, The Goal Clarity Coach will work with PLCs to analyze data and develop plans for helping the PLC move the students to meeting the student growth goal.

Category: Learning Systems

Research Cited: Danielson Model

Activity - Training Facilitators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Facilitators of grade level PLCs will work with the Goal Clarity Coach to review PDSA work, Professional Growth Plans, and Student Growth Goals.	Professional Learning	08/12/2015	12/30/2016	$0 - No Funding Required	Joyce Jackson, Department Chairs, PLC facilitators

Activity - Monitoring and Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will monitor the work of PLCs through shared minutes by Department Chairs, observations of PLC work, informal interviews with teachers, and data reports. Administrators will meet with the Department Chairs regularly to assess strengths and liabilities of PLC work and make recommendations for improvement.	Professional Learning	08/12/2015	12/30/2016	$0 - No Funding Required	Principal and Assistant Principals overseeing departments

Activity - PLC Weekly Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Goal Clarity Coach will meet with PLCS monthly to monitor progress of students' learning and implementation of school wide goals.	Professional Learning	08/12/2015	12/30/2016	$0 - District Funding	Joyce Jackson PLC Leads, and Members

Strategy2:

What is PGES - Identified teacher leaders will attend training on PGES to learn the expectations and become familiar with the new KDE

Professional Growth and Evaluation System. 16 teachers will train in becoming Peer Observers within the school.

Category: Professional Learning & Support

Research Cited: Danielson Model

Activity - Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders have participated in a two day training process provided by JCPS and KDE on the Charlotte Danielson Framework. Training throughout the year will be provided to support teachers involved in the initial roll out of the model. 16 teachers will receive training on becoming Peer Observers within the building.	Professional Learning	08/12/2015	12/30/2016	$0 - District Funding	Principal, Bryce Hibbard Robin Klein, Carly Spiegel and Chris Kaufman Peer Observers

Activity - Staff Rollout	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers involved in the pilot of PGES along with the administrator have developed a plan for introducing and rolling out the model of PGES to the entire staff. Teachers will assist the administrator in training and teaching colleagues and peers about the PGES model and create a calendar for introducing the model throughout the 2015-16 school year. Staff will be informed if they are in their summative, or non-tenure year of observation by their observing principal during the opening day professional development.	Professional Learning	08/12/2015	12/30/2016	$0 - No Funding Required	Bryce Hibbard, Principal Robin Klein, English Chair Carly Spiegel, Science Chris Kaufman, Math Assistant Principals

Activity - Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will use components of the Danielson model for Engaging Students in Learning to conduct weekly Learning Walks for the purpose of providing feedback to teachers and gathering data on the present status of learning within the building. The administrative team will analyze the data from Learning Walks and develop a plan for improving teaching and learning within the building. The team will use PDSA as part of the inquiry cycle for continuous improvement. SLT will review walkthrough data, and share within the departments	Policy and Process	08/12/2015	12/30/2016	$0 - No Funding Required	Principal and Administrative Leadership Team, SLT Team

Activity - Peer Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 3 Pilot teachers have developed a plan for rolling out PGES to the entire staff. The Staff has been trained on assembling Professional Growth Goals, and Student Growth goals in accordance with the PGES model. 16 teachers have received training on becoming peer observers and will observe and coach colleagues.	Professional Learning	08/12/2015	12/30/2016	$0 - Title I School Improvement (ISI)	Peer Observers Dusty Thornsbury- PGES lead Bryce Hibbard, Principal

Activity - Student Growth Goals/Professional Growth Goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will focus on developing Professional Growth Goals. PLCs will work on identifying enduring skills, and developing student growth goals. Once the skills, and goal have been developed. The PLCS should work together in developing a plan of implementation for student growth goals.	Professional Learning	08/12/2015	12/30/2016	$0 - No Funding Required	PLCs PLCS Leads

Measurable Objective 3:

collaborate to improve teaching and learning using PDSA as a process for problem solving, planning, reflecting, and adapting practices by 06/01/2016 as measured by teacher surveys, student surveys, and culture surveys..

Strategy1:

Systems Approach - A School Leadership Team (SLT) composed of administrators, and department chairs shall work collaboratively using the Plan Do Study Act model for inquiry and school improvement. Members will focus their work around the school improvement goals identified by the Kentucky State Department of Education. Monthly meetings shall be held for the purpose of analyzing data, developing plans of action, monitoring implementation of the CSIP, and adapting the plan to best meet the needs of school stakeholders.

Category: Professional Learning & Support

Research Cited: Shipley, Jim. (2009). A Systems Approach to Continuous Improvement: Using the Education Criteria for Performance Excellence for School Improvement, 2nd Edition. Jim Shipley and Associates: North Redington Beach, FL.

Activity - Remediation for students lacking standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will produce a remediation plan for students that do not reach proficiency on each standard.	Academic Support Program	08/12/2015	12/30/2016	$0 - No Funding Required	PLCs Admin

Goal 5:

Increase the percentage of students who are Proficient or Distinguished in Reading from 28.2% in 2014 to 46% in 2016.

Measurable Objective 1:

A 20% increase of Ninth grade students will demonstrate a proficiency in English Language Arts by 06/30/2016 as measured by daily formative assessments, district proficiency exams, and iLit compiled data. .

Strategy1:

Close Reading - All English teachers in grades 9-12 will integrate Close Reading as part of weekly lesson plans aligned to Common Core Standards. EOC content teachers will integrate close readings a minimum of once every two weeks. Close Readings will focus on three areas of focus linked to the Common Core: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas.

Category:

Research Cited:

Activity - Teacher Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All content teachers, except for math and iLit teachers, attend a 6 hour workshop with Amy Benjamin, consultant from New York on October 7 which addresses Skills for the Common Core: Close Reading, Vocabulary, and Writing. iLit teachers attend training on implementation of the iLit Program. Math teachers attend a 6 hour session with Dr. Ed Thomas from the University of Georgia on math strategies which include Close Reading for Mathematics.	Professional Learning	10/07/2013	10/08/2013	$0 - Title I School Improvement (ISI)	Joyce Jackson, ERS Literacy James Thornsbury, Assistant Principal Bridget Britt, ERS Mathematics

Activity - Teacher Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers working in Cohort I and Cohort II will participate in Teacher Rounds. Teachers will work with small teams to plan a Close Reading aligned to the Common Core Standards. Teachers will be given opportunity to implement the lesson in co-teaching partnerships within a classroom and given time to reflect with their team on person learning and student learning observed in the lesson.	Professional Learning	08/14/2015	06/01/2016	$0 - Title I School Improvement (ISI)	Joyce Jackson, cohort teachers

Activity - Teacher Cohort Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Leaders within the SHS Teacher Cohort I and Teacher Cohort II will receive follow up support within a nested learning community for deepening understanding of the Common Core Literacy Standards and shifts to close reading. Teachers will work in 3 to 6 hour sessions during release days focused on Close Reading, Note-making, and Vocabulary instruction.	Professional Learning	09/17/2013	05/01/2014	$0 - Title I School Improvement (ISI)	Joyce Jackson, ERS Literacy

Activity - In-House Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders and English teachers will meet with departments monthly to provide coaching for developing reading and writing opportunities that will implement close reading.	Professional Learning	08/14/2015	06/01/2016	$0 - Title I School Improvement (ISI)	English teachers, cohort teachers

Goal 6:

Increase the percentage of students that are Proficient or Distinguished in Math from 17.6% to 41% in 2016

Measurable Objective 1:

A 24% increase of Eleventh grade students will demonstrate a proficiency in Algebra II in Mathematics by 05/25/2016 as measured by EOC results reported on the school report card..

Strategy1:

Best Practices - Teachers will apply best practices in the classroom to engage, motivate and improve learning.

Category:

Research Cited: Silver, H., Perini, M., Strong, R. (2007). The Strategic Teacher: Selecting the Right Researched Based Strategy for Every Lesson. ASCD: Alexandria, VA.

Activity - Writing as a Way of Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing to Learn is a research based strategy that provides students a method of learning that aids comprehension/retention of information and helps students work through concepts and apply what they learn. Increases comfort with writing and supports skills development. Assignments are short and informal and can be performed either in or out of class. Teachers will use Writing-to-Learn as a means of formative assessment to monitor and adapt instruction and integrate this strategy into daily practice. Students' writing skills and communication skills will improve as a result of regular and frequent use of Writing to Learn across content areas.	Academic Support Program	08/12/2015	05/27/2016	$0 - No Funding Required	Teacher Cohort Members, PLCs, Goal Clarity Coach

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Activity - Quality Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and PLCs will explore questioning techniques for cueing, probing, Wait TIme, random name calling, and developing "good" questions. Teachers will integrate these questioning strategies and tolls into daily classroom practices so as to improve students' critical thinking skills and increase student engagement.	Professional Learning	08/12/2015	05/27/2016	$0 - No Funding Required	PLCs, Department Chair, Goal Clarity Coach, Teachers

Activity - Exploring Research Based Tools and Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. The staff of the school will implement strategies from the resource books, Tools for Active In-Depth Learning, Math Tools: 64 ways to differentiate instruction and increase student engagement and the Strategic Teacher, by Silver, Strong and Perini. 2. PD will occur as needed through PLCs, and district training. 3. Teachers will reflect on the use of the tools and strategies through their PLCs, shared student work samples, lesson plans, reflective journals and professional conversations.	Professional Learning	08/12/2015	05/27/2016	$4000 - Title I SIG	Teacher Cohort Members, PLCs, Goal Clarity Coach and Principal

Goal 7:

Learning Leader

Measurable Objective 1:

collaborate to improve student achievement by 06/01/2015 as measured by Meeting school goals.

Strategy1:

Differentiation - GCC will lead PLCs through strategies for differentiation.

Category: Continuous Improvement

Research Cited: Carol Ann Tomlinson

Activity - PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have opportunities to look at strategies during both PLC meetings and Faculty meetings.	Professional Learning	01/05/2015	12/30/2016	$0 - No Funding Required	GCC coaches

Measurable Objective 2:

collaborate to increase overall program review scores by 04/01/2016 as measured by Completed documents to lead to proficient/

distinguished scores.

Strategy1:

Committee collaboration - Program review team with Mrs. Lawrence in the lead will collect and discuss different components of the Program

review and complete next steps to continue improvement into each classroom.

Category: Continuous Improvement

Research Cited: Thoughtful Ed.

Activity - Program review committee meets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet monthly and implement writing throughout. To collect and analyze evidence.	Academic Support Program	08/12/2015	12/30/2016	$0 - No Funding Required	Mrs. Lawrence and committee

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?

School Leadership team

Principal- Bryce Hibbard

Department Chairs

Hamilton- Science

Moore- SS

Klein- English

Stein- Math

Robinson- Library

Cobb- ESL

Dearmond- ECE

Laha- BIT

Simon- Indust. Tech

The whole staff was involved in Standard 3 self assessment

The admin team was also involved with pieces.

Relationship Building

Overall Rating: 2.57

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

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

	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.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	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: 2.71

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

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

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

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

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	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: 2.0

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

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

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

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are 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 provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 2.5

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

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

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School 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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.33

	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 staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.83

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

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

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

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

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources).	Apprentice

	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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

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

In most cases involving parents, we try our best to get parents involved. We offer trainings- we offer times that are more suited for them. Our #1 issue is just that there isn't the involvement we need. The need for the school and parents to work together for the success of the child is addressed at every parent meeting and in every One Call that is sent home. As in most things, some take advantage but most do not.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Relationship Building — 2.57

Communications — 2.71

Decision Making — 2

Advocacy — 2.5

Learning Opportunities — 2.33

Community Partnerships — 2.83
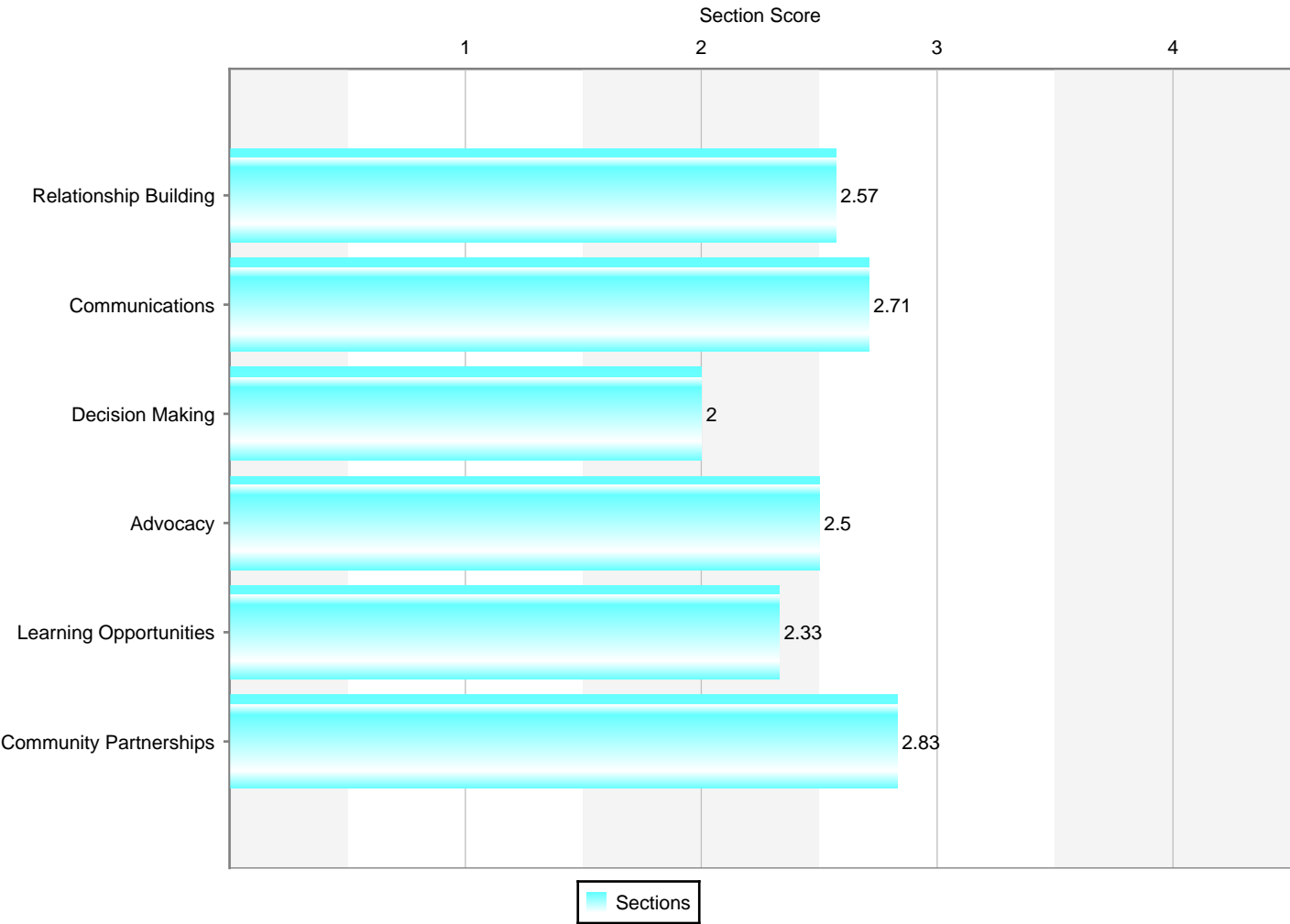
Sections

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.

During the past 3 and a half years, Southern has been using 3 circles to guide our work and all of our decisions. Those Circles are the Learning Leader, PLC work, and Student ownership of learning (Culture). The symbol of these three circles is prevalent throughout the building.

In May of 2015, the school leadership team as listed: the Principal, Department Chairs, 1 AP, 1 Counselor, 1 Resource Person. This team was expanded to include 4 faculty members that were working on their administrative certificate. During the last meeting, a Plus / Delta was discussed for the team makeup. Most members felt it was too large. "Real" conversations were cumbersome. With this information and advice, it was decided to reduce the School Leadership Team to only involve core members and better use Department time on Tuesdays.

Today the School Leadership team consists of : the Principal, 4 core department chairs, ECE lead, ECE department chair, Industrial tech lead, BIT lead, ESL lead, Arts/Science lead, and the librarian.

The communication process has been turned upside down to consider stakeholder feedback FIRST.

It looks like this: PLC meetings occur weekly- thoughts/concerns/discussions are taken to Department meetings once a month on Tuesdays- teachers share with dept. lead needs, concerns, discussions. The department chair then brings these to the SLT that meets the next Tuesday.

The school leadership teams discusses and gives directions to the Principal. The Principal then brings on Mondays any discussions / concerns to the Admin team to come up with a fix or answer questions/ concerns. This information is then given to the department leads to disseminate to PLCs.

The School Improvement Plan was written during the months of October and November. The SLT teams along with input from their respective PLCs wrote the plans based on the priorities set by the School Leadership Team.

This provides an avenue for communication to all stakeholders in terms of GOALS, CSIP plans for improvement and potential barriers to success.

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

Today the School Leadership team consists of : the Principal, 4 core department chairs, ECE lead, ECE department chair, Industrial tech lead, BIT lead, ESL lead, Arts/Science lead, and the librarian.

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The School Improvement Plan was written during the months of October and November. The SLT teams along with input from their

respective PLCs wrote the plans based on the priorities set by the School Leadership Team.

This provides an avenue for communication to all stakeholders in terms of GOALS, CSIP plans for improvement and potential barriers to success.

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 CSIP was produced through meetings and discussions with PLCs and Departments.

This is the first time that Stakeholders had a majority say in the contents of the SLT. The SLT also created goals that were specific to this year. Departments meetings are being held to discuss the particulars of the CSIP for each department. Goals and strategies will be discussed and specific plans for PLCs to make them happen. Continuous monitoring will occur through weekly PLC meetings that are then reported back to the department chair. After the first proficiency test, Southern's week by week data analysis is paying off.

If the EOCs were given today, we would have an almost 2 pt increase in our Achievement score.

Phase I - Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

The data tells us we did a good job with Novice reduction- without a specific intervention period. Every one of the 6 tested areas EOC and KPREP saw decreases in Novice.

We also saw increases in 5 of 6 areas in terms of P/D the only drop was in US History.

The information tells us that we didn't make our CCR goal as we have done each of the past 4 years.

The information tells us we made our AMO 57.2   Our 4th year in a row to show growth. We missed getting out of Priority status by .4 last year.

The information doesn't tell us why there was a drop in CCR- but we know- there were 27 students that had everything in place except a certification- they did not pass the Business Management KOSSA.

The information doesn't tell us why some of our students don't come to school on a regular basis.

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?

The Theme -"Our House" is a strength- many of the staff and students take this idea to heart and come everyday to work- take advantage of opportunities.

Our PBIS team is being recognized by the state as an exemplar. Many of the behavior trends are moving in a downward trend due to their work.

CSS survey data from Staff, Parents, and Students continues to improve- show a connection to school and community.

Due to PBIS and Cowboy Ethics- the Try buckle- staff feels recognized and supported.

We made our AMO 57.2 which means we have shown growth each of the past 4 years.

Reduction in Novice in every area!!!

Opportunities for Improvement

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

We still need to be better every day every period. Instructional practice/ intentional planning with PLC/ the PDSA cycle/ differentiation techniques.

We have a PD committee responsible for PD- using the 30-60-90 plan to ensure consistency and follow through.

We have basically 3 goal clarity folks that have the job of making sure our teachers are supported and are using best practice.

It's still about getting students here everyday- a good thing is the intervention period now on Thursdays. This period will help catch up those that miss too much while not slowing down the class.

Conclusion

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

Next steps are what we are doing now- we know the greatest detriment to being great is being good. We have improved each of the past 4 years- it would be easy to rest on our laurels, but the kids deserve our best everyday.

We continue to reflect- ask questions- and be critical- this will ensure our success.

The leadership team is doing a great job of taking ownership- we continue to improve our career pieces.

Plan for Comprehensive School Improvement Plan for Priority Schools

Overview

Plan Name

Plan for Comprehensive School Improvement Plan for Priority Schools

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the graduation rate from 86.6 to 87.7 for the 2015-2016 school year.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	$124000
2	Increase the percentage of students who are College and/or Career Ready from 57% to 61.3% by June 2016.	Objectives: 1 Strategies: 4 Activities: 15	Organizational	$165000
3	Increase the percentage of Gap students that are P/D in Writing from 29% in 2015 to 40% in 2016.	Objectives: 2 Strategies: 3 Activities: 9	Academic	$1000
4	Increase the percentage of GAP students that are Proficient/Distinguished in Math from 17.6% to 41% in 2016.	Objectives: 1 Strategies: 2 Activities: 3	Academic	$161000
5	Increase the percentage of students that are Proficient or Distinguished in Science from 15.9% in 2015 to 38.1% in 2016	Objectives: 1 Strategies: 4 Activities: 12	Academic	$2000
6	Increase the percentage of students who are Proficient or Distinguished in Reading from 28.2% in 2014 to 46% in 2016.	Objectives: 2 Strategies: 5 Activities: 17	Academic	$0
7	Increase the percentage of students that are Proficient or Distinguished in Math from 17.6% to 41% in 2016	Objectives: 1 Strategies: 3 Activities: 6	Academic	$4000
8	Increase the percentage of students that are Proficient or Distinguished in Social Studies from 42.6% in 2015 to 45% in 2016	Objectives: 1 Strategies: 3 Activities: 11	Academic	$0
9	Increase the percentage of students that are Proficient or Distinguished in Writing from 22% in 2015 to 40% in 2016.	Objectives: 2 Strategies: 5 Activities: 13	Academic	$0
10	Novice Reduction in Math below 31.2% and Reading below 57.4% for 2016	Objectives: 1 Strategies: 1 Activities: 1	Academic	$12000

Goal 1: Increase the graduation rate from 86.6 to 87.7 for the 2015-2016 school year.

Measurable Objective 1:

collaborate to increase the graduation rate from 86.6to 87.7 for the 2015-16 school year by 06/30/2016 as measured by the 2016 Kentucky School Report Card and Quarterly Reports..

Strategy 1:

Targeted Interventions - Students will be identified based on academics, behavior and attendance by grade level teachers and put onto a school watchlist. Those

students will meet regularly with School Support Team (SST) to discuss barriers and develop personal goals for success.

Category: Other - Targeted Interventions

Research Cited: Shore, C. (2009) A comprehensive RTI model: Integrating behavorial and academic interventions. Corwin: Thousand Oaks, CA.

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS at Southern High School has been developed and presented to staff and students. Our three pillars: Respect, Responsibility, and Character	Behavioral Support Program	08/05/2015	06/29/2016	$0	No Funding Required	PBIS Team

Activity - Youth Service Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
YSC handles student referrals regarding social, emotional, and health needs that require additional time outside the classroom. They host intervention/ therapy groups and link students to material needs in the community.	Academic Support Program, Behavioral Support Program, Parent Involvement, Community Engagement	08/03/2015	05/27/2016	$0	No Funding Required	Shauna Paul

Strategy 2:

Persistence toward graduation - Students will be encouraged to take advantage of alternatives within the school to receive credits toward graduation.

Category: Persistance to Graduation

Activity - Jefferson Co High School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In-house course recovery for students needing an alternative setting	Academic Support Program	08/13/2015	05/27/2016	$15000	General Fund	JCHS part-time teacher, counselors

Activity - Summer Bridge Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer Bridge Program, a transition program, for incoming Freshmen, will be provided for students every summer as a support for academic and social success.	Academic Support Program	06/15/2015	06/26/2015	$25000	Title I SIG	Freshmen Teachers, SLC, Principal

Activity - CCC Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CCC lab gives students an opportunity to either recover credits or take available classes in the regular school day. Southern High School utilizes JCPS eSchool Program. Southern has 40 slots allocated to the school. Thirty-six of the slots are utilized for the purpose of course recovery with seniors taking priority over underclassmen. The remaining four slots are reserved for students needing to take a course online due to scheduling conflicts or the course not being available at Southern. The lab is maintained by Coach Jones.	Academic Support Program	10/01/2015	05/27/2016	$0	General Fund	Coach Jones, Jamie Goldsmith, Jessika English, Amy Konermann

Activity - Extended School Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students given opportunities to stay after school on Wednesday to make up courses, intervention/remediations, or enrichments courses.	Academic Support Program	11/09/2015	05/27/2016	$22000	District Funding	Admin/ teachers/

Activity - Transition Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transition Island gives students the opportunity to recover credits or ease them into a trimester schedule when entering from a different master schedule. This resource utilizes Edgenuity.	Direct Instruction	08/12/2015	05/27/2016	$62000	District Funding	Mr. Jebsen, Jamie Goldsmith, Jessika English, Amy Konermann

Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will contact parents/guardians of students who are failing or at-risk of failing a trimester course by the nine week mark of the trimester.	Parent Involvement	08/12/2015	05/25/2016	$0	No Funding Required	All teachers, Counselors, Administrators

Goal 2: Increase the percentage of students who are College and/or Career Ready from 57% to 61.3% by June 2016.

Measurable Objective 1:

collaborate to improve CCR percentage from 57% to 61.3% by 06/30/2016 as measured by target growth rate of 4.3% from 2015.

Strategy 1:

Targeted Interventions - The school will identify those students that scored within 3 points of ACT benchmark scores in the area of Math, Reading and English. These students will be placed in a one trimester lab course designed for the purpose of improving math and reading/English skills.

Category:

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - Pathways to Careers Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A course offered to Juniors and Seniors within 3 points of meeting ACT benchmark scores in Reading, Math and English	Academic Support Program	08/12/2015	06/30/2016	$0	No Funding Required	BAC, Counselors

Activity - Non- benchmarked senior math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seniors who did not benchmark in Math on the ACT as a junior will be placed in an intervention course for compass remediation	Academic Support Program	08/12/2015	06/30/2016	$0	No Funding Required	BAC, counselors, and teachers

Activity - Non-benchmarked senior English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seniors who didn't meet the English benchmark on the ACT will be assigned to an intervention Compass senior English lab class first and second trimester	Academic Support Program	08/12/2015	06/30/2016	$0	No Funding Required	BAC, teachers, counselors

Strategy 2:

Advisory - Students are scheduled to meet in small groups with a staff member on Wednesdays each week.

Category:

Research Cited: Erwin, JC (2004). The classroom of choice: Giving students what they need and getting what you want. ASCD: Alexandria, VA

Activity - College application week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seniors research colleges- choose one or more to apply to. Speakers are brought in emphasizing the importance of college.	Other	11/16/2015	11/20/2015	$0	No Funding Required	Counselors, CART, senior teachers

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

| All students are given and will fill out an academic scorecard in SAT. The front of the scorecard specifically addresses college readiness. The back of the scorecard has career pathway course sequences listed for students to track their progress ensuring accountability. By using this card, all students are expected to have accountability in their own learning and where they are for college and career readiness. The scorecard has grown to a student led notebook with scorecard in the back. | Academic Support Program | 08/12/2015 | 05/25/2016 | $3000 | Grant Funds | CART, Admin, and SAT teachers |

Activity - Southern Success Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school program for incoming 8th graders to seniors, focused on presenting a variety of informational activities that introduces prospective students to the opportunities at Southern High School and current students to college and career readiness sessions.	Academic Support Program	10/27/2015	10/27/2015	$500	Title I Part A	CART, counselors, CTE teachers, 9th academy teachers

Activity - Extended School Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended School day has a specific school program after school for Juniors to help prepare them to take the ACT. It is held afterschool on Monday and Wednesday for an hour to help with Reading and math as well as test taking strategies.	Academic Support Program	09/28/2015	05/30/2016	$161000	District Funding	Eric Deaton (ESD coordinator), Admin, teachers

Strategy 3:

Student Ownership of Learning - Students will be taught the importance of knowing where they are, setting goals of where they want to be, and monitoring their own

plan of achieving those goals in order to improve academic performance and develop the habit of responsibility.

Category:

Research Cited: Zimmerman,B. Self-Motivation for Academic Attainment: The Role of Self-Efficacy Beliefs and Personal Goal Setting.

American Educational Research Journal September 21, 1992

Activity - Senior Level Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every Senior will meet with the Senior Counselor within the first six weeks of school to review Transcrips and pathway to High School Plus (College &/or Career Pathway). Students will develop a plan and set goals for Senior year that will ensure they meet the requirements necessary to become College and Career Ready.	Academic Support Program	10/01/2015	05/30/2016	$0	No Funding Required	Administrative Team, Counselor

Activity - Junior Level Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All Juniors will meet with a member of the Administrative Team to discuss PLAN scores and estabilish goals for the ACT. Students will be encouraged to use multiple resources available to them such as Study Island, and ESD. Students will set goals and develop plans in using these tools to help them perform higher on the ACT. | Academic Support Program | 10/01/2015 | 05/30/2016 | $0 | No Funding Required | Administration Team |

Activity - Sophomore Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sophomore's will meet with their Administrator, Advisory Teacher, and Classroom Teacher to review the results of their PLAN scores and write goals for achieving higher performance on their ACT given their Junior year. Teachers will explain the relationship between EXPLORE, PLAN, ACT so as to help students understand the relevance of these tests.	Academic Support Program	10/01/2015	05/30/2016	$0	No Funding Required	Administration, Advisory Teachers, Counselors

Activity - 9th Grade Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Freshmen will meet with their Administrator, Counselor, and Advisory Teacher to discuss EXPLORE scores from 8th grade and set learning goals and benchmarks for the PLAN test given in their Sophomore year. Study skills and transition to high school strategies will also be taught by Core Content teachers throughout their 9th grade year.	Academic Support Program	10/01/2015	05/30/2016	$0	No Funding Required	Administration, Counselors, Teachers

Strategy 4:

Career readiness - Intentional targeting for career readiness. Review and Revise TEDS data. Focus on academic piece of career readiness. Identify potential

certification candidates.

Category: Career Readiness Pathways

Research Cited: KDE career readiness

Activity - Non- benchmarked senior math/english	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are far away from Compass but have certifications- group them to focus on work keys.	Academic Support Program	08/12/2015	05/30/2016	$0	No Funding Required	Senior math and english teachers BAC CTE teachers admin

Activity - Develop resources for Workkeys (locating)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and find resources and supports for the locating piece of work keys.	Academic Support Program	08/12/2015	05/30/2016	$500	Text Books	CTE teachers Senior math /english admin

Activity - CTE completers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE instructors look at courses taken and courses projected for Preparatory for TEDS. The goal is to get them to be completes and identify industry certifications and or KOSSA.	Career Preparation/Orientation	08/12/2015	05/30/2016	$0	No Funding Required	CTE teachers Counselors admin Mrs. Jesse

Activity - Checking certifications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE instructors use lists of non-benchmarked senior Math and English to identify possible certifications to do work keys.	Career Preparation/Orientation	08/12/2015	05/30/2016	$0	No Funding Required	CTE instructors BAC admin

Goal 3: Increase the percentage of Gap students that are P/D in Writing from 29% in 2015 to 40% in 2016.

Measurable Objective 1:

A 35% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in Reading in English Language Arts by 05/31/2017 as measured by KPrep data, EPAS data, School Report Card, Quarterly Reports, District Proficiency Exams, and scored samples of student work..

Strategy 1:

Targeted Interventions - Students will be identified based on classroom performance, summative assessments, District Proficiencies, and EPAS data to create targeted interventions at Tier I, Tier II or Tier III levels. The school will develop a comprehensive plan for addressing student interventions.

Category:

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavorial and academic interventions. Corwin: Thousand Oaks, CA

Activity - Monitoring Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will develop common formative assessments, diagnostics and unit summative assessments from the Quality Core Test Bank, district proficiency exams, iLit summative assessments for 9th grade, or PLC created summative assessments. These assessments will focus on six week standards and be administered to students during six week units. Information from weekly formatives, three week assessments, and six week proficiency exams will be monitored through PLCs and shared through SharePoint.	Academic Support Program	08/14/2015	12/30/2016	$0	No Funding Required	PLCs, Facilitating Principal, SLT, Goal Clarity Coach

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Content PLC Teachers will administer common formative and summative assessments and progress monitor students' performance using JCPS' CASCADE, GradeCam, iLit data, and/or CIITS. Content PLC teachers will regularly analyze the results of data from weekly CFAs and summative assessments to monitor students' progress in mastering identified standards within six weeks units of study. | Academic Support Program | 08/14/2015 | 12/30/2016 | $0 | No Funding Required | PLCs, Facilitating Principal, SLT, Goal Clarity Coach, Department Chairs, PLC facilitators |

Activity - English II EOC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English II teachers will analyze 10th grade EOC and district proficiency results, target students who did not benchmark in Reading and English and develop a plan of intervention to occur at a Tier I level. Interventions shall be documented in weekly lesson plans and monitored through the Department Chair, and PLC facilitator.	Academic Support Program	08/14/2015	12/30/2016	$0	No Funding Required	Robin Klein, Department Chair, Jason Cooper, PLC facilitator 10th grade, James Thornsbury, AP

Strategy 2:

Best Practices - Teachers will integrate research based strategies using Tools for Active, In-Depth Engagement, Tools for Formative Assessment, and the Strategic

Teacher in classroom instruction to engage, motivate and improve learning as measured by lesson plans, classroom observations, learning walks, and student surveys.

Category:

Research Cited: Silver, H., Perini, M., Strong, R. (2007). The Strategic Teacher: Selecting the Right Researched Based Strategy for Every Lesson. ASCD: Alexandria, VA.

Activity - Exploring Research Based Tools and Stragegies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Cohort will continue attending job embedded PD focused on the work of Silver, Strong, and Perini. Teachers will reflect on the use of the tools and strategies through their PLCs, shared student work samples, lesson plans, reflective journals and professional conversations. Teachers will intentionally integrate this learning into classroom practices and PLC work.	Professional Learning	08/14/2015	12/30/2016	$1000	Title I Schoolwide	Teacher Cohort, Principal, PLCs

Activity - Close Readings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will model close readings for students and integrate the strategy into weekly lesson plans so as to improve reading comprehension,summarizing skills and promote active reading. Content area teachers shall use Close Reading as a strategy to integrate the literacy standards for their content areas from the Common Core every two weeks. Literacy Teams will meet monthly to work on close reading strategies and writing to learn strategies.	Academic Support Program	08/14/2015	12/30/2016	$0	No Funding Required	Classroom Teachers and Department Chairs

Comprehensive School Improvement Plan for Priority Schools

Southern High School

Activity - Writing as a Way of Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers shall integrate Writing to Learn and Writing to Demonstrate Learning into units of study. Students will use Writing to Learn as a tool to process information and teachers will use the tool as a means of formative assessment to inform daily classroom decisions. Tools from the Active, In-Depth Learning text will be integrated into daily Writing to Learn activities. Principals shall monitor the use of Writing to Learn through weekly Walk-Throughs and/or lesson plans.	Academic Support Program	08/14/2015	12/30/2016	$0	No Funding Required	Classroom Teachers, PLC facilitators, Administrators

Measurable Objective 2:

A 20% increase of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate student proficiency (pass rate) students will demonstrate a proficiency in reading and English Language Arts in English Language Arts by 06/01/2016 as measured by KPrep data, EPAS data, ACT scores, district proficiencys .

Strategy 1:

Closing Reading GAPS for Males - A variety of printed and non-print material which appeal to the male population that portray male characters with strong values who overcome adversity shall be included as part of independent reading as well as whole-class reading materials. Teachers will intentionally seek 'enabling texts' that moves beyond a sole cognitive focus--such as skill and strategy development--to include a social, cultural, political, spiritual, or economic focus (e.g. Rite of Passage by Richard Wright, A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League by Ron Suskind, etc.).

Category:

Research Cited: Fashola, O. (2005). Educating African American Males. Thousand Oaks, CA: Corwin Press.

Activity - Tracking the GAPS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Males students scoring below proficient shall be identified and targeted for reading remediation in the after school extended school program. Students will be recruited by invitation and personal phone calls home to parents emphasizing the importance of the two day extended school program to help students with needed tutoring in reading.	Tutoring	08/14/2015	12/30/2016	$0	No Funding Required	James Thornsbury, Assistant Principal, and English Teachers.

Activity - Real World Print	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A variety of print-rich materials including magazines, newspapers, novels, and digital texts will be integrated into independent reading and classroom instruction so as to engage students in reading activities of high interest and apply to the real world in which they live.	Academic Support Program	08/14/2015	12/30/2016	$0	Title I School Improvement (ISI)	Classroom teachers across all content areas.

Activity - Extended Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended learning opportunities for improving ELA skills and/ or recovery of course shall be provided through ESS two days per week. Work will be designed in alignment to standards and students' needs.	Academic Support Program	08/14/2015	12/30/2016	$0	District Funding	English teachers, core content teachers

Goal 4: Increase the percentage of GAP students that are Proficient/Distinguished in Math from 17.6% to 41% in 2016.

Measurable Objective 1:

A 20% increase of Eleventh grade Economically Disadvantaged students will demonstrate a proficiency in Algebra II in Mathematics by 05/25/2016 as measured by the school's report card, State EOC results, and scored samples of student proficiency exams..

Strategy 1:

Targeted Interventions - Students that have not met Math Standards are identified during PLC meetings from Common Assessments and given remediation. Students that have met standards are identified and enriched as well.

Category: Learning Systems

Research Cited: DuFour, R. (May, 2004). What is a "professional learning community", Educational Leadership.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are expected to conduct Data Analysis of common formative assessments. Administration will monitor through PLC minutes. Each PLC will "name and claim" each student not meeting or exceeding standard to identify students for remediation and follow with a plan of action to help close the achievement gap. Each PLC will meet a minimum of once a week. Minutes and templates used will be emailed to Department Chair(s) for the purpose of monitoring and documentation.	Academic Support Program	08/12/2015	12/30/2016	$0	No Funding Required	SLC, PLCs, and Admin Team

Activity - After school standard remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on results from data analysis, students are identified for remediation. Targeted students are signed up for after school interventions/remediation with their math teacher. Teachers are responsible for providing lessons/work for the student to receive assistance. The department chair will organize the list of teachers who are staying after and what students will be staying as well. Tutoring for math will be held on Wednesdays.	Academic Support Program	08/12/2015	12/30/2016	$161000	District Funding	PLCs, Mrs. Lawrence admin lead, Eric Deaton teacher lead

Strategy 2:

Best Practices - Teachers will apply best practices in the classroom to engage, motivate and improve learning.

Category:

Research Cited: Silver, H., Perini, M., Strong, R. (2007). The Strategic Teacher: Selecting the Right Researched Based Strategy for Every Lesson. ASCD: Alexandria, VA.

Activity - Writing as a Way of Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing to Learn will be used as part of weekly lessons and assignments to promote thinking, reflecting, and dialogue within the classroom. Teachers will use Writing to Learn as a tool for integrating ELA literacy standards into the classroom.	Academic Support Program	08/12/2015	12/30/2016	$0	No Funding Required	Teachers, PLCs

Goal 5: Increase the percentage of students that are Proficient or Distinguished in Science from 15.9% in 2015 to 38.1% in 2016

Measurable Objective 1:

A 22% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in Biology in Science by 05/31/2016 as measured by ACT Quality Core End-of-Course Exam, district Proficiency Exams, and classroom assessments..

Strategy 1:

Teacher Expectations - Teachers will work in PLCs to define criteria and establish common expectations for proficiency. Teachers will also work in literacy teams to incorporate literacy skills in the classroom. Teachers will establish common learning targets based on standards, identify criteria for proficiency on enduring skills, and provide clear models of proficient work samples for students. Learning targets, criteria for behavior and academic achievement, and meaningful feedback will be used to help students establish learning goals for growth.

Category: Continuous Improvement

Research Cited: Rosenthal, C.J. (1991). Teacher expectancy effects: A brief update 25 years after the Pygmalion experiment. Journal of Research in Education, 1(1), 3-12.

Activity - Literacy Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in literacy teams to establish rubrics for scientific explanations based on the NGSS standards. Teachers will collaborate on creating writing prompts for use in the classroom. PLCs will decide on research-based strategies using the toolbooks for use in the classroom to develop literacy and writing skills. Teachers will use close reading and writing-to-learn strategies to develop literacy skills in the science classroom.	Academic Support Program	08/12/2015	05/25/2016	$0	No Funding Required	Science Department Chair, PLCs, and Science Teachers, Literacy Team Leads

Activity - PLC Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will meet on a weekly basis in the content area PLCs for one hour per week. PLC facilitators will document meeting minutes and will send weekly meeting minutes to the department chair, goal clarity coach and the evaluating administrator. PLC's should document teacher attendance, covered standards, common formative assessment data and intervention plans. | Professional Learning | 08/12/2015 | 05/25/2016 | $0 | No Funding Required | Administrators, Science Department Chair, PLCs, PLC facilitators and Science Teachers |

Activity - Higher Order Thinking and Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in their PLCs weekly to develop higher order thinking questions based on Bloom's Taxonomy. Teachers will pre-plan questions to ask their students for use as formative assessment. The questions will be aligned with learning targets and designed to encourage student to think critically. Teachers will also use the learning styles to develop questions in learning styles to foster student engagement and critical thinking.	Direct Instruction	08/12/2015	05/25/2016	$0	No Funding Required	Science Department Chair, PLCs, and Science Teachers

Activity - Lesson Plans, Agendas and Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be asked to keep daily lesson plans and administrators reserve the right to request copies as needed to monitor instructional strategies and ensuring lessons are aligned with state standards. Teachers will also post daily agendas and learning targets. Teachers will frame the lesson based off of The Fundamental Five in "Today we will..." and "This means I can..." statements.	Policy and Process	08/12/2015	05/25/2016	$0	No Funding Required	Science Department Chair, PLCs, Science Teachers

Activity - Exploring Research-Based Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with the resource books, Tools for Active In-Depth Learning and The Strategic Teacher by Silver, Strong and Perini. Teachers will receive professional development on these resources through teacher cohort, PLC teams and faculty meetings and retreat. Teachers will also explore research-based strategies through their literacy teams. Teachers will reflect on the use of these research-based strategies in PLC meetings, department meetings and literacy team meetings.	Academic Support Program	07/28/2015	05/25/2016	$0	No Funding Required	Science Department Chairs, PLCs, Literacy Teams, Classroom Teachers

Activity - Proficiency Exams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer district proficiency tests in accordance with the assessment calendar.	Policy and Process	08/12/2015	05/25/2016	$0	No Funding Required	Science Department Chair, PLC facilitators and classroom teachers.

Strategy 2:

Item Analysis and Instructional Decisions - Teachers will regularly conduct line item analysis as part of the work in Professional Learning Communities of common formative assessments and summative assessments from test questions given to students from the EOC Quality Core bank.Teachers will regularly analyze the reading texts assigned to students for level of complexity, analyze the demands placed upon the students (e.g. locating information on tables, charts, graphs, analyzing errors in reasoning, applying information from text in a new context, drawing conclusions and forming hypotheses) and use the data to inform instructional decisions..

Category:

Research Cited: Kehoe, J. (1995). Basic item analysis for multiple-choice tests. Practical Assessment, Research & Evaluation, 4(10), retrieved April 1, 2008, from http://pareonline.net/getvn.asp?v=4&n=10.

Activity - Item Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are expected to conduct data analysis of common formative assessments. Administration will monitor through PLC minutes. Each PLC will determine the percent of students proficient and distinguished, apprentice and novice. Each PLC will "name and claim" each student not meeting, meeting or exceeding standards to identify students for remediation and follow with a plan of action to help close the achievement gap.	Academic Support Program	08/12/2015	05/25/2016	$0	No Funding Required	Goal Clarity Coach, Science Department Chair, PLC Facilitator and Classroom Teachers

Activity - Progress Monitoring and Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each PLC will meet a minimum of once a week, minutes and templates used will be shared with administration and Goal Clarity Coach for the purpose of monitoring and documentation. Teachers will "name and claim" students who have not met competency in each standard and recommend those students for tutoring, remediation and intervention.	Policy and Process	08/12/2015	05/25/2016	$2000	Other	Teachers, Goal Clarity Coach, Administration

Activity - Unpacking Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in PLC's to deconstruct specific standards and identify what students are to know, understand and be able to do. After deconstructing standards, teachers will develop student friendly learning targets in "Today we will..." and "This means I can..." statements. These targets will be shared with students.	Policy and Process	08/12/2015	05/25/2016	$0	No Funding Required	Science Department Chair, PLC facilitators and Science Teachers

Strategy 3:

Inquiry Based Learning - Students will use inquiry based learning and apply higher order thinking skills to challenging situations. Students will be given the opportunity to observe, question, pose explanations, formulate hypotheses, test hypotheses through experimentation, collect data to support or refute hypotheses and draw conclusions. The Scientific Method will be embedded into six weeks units of study on a regular basis. Lesson plans will reflect opportunities for students to be engaged

in activities which include direct experience, experimentation, and observation as the major source of obtaining new learning and information.

Category:

Research Cited: Shymansky, J.A., Hedges, L.V., and Woodworth, G (1990). A reassessment of the effects of inquiry based science curricula of the 60's on student performance. Journal of Research in Science Teaching, 27 (2), 127-144.

Activity - Lab Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include lab work as part of regular assignments within units of study. Students will be responsible for collecting data, organizing information, presenting data, interpreting data and questioning. Students should construct scientific explanations in accordance with the NGSS scientific practices.	Academic Support Program	08/12/2015	05/25/2016	$0	No Funding Required	Science Teachers

Strategy 4:

Building Academic Vocabulary - Teachers will use a variety of vocabulary strategies to increase students' written, oral, reading, and listening vocabulary so as to improve academic performance and to achieve targeted state goals on the EOC. Academic vocabulary shall be identified and teachers will include strategies within weekly lesson plans for the direct instruction of vocabulary.

Category:

Research Cited: Marzano, R.J. (2004). Building Background Knowledge for Academic Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Activity - Research-Based Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate tools such as Concept Attainment, the Frayer Model, Vocabulary Notebooks, and other research-based strategies into units of study as a way of helping students organize vocabulary. Students will focus on learning essential vocabulary through examples, non-examples, and defining criteria which are unique to the word itself.	Academic Support Program	08/12/2015	05/25/2016	$0	No Funding Required	Teacher Cohort members, PLCs, Classroom Teachers, Students

Activity - Vocabulary Practice and Refinement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with multiple opportunities to practice and rehearse vocabulary using a variety of methods (e.g. Writing to Learn, Peer Practice, Games & Competition, Independent Study, Technology, Collaborative Learning) to help them exercise and elaborate using academic vocabulary.	Academic Support Program	08/12/2015	05/25/2016	$0	No Funding Required	Science Department Teachers and Teacher Cohort Leads

Goal 6: Increase the percentage of students who are Proficient or Distinguished in Reading from 28.2% in 2014 to 46% in 2016.

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/01/2016 as measured by weekly scored common assessments, iLit data reports, and benchmark scores on District proficiency assessments, ACT, COMPASS and End-of-Course reading exams.

Strategy 1:

Writing to Learn - Teachers will incorporate Writing to Learn weekly classroom practices to promote thinking before, during and after reading across all content areas.

Students will integrate a variety of tools from Tools for Active, In-Depth Learning (e.g. Priority Pyramid, Collaborative Summary, Think-Pair-Share, etc.) to synthesize

and discuss new learning.

Category: Integrated Methods for Learning

Research Cited: Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools: A report to Carnegie

Corporation of New York.Washington, DC:Alliance for Excellent Education.

Activity - Training on Writing to Learn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders will introduce Writing to Learn as an instructional strategy integrating the Tools for Active, In-Depth Learning to colleagues during PLC meetings, opening days of school, and summer retreat. PLCs will integrate writing to learn into weekly lessons as a means of formative assessment of learning.	Professional Learning	08/15/2015	06/30/2016	$0	No Funding Required	Teacher Leaders PLC Leads Department Chairs Assistant Principals

Activity - Classroom Implementation of Writing to Learn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will integrate Writing to Learn strategies into weekly lessons as a way of presenting texts (e.g. Connecting, predicting, listing evidence in text, reflecting, interpreting, analyzing, and inferring). Writing to Learn strategies will be integrated into Close Readings as part of note-making, summarizing, reflecting, connecting, and interpreting texts.	Academic Support Program	08/14/2015	06/30/2016	$0	No Funding Required	All Classroom Teachers and School Administrators

Activity - Teacher Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

	Professional Learning	08/14/2015	06/30/2016	$0	No Funding Required	Training on Close Reading for Cohort Teachers Joyce Jackson and Teacher Leaders for coaching and guiding departments and PLCs.
Teachers in both Cohort I and Cohort II will be provided job embedded professional development throughout the school year for coaching and professional development on reading strategies including Close Reading. Teachers will explore reading strategies in the Tool books. Cohort Teachers I and II will serve as PLC supports for colleagues when planning Close Readings within teams. Teacher leaders will serve as coaches and guides for facilitating the use of the strategy within PLCs , Literacy Teams, and departments.						

Strategy 2:

Data Analysis & Instructional Decisions - Teachers in their PLC's will administer common formative (diagnostics) and summative assessments, along with the District proficiency's (4 proficiency exams) and progress monitor students' performance using JCPS' Cascade computer program.The Southern Leadership Team and Admin Team analyze the two previous year's data and share that with the staff and department chairs.

Category: Continuous Improvement

Research Cited: Stiggins, R., Arter, J., Chappuis, S. (2006). Classroom assessment for student learning: Doing it right - Using it well. ETS: Portland, OR

Activity - Learing Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post daily learning targets aligned with common core standards. Administration will monitor through weekly walkthroughs and if needed in PLC plans.	Policy and Process	08/14/2015	06/30/2016	$0	No Funding Required	Administration All Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conduct Data Analysis with each PLC formative and summative assessments. Administration will monitor through PLC minutes and Cascade. PLC's will "name and claim" each student not meeting or exceeding standard and will schedule them for tutoring, remedial assistance, and recovery. Teachers will support students through interventions and remediation of skills so as to ensure academic success.	Policy and Process	08/14/2015	06/30/2016	$0	No Funding Required	Teachers, PLCS, Administration

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each PLC will meet a minimum of 70 minutes per week for the purpose of planning, data analysis, making adaptations to lessons and units of study based on students' needs. PLC meeting minutes will be sent to the department chair and evaluating principal for the purpose of monitoring and documentation.	Policy and Process	08/14/2015	06/30/2016	$0	No Funding Required	Goal Clarity Coach, Teachers, Administration

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers' daily lesson plans shall include integration of literacy skills and administration reserves the right to review plans as a means of ensuring alignment with Common Core Standards as well as College Readiness skills.	Policy and Process	08/14/2015	06/30/2016	$0	No Funding Required	Teachers, Administration

Measurable Objective 2:

A 20% increase of Ninth grade students will demonstrate a proficiency   in English Language Arts by 06/30/2016 as measured by daily formative assessments, district proficiency exams, and iLit compiled data. .

Strategy 1:

iLit - Targeted 9th grade students not meeting EXPLORE benchmarks will be scheduled into classrooms to work with a RAMP-UP Model using IPads. Students will work with a scheduled English teacher for all three trimesters ; minimum displacement of students from trimester to trimester will occur. Students' individual progress in reading will be monitored daily through the iLit data bank.   Freshman teachers will meet weekly for the purpose of monitoring progress, supporting one another in the use of the new program, and providing feedback to both teacher and students on progress. The program is aligned to the Common Core Standards and emphasizes daily writing and editing.

Category: Integrated Methods for Learning

Research Cited: Struggling Readers in Urban High Schools: Evaluating the Impact of Professional Development in Literacy by Thomas R. Guskey, Jenni Aberli, and Marco A Munoz.

Activity - Ramping Up Ramp Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Install the iLit Program into three freshman teacher's classrooms: Amanda Magee, Kelly Dearmond, and Bethany McFarland, and ESL teacher Ms. Stamper.	Technology	08/14/2015	06/30/2016	$0	Title I School Improvement (ISI)	Pearson's Technology Support Team James Thornsbury Mr. Hublar, Technical Support for School District Technical Support JCPS

Activity - Monitoring Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| iLit Teachers will meet regularly for the purpose of reviewing student growth in vocabulary and reading Grade Level Equivalency using the student profile data generated by iLit. Students will take the GRADE assessment three times throughout the school year as a means of progress monitoring. Teachers will use supplementary data (e.g. mock PLAN like assessment, CASCADE data, teacher created data) as a means of measuring academic growth over time. Teachers will use the data to inform instructional decisions and plan interventions for after school and/or during school. | Academic Support Program | 08/14/2015 | 06/01/2016 | $0 | No Funding Required | 9th Grade English PLC and James Thornsbury |

Activity - Pearson Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers working with iLit in the freshman team will be provided a minimum of three days of on- site support by Pearson. One day training will consist of the nuts and bolts of 'how' to use the technology. Two days of training will consist of in classroom support. Monthly Pearson support and check-in visits throughout the year will continue for the first year implementation.	Professional Learning	10/15/2013	05/30/2014	$0	Title I School Improvement (ISI)	Joyce Jackson, ERS and Jan Ensor, Pearson Representative, and James Thornsbury

Strategy 2:

Close Reading - All English teachers in grades 9-12 will integrate Close Reading as part of weekly lesson plans aligned to Common Core Standards. EOC content

teachers will integrate close readings a minimum of once every two weeks. Close Readings will focus on three areas of focus linked to the Common Core: Key Ideas

and Details, Craft and Structure, and Integration of Knowledge and Ideas.

Category:

Activity - Teacher Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All content teachers, except for math and iLit teachers, attend a 6 hour workshop with Amy Benjamin, consultant from New York on October 7 which addresses Skills for the Common Core: Close Reading, Vocabulary, and Writing. iLit teachers attend training on implementation of the iLit Program. Math teachers attend a 6 hour session with Dr. Ed Thomas from the University of Georgia on math strategies which include Close Reading for Mathematics.	Professional Learning	10/07/2013	10/08/2013	$0	Title I School Improvement (ISI)	Joyce Jackson, ERS Literacy James Thornsbury, Assistant Principal Bridget Britt, ERS Mathematics

Activity - In-House Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders and English teachers will meet with departments monthly to provide coaching for developing reading and writing opportunities that will implement close reading.	Professional Learning	08/14/2015	06/01/2016	$0	Title I School Improvement (ISI)	English teachers, cohort teachers

Activity - Teacher Cohort Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders within the SHS Teacher Cohort I and Teacher Cohort II will receive follow up support within a nested learning community for deepening understanding of the Common Core Literacy Standards and shifts to close reading. Teachers will work in 3 to 6 hour sessions during release days focused on Close Reading, Note-making, and Vocabulary instruction.	Professional Learning	09/17/2013	05/01/2014	$0	Title I School Improvement (ISI)	Joyce Jackson, ERS Literacy

Activity - Teacher Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers working in Cohort I and Cohort II will participate in Teacher Rounds. Teachers will work with small teams to plan a Close Reading aligned to the Common Core Standards. Teachers will be given opportunity to implement the lesson in co-teaching partnerships within a classroom and given time to reflect with their team on person learning and student learning observed in the lesson.	Professional Learning	08/14/2015	06/01/2016	$0	Title I School Improvement (ISI)	Joyce Jackson, cohort teachers

Strategy 3:

Reading Remediation - GAP students and/or At-Risk students will be identified in PLC meetings every three weeks for targeted interventions.

Category: Continuous Improvement

Activity - Tier I Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use daily formative assessments (e.g. writing to learn, tools from Tools for Active In-Depth Learning and Tools for Formative Assessments) as a means of modifying daily lessons--students 'read their way in and write their way out.' Teachers modify instruction based on formative assessments (Write to Learn integrating Tools for Active, In-Depth Learning and the Strategic Teacher).	Academic Support Program	08/14/2015	06/01/2016	$0	No Funding Required	PLCs Classroom Teachers ECE Collaborating Teachers

Activity - Remediation Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On Wednesdays English teachers will stay after school to help tutor students not meeting benchmark in reading.	Tutoring	08/14/2015	06/01/2016	$0	District Funding	English teachers

Activity - Reading Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will tutor students on Wednesdays after school. These sessions are for all students who want to participate, however, students who have not bench marked or show a need for remediation will be recommended to attend.	Tutoring	08/14/2015	06/01/2016	$0	General Fund	English teachers

Goal 7: Increase the percentage of students that are Proficient or Distinguished in Math from 17.6% to 41% in 2016

Measurable Objective 1:

A 24% increase of Eleventh grade students will demonstrate a proficiency in Algebra II in Mathematics by 05/25/2016 as measured by EOC results reported on the school report card..

Strategy 1:

Targeted Interventions - Students that have not met Math Standards are identified from Common Assessments and given remediation. Students that have met standards are identified and enriched.

Category:

Research Cited: DuFour, R. (May, 2004). What is a "professional learning community", Educational Leadership.

Activity - After School Standard Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on results from data analysis, students are identified for remediation. Students are signed up for tutoring through their Math teacher and the department chair will then organize a list of students and teachers who are staying. Math teachers will provide work for each student to receive help.	Academic Support Program	08/12/2015	05/27/2016	$0	No Funding Required	PLCs

Strategy 2:

Best Practices - Teachers will apply best practices in the classroom to engage, motivate and improve learning.

Category:

Research Cited: Silver, H., Perini, M., Strong, R. (2007). The Strategic Teacher: Selecting the Right Researched Based Strategy for Every Lesson. ASCD: Alexandria, VA.

Activity - Exploring Research Based Tools and Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| 1. The staff of the school will implement strategies from the resource books, Tools for Active In-Depth Learning, Math Tools: 64 ways to differentiate instruction and increase student engagement and the Strategic Teacher, by Silver, Strong and Perini. 2. PD will occur as needed through PLCs, and district training. 3. Teachers will reflect on the use of the tools and strategies through their PLCs, shared student work samples, lesson plans, reflective journals and professional conversations. | Professional Learning | 08/12/2015 | 05/27/2016 | $4000 | Title I SIG | Teacher Cohort Members, PLCs, Goal Clarity Coach and Principal |

Activity - Writing as a Way of Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing to Learn is a research based strategy that provides students a method of learning that aids comprehension/retention of information and helps students work through concepts and apply what they learn. Increases comfort with writing and supports skills development. Assignments are short and informal and can be performed either in or out of class. Teachers will use Writing-to-Learn as a means of formative assessment to monitor and adapt instruction and integrate this strategy into daily practice. Students' writing skills and communication skills will improve as a result of regular and frequent use of Writing to Learn across content areas.	Academic Support Program	08/12/2015	05/27/2016	$0	No Funding Required	Teacher Cohort Members, PLCs, Goal Clarity Coach

Activity - Quality Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and PLCs will explore questioning techniques for cueing, probing, Wait TIme, random name calling, and developing "good" questions. Teachers will integrate these questioning strategies and tolls into daily classroom practices so as to improve students' critical thinking skills and increase student engagement.	Professional Learning	08/12/2015	05/27/2016	$0	No Funding Required	PLCs, Department Chair, Goal Clarity Coach, Teachers

Strategy 3:

Item Analysis and Instructional Decisions - Teachers will analyze multiple choice items sample Quality Core Math questions provided by ACT to assess students' strengths and weaknesses. Teachers will analyze the reading passages students are asked to read, analyze the demands placed upon the students (e.g. locating information on tables, charts, graphs, analyzing errors in reasoning, applying information from text in a new context, drawing conclusions and forming hypotheses). Teachers will use the data to inform instructional decisions and to design instruction to better meet the needs of learners.

Category: Continuous Improvement

Research Cited: Kehoe, J. (1995). Basic item analysis for multiple-choice tests. Practical Assessment, Research & Evaluation, 4(10), retrieved April 1, 2008, from http://pareonline.net/getvn.asp?v=4&n=10.

Activity - Teacher Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers are expected to have a daily agenda with a learning target posted in each classroom and identify the daily formative used in order to ensure alignment with standards as well as daily progress of students. Administration will monitor through weekly walkthroughs, drop box, and if needed reserve the right to request a copy of daily lesson plans. Teachers will be asked to keep daily lesson plans and administration reserves the right to see upon request, for the purpose of ensuring alignment with Common Core Standards as well as College Readiness. | Policy and Process | 08/12/2015 | 05/27/2016 | $0 | No Funding Required | Teachers & Administration |

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are expected to conduct Data Analysis every three weeks. . Each PLC will "name and claim" each student not meeting or exceeding standard to identify students for remediation and follow with a plan of action to help close the achievement gap. Each PLC will meet a minimum of once a week. Minutes and templates used will be emailed to the department chair for the purpose of monitoring and documentation.	Policy and Process	08/12/2015	05/27/2016	$0	Other	Goal Clarity Coach, Administration, Teachers

Goal 8: Increase the percentage of students that are Proficient or Distinguished in Social Studies from 42.6% in 2015 to 45% in 2016

Measurable Objective 1:

A total of 120 Twelfth grade students will demonstrate a proficiency in US History in Social Studies by 05/25/2016 as measured by district Proficiency Exams, classroom assessments and the ACT Quality Core End of Course exam.

Strategy 1:

Data Analysis & Instructional Decisions - Social Studies teachers will regularly analyze student data as a part of the work in Professional Learning Communities (PLCs) using a variety of sources (e.g. school report card,CIITS, common formative assessments, common summative assessments, scored samples of student work, etc.) to monitor students progress and plan interventions at Tier I, Tier II and Tier III levels.

Category: Continuous Improvement

Research Cited: Schmoker, M., (2006). Results Now: How we can achieve unprecedented improvements in teaching and learning. Alexandria, VA: Association for Supervision and Curriculum Development.

Activity - Item Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers are expected to conduct data analysis of common formative assessments. Administration will monitor through PLC minutes. Each PLC will determine the percent of students proficient and distinguished, apprentice and novice. Each PLC will "name and claim" each student not meeting, meeting or exceeding standards to identify students for remediation and follow with a plan of action to help close the achievement gap. | Academic Support Program | 08/12/2015 | 05/25/2016 | $0 | No Funding Required | Goal Clarity Coach, Social Studies Department Chair, PLC facilitators and classroom teachers |

Activity - Progress Monitoring and Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each PLC will meet a minimum of once a week, minutes and templates used will be shared with administration, department chair and Goal Clarity Coach for the purpose of monitoring and documentation. Teachers will "name and claim"students who have not met competency in each standard and recommend those students for tutoring, remediation and intervention.	Policy and Process	08/12/2015	05/25/2016	$0	No Funding Required	Goal Clarity Coach, Administration, Social Studies Department chair, classroom teachers

Activity - Unpacking Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in PLC's to deconstruct specific standards and identify what students are to know, understand and be able to do. After deconstructing standards, teachers will develop student friendly learning targets in "Today we will..." and "This means I can..." statements. These targets will be shared with students.	Policy and Process	08/12/2015	05/25/2016	$0	No Funding Required	Social Studies Department Chair, PLC facilitators and classroom teachers

Strategy 2:

Teacher Expectations - Teacher Expectations - Teachers will work in PLCs to define criteria and establish common expectations for proficiency. Teachers will also work in literacy teams to incorporate literacy skills in the classroom. Teachers will establish common learning targets based on standards, identify criteria for proficiency on enduring skills, and provide clear models of proficient work samples for students. Learning targets, criteria for behavior and academic achievement, and meaningful feedback will be used to help students establish learning goals for growth.

Category: Continuous Improvement

Research Cited: Rosenthal, C.J. (1991) Teacher expectancy effects: A brief update after the Pygmalion experiment. Journal of Research in Education, 1(1), 3-12

Activity - Exploring and Implementing Research Based Tools and Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will be provided with the resource books, Tools for Active In-Depth Learning and The Strategic Teacher by Silver, Strong and Perini. Teachers will receive professional development on these resources through teacher cohort, PLC teams and faculty meetings and retreat. Teachers will also explore research-based strategies through their literacy teams. Teachers will reflect on the use of these research-based strategies in PLC meetings, department meetings and literacy team meetings. | Academic Support Program | 08/12/2015 | 05/25/2016 | $0 | No Funding Required | Teachers, Goal Clarity Coach, Admin, PLCs, Literacy teams |

Activity - Literacy Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in literacy teams to establish enduring skills based on the ELA Common Core Standards. Teachers will collaborate on creating writing prompts for use in the classroom. PLCs will decide on research-based strategies using the toolbooks for use in the classroom to develop literacy and writing skills. Teachers will use close reading and writing-to-learn strategies to develop literacy skills in the social studies classroom.	Academic Support Program	08/12/2015	05/25/2016	$0	No Funding Required	Social Studies Department chair, PLCs, classroom teachers and literacy team leads

Activity - PLC Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet on a weekly basis in the content area PLCs for one hour per week. PLC facilitators will document meeting minutes and will send weekly meeting minutes to the department chair, goal clarity coach and the evaluating administrator. PLCs should document teacher attendance, covered standards, common formative assessment data and intervention plans.	Policy and Process	08/12/2015	05/25/2016	$0	No Funding Required	Goal Clarity Coach, Teachers, Administrators

Activity - Lesson Plans, Learning Targets and Agendas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be asked to keep daily lesson plans and administrators reserve the right to request copies as needed to monitor instructional strategies and ensuring lessons are aligned with state standards. Teachers will also post daily agendas and learning targets. Teachers will frame the lesson based off of The Fundamental Five in " Today we will..." and "This means I can..." statements.	Policy and Process	08/12/2015	05/25/2016	$0	No Funding Required	Social Studies Department chair, PLCs, Admin, classroom teachers

Activity - Proficiency Exams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer district proficiency test in accordance with the assessment calendar.	Policy and Process	08/12/2015	05/25/2016	$0	No Funding Required	Social Studies Department Chair, PLC Facilitators and classroom teachers.

Activity - Higher Order Thinking & Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will work in their PLCs to develop higher order thinking questions based on Bloom's Taxonomy. Teachers will pre-plan questions to ask their students for use as formative assessment. The questions will be aligned with standards and promote deep, reflective, critical answers from students. | Academic Support Program | 08/12/2015 | 05/25/2016 | $0 | No Funding Required | Social Studies department chair, PLCs and classroom teachers |

Strategy 3:

Building Academic Vocabulary. - Teachers will use a variety of vocabulary strategies to increase students' written, oral, reading, and listening vocabulary so as to improve academic performance and to achieve targeted state goals on the EOC. Academic vocabulary shall be identified and teachers will include strategies within weekly lesson plans for the direct instruction of vocabulary.

Category: Continuous Improvement

Research Cited: Marzano, R.J. (2004). Building Background Knowledge for Academic Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Activity - Research Based Stratgies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate tools such as Concept Attainment, the Frayer Model, Vocabulary Notebooks, and other research-based strategies into units of study as a way of helping students organize vocabulary. Students will focus on learning essential vocabulary through examples, non-examples, and defining criteria which are unique to the word itself.	Academic Support Program	08/12/2015	05/25/2016	$0	No Funding Required	Teacher Cohort Members, PLCs, classroom teachers

Activity - Vocabulary Practice and Refinement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with multiple opportunities to practice and rehearse vocabulary using a variety of methods (e.g. Writing to Learn, Peer Practice, Games & Competition, Independent Study, Technology, Collaborative Learning) to help them exercise and elaborate using academic vocabulary.	Academic Support Program	08/12/2015	05/25/2016	$0	No Funding Required	Social Studies department teachers, and teacher cohort leads

Goal 9: Increase the percentage of students that are Proficient or Distinguished in Writing from 22% in 2015 to 40% in 2016.

Measurable Objective 1:

A 6% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in On-Demand Writing in English Language Arts by 05/30/2014 as measured by Kentucky School Report Card On Demand Writing Results for 10th and 11th grade for 2014.

Strategy 1:

Writing Across the Curriculum - All content area teachers will plan intentionally for the integration of Writing to Learn and Writing to Demonstrate Learning (On-Demand Writing focused on both text based prompts and stand alone prompts) in 6 week units of study. English teachers will embed On-Demand Writing prompts a minimum of once every three weeks. Core Content classroom teachers will embed On-Demand Writing a minimum of twice every trimester.

Category: Continuous Improvement

Research Cited: Bangert-Drowns, R.L., Hurley, M.M., & Wilkinson, B. (2004). The effects of school-based writing-to-learn interventions on academic achievement: A meta-analysis. Review of Educational Research, 74(1), 29.

Activity - Write to Learn and Write to Demonstrate Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of tools that promote critical thinking and metacognition as part of Writing to Learn. Students will connect to learning, rehearse learning, reflect on learning using Writing to Learn in daily classroom activities. Students will practice communication skills through the regular use of writing as a way of learning (notemaking and summarizing), writing as a way of rehearsing learning (practice) , and writing as a way of demonstrating learning (application).	Academic Support Program	08/14/2015	06/01/2016	$0	No Funding Required	Classroom Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in core content classes in grades 9-11 will analyze On-Demand work samples as part of PLC work and monitor student growth. Scored samples of student work will be used to determine writing needs and instructional plans will be adapted to address students needs.	Academic Support Program	08/14/2015	06/01/2016	$0	No Funding Required	Department Chairs, Classroom Teachers, Goal-Clarity Coach

Activity - Models and Exemplars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with a set of standards and scoring guides by which to judge their writing pieces. Exemplars of proficient work will be used in the classroom as models for writing. Students will be given regular opportunities for peer editing, review, and reflection on ways to revise and polish finished work.	Academic Support Program	10/01/2013	06/01/2016	$0	No Funding Required	Department Chairs, PLC Leads, Classroom Teachers

Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Sophomore students and junior students will be pulled out to do a live on-demand scoring scrimmage. All sophomores and juniors will write an on demand prompt and teachers will score it, using the KDE rubric for writing.	Other	10/09/2014	06/01/2016	$0	No Funding Required	All Sophomore English teachers, All junior English teachers, community teacher ed students from local universities.

Strategy 2:

Writing Plan - The School leadership team will develop a school-wide writing plan for integrating the Common Core standards for literacy throughout the school and share that plan with members of PLCs.

Category:

Research Cited: Dukes, M., Irvin, J. L., Meltzer, J., (2007). Taking Action on Adolescent Literacy: An Implementation Guide for School Leaders. Alexandria, WA: Association for Supervision and Curriculum Development

Activity - Present-Desired State	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The English department chair will establish dates for monitoring and assessing present- desired state of On-Demand Writing within the 10th-11th grade students prior to spring testing so as to improve writing performance and achieve goals.	Professional Learning	08/14/2015	06/01/2016	$0	No Funding Required	Robin Klein, James Thornsbury, Joyce Jackson, members of the Literacy Teams

Activity - School Action Plan for Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all core content areas will be responsible for guiding students in Close Readings a minimum of every two weeks. English teachers will be responsible for guiding Close Readings every week.	Policy and Process	08/14/2015	06/01/2016	$0	Other	Department Chairs Teachers in core content classrooms

Activity - Monitoring School Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

On-Demand Writing' writing shall be assessed monthly through the work of PLCs. Teachers will work with the Goal Clarity Coach to develop On-Demand writing prompts, to analyze samples of student writing, to track class progress and plan instruction to address students' needs using the PDSA model.	Professional Learning	11/29/2013	05/30/2014	$0	No Funding Required	Department Chairs for Data Reports, Pam Bale for reporting results to Literacy Team, and Literacy Team for recommendations for next steps.

Strategy 3:

On-Demand Plan - On-Demand Writing will become a central focus for all Core Content teachers and will be intentionally integrated into units of study throughout the school. Students will have more frequent opportunities to demonstrate learning through regular use of On-Demand Writing as a means of summative assessment.

Category:

Research Cited: Wolcott, W., & Legs, S. (1998). An overview of writing assessment: Theory, research, and practice. Urbanan, IL: National Council of Teachers of English.

Activity - Planning and Prep for Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th, 10th and 11th grade PLCs will meet for the purpose of developing a calendar, schedule, and pre-assessment for developing a benchmark of students present academic stattus to date so as to develop a plan for intervention.	Academic Support Program	08/14/2015	06/01/2016	$0	No Funding Required	Robin Klein, English Department Chair 9th,10th and 11th PLC members

Activity - Name and Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students' writing levels (Novice, Apprentice, Proficient/Distinguished) will be determined through pre-assessment writing. Students' writing needs will be analyzed and teachers working in PLCs will develop a plan of action for best addressing the students needs so as to increase the number of students scoring proficient.	Academic Support Program	08/14/2015	06/01/2016	$0	No Funding Required	English Department, 10th and 11th grade teachers Literacy Team Members

Measurable Objective 2:

A 10% increase of Tenth and Eleventh grade Male Black or African-American, Economically Disadvantaged and Hispanic or Latino students will demonstrate a proficiency in writing to On-Demand Prompts in Writing by 06/30/2014 as measured by scored written work in content classrooms and the School Report Card for 2014..

Strategy 1:

GAP Interventions - GAP students will be identified in English II and English III and interventions shall be planned for addressing those students needs at a Tier I, Tier II or Tier III level as needed. Teachers will closely monitor GAP students' progress and assess every three weeks on what is working and what is not working so as to best address those students' needs through PLC work.

Category:

Activity - Authentic Writing Tasks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a means of engaging GAP students in writing activities and improving writing performance, teachers will plan for more real-world, purposeful writing , with topics which might appeal to more male students. Teachers will plan for On-Demand Writing, both stand alone and text based, which have high appeal to real problems that may be of high interest to teens (e.g. raising the dropout rate to 18, texting while driving, Eraser Law just recently passed in California, etc.).	Academic Support Program	08/14/2015	06/01/2016	$0	No Funding Required	Content Area Teachers and PLCs

Activity - Extended School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided opportunities for extended learning one day per week. This opportunity will assist GAP students who are struggling with reaching proficiency in On-Demand Writing. Teachers will identify students in need and refer them to extended school services based on daily writing assignments, proficiency exams, and On-Demand Writing responses administered in class.	Tutoring	08/14/2015	06/01/2016	$0	No Funding Required	Teachers and Students

Strategy 2:

Discovery Playwright - Volunteer teachers (2) will integrate drama and writing of ten minute plays into an ECE classroom and ECE collaborative classroom through a grant provided through the Kennedy Foundation and Actor's Theater. Students will work with both representatives from Actor's Theater and SHS teaching staff to integrate ELA standards into playwriting. .

Category:

Activity - GAP Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will work with Actor's Theater during the school day to integrate ELA Common Core Standards with drama. Students in collaborative ECE classrooms and self-contained ECE classrooms will work together with directors and teachers from Actor's Theater to write ten minute plays and perform. Actors from Actor's Theater will read the students' written plays and community stakeholders will be invited in to participate.	Community Engagement	08/14/2015	06/01/2016	$0	No Funding Required	English III teachers Amanda McFarland Smith, Steven Rahe, Director of Actor's Theater

Activity - Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a survey before and after participation in Discovery Theater as a means of assessing growth and changes in attitudes or mindsets related to reading and writing.	Other	02/01/2016	04/15/2016	$0	No Funding Required	Actor's Theater Director, Steven Rahe

Goal 10: Novice Reduction in Math below 31.2% and Reading below 57.4% for 2016

Measurable Objective 1:

A 5% decrease 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 increase student growth to reduce novice scores in reading by 5% in Reading by 05/25/2016 as measured by District Proficiencies and EOC.

Strategy 1:

iLit - Students use a product on iPads that helps them track their reading and have continuous improvement.   Two teachers will use iLit in their English classrooms so that students will increase their reading level.

Category: Learning Systems

Research Cited: Pearson research and development

Activity - daily independent reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
students using iPads	Academic Support Program	08/12/2015	12/30/2016	$12000	General Fund	English teachers- Magee and Dearmond

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I SIG

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Exploring Research Based Tools and Strategies	1. The staff of the school will implement strategies from the resource books, Tools for Active In-Depth Learning, Math Tools: 64 ways to differentiate instruction and increase student engagement and the Strategic Teacher, by Silver, Strong and Perini. 2. PD will occur as needed through PLCs, and district training. 3. Teachers will reflect on the use of the tools and strategies through their PLCs, shared student work samples, lesson plans, reflective journals and professional conversations.	Professional Learning	08/12/2015	05/27/2016	$4000	Teacher Cohort Members, PLCs, Goal Clarity Coach and Principal
Summer Bridge Program	Summer Bridge Program, a transition program, for incoming Freshmen, will be provided for students every summer as a support for academic and social success.	Academic Support Program	06/15/2015	06/26/2015	$25000	Freshmen Teachers, SLC, Principal
				Total	$29000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Jefferson Co High School	In-house course recovery for students needing an alternative setting	Academic Support Program	08/13/2015	05/27/2016	$15000	JCHS part-time teacher, counselors
CCC Lab	The CCC lab gives students an opportunity to either recover credits or take available classes in the regular school day. Southern High School utilizes JCPS eSchool Program. Southern has 40 slots allocated to the school. Thirty-six of the slots are utilized for the purpose of course recovery with seniors taking priority over underclassmen. The remaining four slots are reserved for students needing to take a course online due to scheduling conflicts or the course not being available at Southern. The lab is maintained by Coach Jones.	Academic Support Program	10/01/2015	05/27/2016	$0	Coach Jones, Jamie Goldsmith, Jessika English, Amy Konermann
Reading Remediation	English teachers will tutor students on Wednesdays after school. These sessions are for all students who want to participate, however, students who have not bench marked or show a need for remediation will be recommended to attend.	Tutoring	08/14/2015	06/01/2016	$0	English teachers

daily independent reading	students using iPads	Academic Support Program	08/12/2015	12/30/2016	$12000	English teachers- Magee and Dearmond
				Total	$27000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Exploring Research Based Tools and Stragegies	Teacher Cohort will continue attending job embedded PD focused on the work of Silver, Strong, and Perini. Teachers will reflect on the use of the tools and strategies through their PLCs, shared student work samples, lesson plans, reflective journals and professional conversations. Teachers will intentionally integrate this learning into classroom practices and PLC work.	Professional Learning	08/14/2015	12/30/2016	$1000	Teacher Cohort, Principal, PLCs
				Total	$1000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Learning	Extended learning opportunities for improving ELA skills and/ or recovery of course shall be provided through ESS two days per week. Work will be designed in alignment to standards and students' needs.	Academic Support Program	08/14/2015	12/30/2016	$0	English teachers, core content teachers
Transition Island	Transition Island gives students the opportunity to recover credits or ease them into a trimester schedule when entering from a different master schedule. This resource utilizes Edgenuity.	Direct Instruction	08/12/2015	05/27/2016	$62000	Mr. Jebsen, Jamie Goldsmith, Jessika English, Amy Konermann
Remediation Assistance	On Wednesdays English teachers will stay after school to help tutor students not meeting benchmark in reading.	Tutoring	08/14/2015	06/01/2016	$0	English teachers
Extended School Program	Students given opportunities to stay after school on Wednesday to make up courses, intervention/remediations, or enrichments courses.	Academic Support Program	11/09/2015	05/27/2016	$22000	Admin/ teachers/
After school standard remediation	Based on results from data analysis, students are identified for remediation. Targeted students are signed up for after school interventions/remediation with their math teacher. Teachers are responsible for providing lessons/work for the student to receive assistance. The department chair will organize the list of teachers who are staying after and what students will be staying as well. Tutoring for math will be held on Wednesdays.	Academic Support Program	08/12/2015	12/30/2016	$161000	PLCs, Mrs. Lawrence admin lead, Eric Deaton teacher lead

Extended School Day	Extended School day has a specific school program after school for Juniors to help prepare them to take the ACT. It is held afterschool on Monday and Wednesday for an hour to help with Reading and math as well as test taking strategies.	Academic Support Program	09/28/2015	05/30/2016	$161000	Eric Deaton (ESD coordinator), Admin, teachers
				Total	$406000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Southern Success Night	After school program for incoming 8th graders to seniors, focused on presenting a variety of informational activities that introduces prospective students to the opportunities at Southern High School and current students to college and career readiness sessions.	Academic Support Program	10/27/2015	10/27/2015	$500	CART, counselors, CTE teachers, 9th academy teachers
				Total	$500	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Scorecard	All students are given and will fill out an academic scorecard in SAT. The front of the scorecard specifically addresses college readiness. The back of the scorecard has career pathway course sequences listed for students to track their progress ensuring accountability. By using this card, all students are expected to have accountability in their own learning and where they are for college and career readiness. The scorecard has grown to a student led notebook with scorecard in the back.	Academic Support Program	08/12/2015	05/25/2016	$3000	CART, Admin, and SAT teachers
				Total	$3000	

Title I School Improvement (ISI)

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

Teacher Awareness	All content teachers, except for math and iLit teachers, attend a 6 hour workshop with Amy Benjamin, consultant from New York on October 7 which addresses Skills for the Common Core: Close Reading, Vocabulary, and Writing. iLit teachers attend training on implementation of the iLit Program. Math teachers attend a 6 hour session with Dr. Ed Thomas from the University of Georgia on math strategies which include Close Reading for Mathematics.	Professional Learning	10/07/2013	10/08/2013	$0	Joyce Jackson, ERS Literacy James Thornsbury, Assistant Principal Bridget Britt, ERS Mathematics
Real World Print	A variety of print-rich materials including magazines, newspapers, novels, and digital texts will be integrated into independent reading and classroom instruction so as to engage students in reading activities of high interest and apply to the real world in which they live.	Academic Support Program	08/14/2015	12/30/2016	$0	Classroom teachers across all content areas.
Ramping Up Ramp Up	Install the iLit Program into three freshman teacher's classrooms: Amanda Magee, Kelly Dearmond, and Bethany McFarland, and ESL teacher Ms. Stamper.	Technology	08/14/2015	06/30/2016	$0	Pearson's Technology Support Team James Thornsbury Mr. Hublar, Technical Support for School District Technical Support JCPS
Pearson Support	Teachers working with iLit in the freshman team will be provided a minimum of three days of on- site support by Pearson. One day training will consist of the nuts and bolts of 'how' to use the technology. Two days of training will consist of in classroom support. Monthly Pearson support and check-in visits throughout the year will continue for the first year implementation.	Professional Learning	10/15/2013	05/30/2014	$0	Joyce Jackson, ERS and Jan Ensor, Pearson Representative, and James Thornsbury
In-House Coaching	Teacher leaders and English teachers will meet with departments monthly to provide coaching for developing reading and writing opportunities that will implement close reading.	Professional Learning	08/14/2015	06/01/2016	$0	English teachers, cohort teachers
Teacher Rounds	Teachers working in Cohort I and Cohort II will participate in Teacher Rounds. Teachers will work with small teams to plan a Close Reading aligned to the Common Core Standards. Teachers will be given opportunity to implement the lesson in co-teaching partnerships within a classroom and given time to reflect with their team on person learning and student learning observed in the lesson.	Professional Learning	08/14/2015	06/01/2016	$0	Joyce Jackson, cohort teachers

Teacher Cohort Leaders	Teacher Leaders within the SHS Teacher Cohort I and Teacher Cohort II will receive follow up support within a nested learning community for deepening understanding of the Common Core Literacy Standards and shifts to close reading. Teachers will work in 3 to 6 hour sessions during release days focused on Close Reading, Note-making, and Vocabulary instruction.	Professional Learning	09/17/2013	05/01/2014	$0	Joyce Jackson, ERS Literacy
			Total		$0	

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Develop resources for Workkeys (locating)	Develop and find resources and supports for the locating piece of work keys.	Academic Support Program	08/12/2015	05/30/2016	$500	CTE teachers Senior math /english admin
			Total		$500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Action Plan for Literacy	Teachers in all core content areas will be responsible for guiding students in Close Readings a minimum of every two weeks. English teachers will be responsible for guiding Close Readings every week.	Policy and Process	08/14/2015	06/01/2016	$0	Department Chairs Teachers in core content classrooms
PLCs	Teachers are expected to conduct Data Analysis every three weeks. . Each PLC will "name and claim" each student not meeting or exceeding standard to identify students for remediation and follow with a plan of action to help close the achievement gap. Each PLC will meet a minimum of once a week. Minutes and templates used will be emailed to the department chair for the purpose of monitoring and documentation.	Policy and Process	08/12/2015	05/27/2016	$0	Goal Clarity Coach, Administration , Teachers
Progress Monitoring and Recovery	Each PLC will meet a minimum of once a week, minutes and templates used will be shared with administration and Goal Clarity Coach for the purpose of monitoring and documentation. Teachers will "name and claim" students who have not met competency in each standard and recommend those students for tutoring, remediation and intervention.	Policy and Process	08/12/2015	05/25/2016	$2000	Teachers, Goal Clarity Coach, Administration
			Total		$2000	

No Funding Required

Comprehensive School Improvement Plan for Priority Schools

Southern High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocabulary Practice and Refinement	Students will be provided with multiple opportunities to practice and rehearse vocabulary using a variety of methods (e.g. Writing to Learn, Peer Practice, Games & Competition, Independent Study, Technology, Collaborative Learning) to help them exercise and elaborate using academic vocabulary.	Academic Support Program	08/12/2015	05/25/2016	$0	Science Department Teachers and Teacher Cohort Leads
Classroom Implementation of Writing to Learn	Classroom teachers will integrate Writing to Learn strategies into weekly lessons as a way of presenting texts (e.g. Connecting, predicting, listing evidence in text, reflecting, interpreting, analyzing, and inferring). Writing to Learn strategies will be integrated into Close Readings as part of note-making, summarizing, reflecting, connecting, and interpreting texts.	Academic Support Program	08/14/2015	06/30/2016	$0	All Classroom Teachers and School Administrators
Close Readings	English teachers will model close readings for students and integrate the strategy into weekly lesson plans so as to improve reading comprehension,summarizing skills and promote active reading. Content area teachers shall use Close Reading as a strategy to integrate the literacy standards for their content areas from the Common Core every two weeks. Literacy Teams will meet monthly to work on close reading strategies and writing to learn strategies.	Academic Support Program	08/14/2015	12/30/2016	$0	Classroom Teachers and Department Chairs
Data Analysis	Teachers will conduct Data Analysis with each PLC formative and summative assessments. Administration will monitor through PLC minutes and Cascade. PLC's will "name and claim" each student not meeting or exceeding standard and will schedule them for tutoring, remedial assistance, and recovery. Teachers will support students through interventions and remediation of skills so as to ensure academic success.	Policy and Process	08/14/2015	06/30/2016	$0	Teachers, PLCS, Administration
Item Analysis	Teachers are expected to conduct data analysis of common formative assessments. Administration will monitor through PLC minutes. Each PLC will determine the percent of students proficient and distinguished, apprentice and novice. Each PLC will "name and claim" each student not meeting, meeting or exceeding standards to identify students for remediation and follow with a plan of action to help close the achievement gap.	Academic Support Program	08/12/2015	05/25/2016	$0	Goal Clarity Coach, Social Studies Department Chair, PLC facilitators and classroom teachers
Vocabulary Practice and Refinement	Students will be provided with multiple opportunities to practice and rehearse vocabulary using a variety of methods (e.g. Writing to Learn, Peer Practice, Games & Competition, Independent Study, Technology, Collaborative Learning) to help them exercise and elaborate using academic vocabulary.	Academic Support Program	08/12/2015	05/25/2016	$0	Social Studies department teachers, and teacher cohort leads

English II EOC	English II teachers will analyze 10th grade EOC and district proficiency results, target students who did not benchmark in Reading and English and develop a plan of intervention to occur at a Tier I level. Interventions shall be documented in weekly lesson plans and monitored through the Department Chair, and PLC facilitator.	Academic Support Program	08/14/2015	12/30/2016	$0	Robin Klein, Department Chair, Jason Cooper, PLC facilitator 10th grade, James Thornsbury, AP
Parent Communication	Teachers will contact parents/guardians of students who are failing or at-risk of failing a trimester course by the nine week mark of the trimester.	Parent Involvement	08/12/2015	05/25/2016	$0	All teachers, Counselors, Administrators
Data Analysis	Content PLC Teachers will administer common formative and summative assessments and progress monitor students' performance using JCPS' CASCADE, GradeCam, iLit data, and/or CIITS. Content PLC teachers will regularly analyze the results of data from weekly CFAs and summative assessments to monitor students' progress in mastering identified standards within six weeks units of study.	Academic Support Program	08/14/2015	12/30/2016	$0	PLCs, Facilitating Principal, SLT, Goal Clarity Coach, Department Chairs, PLC facilitators
Lesson Plans, Learning Targets and Agendas	Teachers will be asked to keep daily lesson plans and administrators reserve the right to request copies as needed to monitor instructional strategies and ensuring lessons are aligned with state standards. Teachers will also post daily agendas and learning targets. Teachers will frame the lesson based off of The Fundamental Five in " Today we will..." and "This means I can..." statements.	Policy and Process	08/12/2015	05/25/2016	$0	Social Studies Department chair, PLCs, Admin, classroom teachers
Progress Monitoring and Recovery	Each PLC will meet a minimum of once a week, minutes and templates used will be shared with administration, department chair and Goal Clarity Coach for the purpose of monitoring and documentation. Teachers will "name and claim"students who have not met competency in each standard and recommend those students for tutoring, remediation and intervention.	Policy and Process	08/12/2015	05/25/2016	$0	Goal Clarity Coach, Administration, Social Studies Department chair, classroom teachers
Senior Level Goal Setting	Every Senior will meet with the Senior Counselor within the first six weeks of school to review Transcrips and pathway to High School Plus (College &/or Career Pathway). Students will develop a plan and set goals for Senior year that will ensure they meet the requirements necessary to become College and Career Ready.	Academic Support Program	10/01/2015	05/30/2016	$0	Administrative Team, Counselor

Teacher Expectations	Teachers are expected to have a daily agenda with a learning target posted in each classroom and identify the daily formative used in order to ensure alignment with standards as well as daily progress of students. Administration will monitor through weekly walkthroughs, drop box, and if needed reserve the right to request a copy of daily lesson plans. Teachers will be asked to keep daily lesson plans and administration reserves the right to see upon request, for the purpose of ensuring alignment with Common Core Standards as well as College Readiness.	Policy and Process	08/12/2015	05/27/2016	$0	Teachers & Administration
9th Grade Goal Setting	All Freshmen will meet with their Administrator, Counselor, and Advisory Teacher to discuss EXPLORE scores from 8th grade and set learning goals and benchmarks for the PLAN test given in their Sophomore year. Study skills and transition to high school strategies will also be taught by Core Content teachers throughout their 9th grade year.	Academic Support Program	10/01/2015	05/30/2016	$0	Administration, Counselors, Teachers
Survey	Students will participate in a survey before and after participation in Discovery Theater as a means of assessing growth and changes in attitudes or mindsets related to reading and writing.	Other	02/01/2016	04/15/2016	$0	Actor's Theater Director, Steven Rahe
Monitoring Student Progress	PLCs will develop common formative assessments, diagnostics and unit summative assessments from the Quality Core Test Bank, district proficiency exams, iLit summative assessments for 9th grade, or PLC created summative assessments. These assessments will focus on six week standards and be administered to students during six week units. Information from weekly formatives, three week assessments, and six week proficiency exams will be monitored through PLCs and shared through SharePoint.	Academic Support Program	08/14/2015	12/30/2016	$0	PLCs, Facilitating Principal, SLT, Goal Clarity Coach
Writing as a Way of Learning	Writing to Learn will be used as part of weekly lessons and assignments to promote thinking, reflecting, and dialogue within the classroom. Teachers will use Writing to Learn as a tool for integrating ELA literacy standards into the classroom.	Academic Support Program	08/12/2015	12/30/2016	$0	Teachers, PLCs
Exploring and Implementing Research Based Tools and Strategies	Teachers will be provided with the resource books, Tools for Active In-Depth Learning and The Strategic Teacher by Silver, Strong and Perini. Teachers will receive professional development on these resources through teacher cohort, PLC teams and faculty meetings and retreat. Teachers will also explore research-based strategies through their literacy teams. Teachers will reflect on the use of these research-based strategies in PLC meetings, department meetings and literacy team meetings.	Academic Support Program	08/12/2015	05/25/2016	$0	Teachers, Goal Clarity Coach, Admin, PLCs, Literacy teams

Proficiency Exams	Teachers will administer district proficiency test in accordance with the assessment calendar.	Policy and Process	08/12/2015	05/25/2016	$0	Social Studies Department Chair, PLC Facilitators and classroom teachers.
After School Standard Remediation	Based on results from data analysis, students are identified for remediation. Students are signed up for tutoring through their Math teacher and the department chair will then organize a list of students and teachers who are staying. Math teachers will provide work for each student to receive help.	Academic Support Program	08/12/2015	05/27/2016	$0	PLCs
Monitoring Student Progress	iLit Teachers will meet regularly for the purpose of reviewing student growth in vocabulary and reading Grade Level Equivalency using the student profile data generated by iLit. Students will take the GRADE assessment three times throughout the school year as a means of progress monitoring. Teachers will use supplementary data (e.g. mock PLAN like assessment, CASCADE data, teacher created data) as a means of measuring academic growth over time. Teachers will use the data to inform instructional decisions and plan interventions for after school and/or during school.	Academic Support Program	08/14/2015	06/01/2016	$0	9th Grade English PLC and James Thornsbury
Tier I Interventions	Teachers will use daily formative assessments (e.g. writing to learn, tools from Tools for Active In-Depth Learning and Tools for Formative Assessments) as a means of modifying daily lessons--students 'read their way in and write their way out.' Teachers modify instruction based on formative assessments (Write to Learn integrating Tools for Active, In-Depth Learning and the Strategic Teacher).	Academic Support Program	08/14/2015	06/01/2016	$0	PLCs Classroom Teachers ECE Collaborating Teachers
Youth Service Center	YSC handles student referrals regarding social, emotional, and health needs that require additional time outside the classroom. They host intervention/ therapy groups and link students to material needs in the community.	Academic Support Program, Behavioral Support Program, Parent Involvement, Community Engagement	08/03/2015	05/27/2016	$0	Shauna Paul
Training on Writing to Learn	Teacher Leaders will introduce Writing to Learn as an instructional strategy integrating the Tools for Active, In-Depth Learning to colleagues during PLC meetings, opening days of school, and summer retreat. PLCs will integrate writing to learn into weekly lessons as a means of formative assessment of learning.	Professional Learning	08/15/2015	06/30/2016	$0	Teacher Leaders PLC Leads Department Chairs Assistant Principals

GAP Interventions	Students will work with Actor's Theater during the school day to integrate ELA Common Core Standards with drama. Students in collaborative ECE classrooms and self-contained ECE classrooms will work together with directors and teachers from Actor's Theater to write ten minute plays and perform. Actors from Actor's Theater will read the students' written plays and community stakeholders will be invited in to participate.	Community Engagement	08/14/2015	06/01/2016	$0	English III teachers Amanda McFarland Smith, Steven Rahe, Director of Actor's Theater
Higher Order Thinking & Questioning	Teachers will work in their PLCs to develop higher order thinking questions based on Bloom's Taxonomy. Teachers will pre-plan questions to ask their students for use as formative assessment. The questions will be aligned with standards and promote deep, reflective, critical answers from students.	Academic Support Program	08/12/2015	05/25/2016	$0	Social Studies department chair, PLCs and classroom teachers
Planning and Prep for Progress Monitoring	9th, 10th and 11th grade PLCs will meet for the purpose of developing a calendar, schedule, and pre-assessment for developing a benchmark of students present academic stattus to date so as to develop a plan for intervention.	Academic Support Program	08/14/2015	06/01/2016	$0	Robin Klein, English Department Chair 9th,10th and 11th PLC members
PLC Work	Teachers will meet on a weekly basis in the content area PLCs for one hour per week. PLC facilitators will document meeting minutes and will send weekly meeting minutes to the department chair, goal clarity coach and the evaluating administrator. PLC's should document teacher attendance, covered standards, common formative assessment data and intervention plans.	Professional Learning	08/12/2015	05/25/2016	$0	Administrators, Science Department Chair, PLCs, PLC facilitators and Science Teachers
Quality Questioning	Teachers and PLCs will explore questioning techniques for cueing, probing, Wait TIme, random name calling, and developing "good" questions. Teachers will integrate these questioning strategies and tolls into daily classroom practices so as to improve students' critical thinking skills and increase student engagement.	Professional Learning	08/12/2015	05/27/2016	$0	PLCs, Department Chair, Goal Clarity Coach, Teachers
Extended School	Students will be provided opportunities for extended learning one day per week. This opportunity will assist GAP students who are struggling with reaching proficiency in On-Demand Writing. Teachers will identify students in need and refer them to extended school services based on daily writing assignments, proficiency exams, and On-Demand Writing responses administered in class.	Tutoring	08/14/2015	06/01/2016	$0	Teachers and Students

Live Scoring	Sophomore students and junior students will be pulled out to do a live on-demand scoring scrimmage. All sophomores and juniors will write an on demand prompt and teachers will score it, using the KDE rubric for writing.	Other	10/09/2014	06/01/2016	$0	All Sophomore English teachers, All junior English teachers, community teacher ed students from local universities.
Pathways to Careers Course	A course offered to Juniors and Seniors within 3 points of meeting ACT benchmark scores in Reading, Math and English	Academic Support Program	08/12/2015	06/30/2016	$0	BAC, Counselors
Sophomore Goal Setting	Sophomore's will meet with their Administrator, Advisory Teacher, and Classroom Teacher to review the results of their PLAN scores and write goals for achieving higher performance on their ACT given their Junior year. Teachers will explain the relationship between EXPLORE, PLAN, ACT so as to help students understand the relevance of these tests.	Academic Support Program	10/01/2015	05/30/2016	$0	Administration, Advisory Teachers, Counselors
Data Analysis	Teachers are expected to conduct Data Analysis of common formative assessments. Administration will monitor through PLC minutes. Each PLC will "name and claim" each student not meeting or exceeding standard to identify students for remediation and follow with a plan of action to help close the achievement gap. Each PLC will meet a minimum of once a week. Minutes and templates used will be emailed to Department Chair(s) for the purpose of monitoring and documentation.	Academic Support Program	08/12/2015	12/30/2016	$0	SLC, PLCs, and Admin Team
Exploring Research-Based Strategies	Teachers will be provided with the resource books, Tools for Active In-Depth Learning and The Strategic Teacher by Silver, Strong and Perini. Teachers will receive professional development on these resources through teacher cohort, PLC teams and faculty meetings and retreat. Teachers will also explore research-based strategies through their literacy teams. Teachers will reflect on the use of these research-based strategies in PLC meetings, department meetings and literacy team meetings.	Academic Support Program	07/28/2015	05/25/2016	$0	Science Department Chairs, PLCs, Literacy Teams, Classroom Teachers
Unpacking Standards	Teachers will work in PLC's to deconstruct specific standards and identify what students are to know, understand and be able to do. After deconstructing standards, teachers will develop student friendly learning targets in "Today we will..." and "This means I can..." statements. These targets will be shared with students.	Policy and Process	08/12/2015	05/25/2016	$0	Social Studies Department Chair, PLC facilitators and classroom teachers
Non- benchmarked senior math	Seniors who did not benchmark in Math on the ACT as a junior will be placed in an intervention course for compass remediation	Academic Support Program	08/12/2015	06/30/2016	$0	BAC, counselors, and teachers

Junior Level Goal Setting	All Juniors will meet with a member of the Administrative Team to discuss PLAN scores and estabilish goals for the ACT. Students will be encouraged to use multiple resources available to them such as Study Island, and ESD. Students will set goals and develop plans in using these tools to help them perform higher on the ACT.	Academic Support Program	10/01/2015	05/30/2016	$0	Administration Team
Present-Desired State	The English department chair will establish dates for monitoring and assessing present- desired state of On-Demand Writing within the 10th-11th grade students prior to spring testing so as to improve writing performance and achieve goals.	Professional Learning	08/14/2015	06/01/2016	$0	Robin Klein, James Thornsbury, Joyce Jackson, members of the Literacy Teams
Monitoring School Progress	On-Demand Writing' writing shall be assessed monthly through the work of PLCs. Teachers will work with the Goal Clarity Coach to develop On-Demand writing prompts, to analyze samples of student writing, to track class progress and plan instruction to address students' needs using the PDSA model.	Professional Learning	11/29/2013	05/30/2014	$0	Department Chairs for Data Reports, Pam Bale for reporting results to Literacy Team, and Literacy Team for recommendati ons for next steps.
Non- benchmarked senior math/english	Students that are far away from Compass but have certifications- group them to focus on work keys.	Academic Support Program	08/12/2015	05/30/2016	$0	Senior math and english teachers BAC CTE teachers admin
PBIS	PBIS at Southern High School has been developed and presented to staff and students. Our three pillars: Respect, Responsibility, and Character	Behavioral Support Program	08/05/2015	06/29/2016	$0	PBIS Team
Models and Exemplars	Teachers will provide students with a set of standards and scoring guides by which to judge their writing pieces. Exemplars of proficient work will be used in the classroom as models for writing. Students will be given regular opportunities for peer editing, review, and reflection on ways to revise and polish finished work.	Academic Support Program	10/01/2013	06/01/2016	$0	Department Chairs, PLC Leads, Classroom Teachers
Non-benchmarked senior English	Seniors who didn't meet the English benchmark on the ACT will be assigned to an intervention Compass senior English lab class first and second trimester	Academic Support Program	08/12/2015	06/30/2016	$0	BAC, teachers, counselors

PLC Work	Teachers will meet on a weekly basis in the content area PLCs for one hour per week. PLC facilitators will document meeting minutes and will send weekly meeting minutes to the department chair, goal clarity coach and the evaluating administrator. PLCs should document teacher attendance, covered standards, common formative assessment data and intervention plans.	Policy and Process	08/12/2015	05/25/2016	$0	Goal Clarity Coach, Teachers, Administrators
Lab Work	Teachers will include lab work as part of regular assignments within units of study. Students will be responsible for collecting data, organizing information, presenting data, interpreting data and questioning. Students should construct scientific explanations in accordance with the NGSS scientific practices.	Academic Support Program	08/12/2015	05/25/2016	$0	Science Teachers
Higher Order Thinking and Questioning	Teachers will work in their PLCs weekly to develop higher order thinking questions based on Bloom's Taxonomy. Teachers will pre-plan questions to ask their students for use as formative assessment. The questions will be aligned with learning targets and designed to encourage student to think critically. Teachers will also use the learning styles to develop questions in learning styles to foster student engagement and critical thinking.	Direct Instruction	08/12/2015	05/25/2016	$0	Science Department Chair, PLCs, and Science Teachers
Unpacking Standards	Teachers will work in PLC's to deconstruct specific standards and identify what students are to know, understand and be able to do. After deconstructing standards, teachers will develop student friendly learning targets in "Today we will..." and "This means I can..." statements. These targets will be shared with students.	Policy and Process	08/12/2015	05/25/2016	$0	Science Department Chair, PLC facilitators and Science Teachers
Literacy Team	Teachers will work in literacy teams to establish rubrics for scientific explanations based on the NGSS standards. Teachers will collaborate on creating writing prompts for use in the classroom. PLCs will decide on research-based strategies using the toolbooks for use in the classroom to develop literacy and writing skills. Teachers will use close reading and writing-to-learn strategies to develop literacy skills in the science classroom.	Academic Support Program	08/12/2015	05/25/2016	$0	Science Department Chair, PLCs, and Science Teachers, Literacy Team Leads
CTE completers	CTE instructors look at courses taken and courses projected for Preparatory for TEDS. The goal is to get them to be completes and identify industry certifications and or KOSSA.	Career Preparation/Orientation	08/12/2015	05/30/2016	$0	CTE teachers Counselors admin Mrs. Jesse
Lesson Plans	Teachers' daily lesson plans shall include integration of literacy skills and administration reserves the right to review plans as a means of ensuring alignment with Common Core Standards as well as College Readiness skills.	Policy and Process	08/14/2015	06/30/2016	$0	Teachers, Administration
Name and Claim	Students' writing levels (Novice, Apprentice, Proficient/Distinguished) will be determined through pre-assessment writing. Students' writing needs will be analyzed and teachers working in PLCs will develop a plan of action for best addressing the students needs so as to increase the number of students scoring proficient.	Academic Support Program	08/14/2015	06/01/2016	$0	English Department, 10th and 11th grade teachers Literacy Team Members

Lesson Plans, Agendas and Learning Targets	Teachers will be asked to keep daily lesson plans and administrators reserve the right to request copies as needed to monitor instructional strategies and ensuring lessons are aligned with state standards. Teachers will also post daily agendas and learning targets. Teachers will frame the lesson based off of The Fundamental Five in "Today we will..." and "This means I can..." statements.	Policy and Process	08/12/2015	05/25/2016	$0	Science Department Chair, PLCs, Science Teachers
Proficiency Exams	Teachers will administer district proficiency tests in accordance with the assessment calendar.	Policy and Process	08/12/2015	05/25/2016	$0	Science Department Chair, PLC facilitators and classroom teachers.
Learing Targets	Teachers will post daily learning targets aligned with common core standards. Administration will monitor through weekly walkthroughs and if needed in PLC plans.	Policy and Process	08/14/2015	06/30/2016	$0	Administration All Teachers
Research Based Stratgies	Teachers will integrate tools such as Concept Attainment, the Frayer Model, Vocabulary Notebooks, and other research-based strategies into units of study as a way of helping students organize vocabulary. Students will focus on learning essential vocabulary through examples, non-examples, and defining criteria which are unique to the word itself.	Academic Support Program	08/12/2015	05/25/2016	$0	Teacher Cohort Members, PLCs, classroom teachers
Write to Learn and Write to Demonstrate Learning	Teachers will use a variety of tools that promote critical thinking and metacognition as part of Writing to Learn. Students will connect to learning, rehearse learning, reflect on learning using Writing to Learn in daily classroom activities. Students will practice communication skills through the regular use of writing as a way of learning (notemaking and summarizing), writing as a way of rehearsing learning (practice) , and writing as a way of demonstrating learning (application).	Academic Support Program	08/14/2015	06/01/2016	$0	Classroom Teachers
Authentic Writing Tasks	As a means of engaging GAP students in writing activities and improving writing performance, teachers will plan for more real-world, purposeful writing , with topics which might appeal to more male students. Teachers will plan for On-Demand Writing, both stand alone and text based, which have high appeal to real problems that may be of high interest to teens (e.g. raising the dropout rate to 18, texting while driving, Eraser Law just recently passed in California, etc.).	Academic Support Program	08/14/2015	06/01/2016	$0	Content Area Teachers and PLCs

Teacher Leaders	Teachers in both Cohort I and Cohort II will be provided job embedded professional development throughout the school year for coaching and professional development on reading strategies including Close Reading. Teachers will explore reading strategies in the Tool books. Cohort Teachers I and II will serve as PLC supports for colleagues when planning Close Readings within teams. Teacher leaders will serve as coaches and guides for facilitating the use of the strategy within PLCs , Literacy Teams, and departments.	Professional Learning	08/14/2015	06/30/2016	$0	Training on Close Reading for Cohort Teachers Joyce Jackson and Teacher Leaders for coaching and guiding departments and PLCs.
Writing as a Way of Learning	All classroom teachers shall integrate Writing to Learn and Writing to Demonstrate Learning into units of study. Students will use Writing to Learn as a tool to process information and teachers will use the tool as a means of formative assessment to inform daily classroom decisions. Tools from the Active, In-Depth Learning text will be integrated into daily Writing to Learn activities. Principals shall monitor the use of Writing to Learn through weekly Walk-Throughs and/or lesson plans.	Academic Support Program	08/14/2015	12/30/2016	$0	Classroom Teachers, PLC facilitators, Administrators
Checking certifications	CTE instructors use lists of non-benchmarked senior Math and English to identify possible certifications to do work keys.	Career Preparation/Orientation	08/12/2015	05/30/2016	$0	CTE instructors BAC admin
Item Analysis	Teachers are expected to conduct data analysis of common formative assessments. Administration will monitor through PLC minutes. Each PLC will determine the percent of students proficient and distinguished, apprentice and novice. Each PLC will "name and claim" each student not meeting, meeting or exceeding standards to identify students for remediation and follow with a plan of action to help close the achievement gap.	Academic Support Program	08/12/2015	05/25/2016	$0	Goal Clarity Coach, Science Department Chair, PLC Facilitator and Classroom Teachers
Research-Based Strategies	Teachers will integrate tools such as Concept Attainment, the Frayer Model, Vocabulary Notebooks, and other research-based strategies into units of study as a way of helping students organize vocabulary. Students will focus on learning essential vocabulary through examples, non-examples, and defining criteria which are unique to the word itself.	Academic Support Program	08/12/2015	05/25/2016	$0	Teacher Cohort members, PLCs, Classroom Teachers, Students

Writing as a Way of Learning	Writing to Learn is a research based strategy that provides students a method of learning that aids comprehension/retention of information and helps students work through concepts and apply what they learn. Increases comfort with writing and supports skills development. Assignments are short and informal and can be performed either in or out of class. Teachers will use Writing-to-Learn as a means of formative assessment to monitor and adapt instruction and integrate this strategy into daily practice. Students' writing skills and communication skills will improve as a result of regular and frequent use of Writing to Learn across content areas.	Academic Support Program	08/12/2015	05/27/2016	$0	Teacher Cohort Members, PLCs, Goal Clarity Coach
PLC	Each PLC will meet a minimum of 70 minutes per week for the purpose of planning, data analysis, making adaptations to lessons and units of study based on students' needs. PLC meeting minutes will be sent to the department chair and evaluating principal for the purpose of monitoring and documentation.	Policy and Process	08/14/2015	06/30/2016	$0	Goal Clarity Coach, Teachers, Administration
Tracking the GAPS	Males students scoring below proficient shall be identified and targeted for reading remediation in the after school extended school program. Students will be recruited by invitation and personal phone calls home to parents emphasizing the importance of the two day extended school program to help students with needed tutoring in reading.	Tutoring	08/14/2015	12/30/2016	$0	James Thornsbury, Assistant Principal, and English Teachers.
College application week	Seniors research colleges- choose one or more to apply to. Speakers are brought in emphasizing the importance of college.	Other	11/16/2015	11/20/2015	$0	Counselors, CART, senior teachers
Progress Monitoring	Teachers in core content classes in grades 9-11 will analyze On-Demand work samples as part of PLC work and monitor student growth. Scored samples of student work will be used to determine writing needs and instructional plans will be adapted to address students needs.	Academic Support Program	08/14/2015	06/01/2016	$0	Department Chairs, Classroom Teachers, Goal-Clarity Coach
Literacy Team	Teachers will work in literacy teams to establish enduring skills based on the ELA Common Core Standards. Teachers will collaborate on creating writing prompts for use in the classroom. PLCs will decide on research-based strategies using the toolbooks for use in the classroom to develop literacy and writing skills. Teachers will use close reading and writing-to-learn strategies to develop literacy skills in the social studies classroom.	Academic Support Program	08/12/2015	05/25/2016	$0	Social Studies Department chair, PLCs, classroom teachers and literacy team leads
			Total		$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

Comprehensive School Improvement Plan for Priority Schools

Southern High School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

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

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Increase the graduation rate from 86.6 to 87.7 for the 2015-2016 school year.

Measurable Objective 1:

collaborate to increase the graduation rate from 86.6to 87.7 for the 2015-16 school year by 06/30/2016 as measured by the 2016 Kentucky School Report Card and Quarterly Reports..

Strategy1:

Targeted Interventions - Students will be identified based on academics, behavior and attendance by grade level teachers and put onto a school watchlist. Those students will meet regularly with School Support Team (SST) to discuss barriers and develop personal goals for success.

Category: Other - Targeted Interventions

Research Cited: Shore, C. (2009) A comprehensive RTI model: Integrating behavorial and academic interventions. Corwin: Thousand Oaks, CA.

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS at Southern High School has been developed and presented to staff and students. Our three pillars: Respect, Responsibility, and Character	Behavioral Support Program	08/05/2015	06/29/2016	$0 - No Funding Required	PBIS Team

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

Goal 1:

Novice Reduction in Math below 31.2% and Reading below 57.4% for 2016

Measurable Objective 1:

A 5% decrease 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 increase student growth to reduce novice scores in reading by 5% in Reading by 05/25/2016 as measured by District Proficiencies and EOC.

Strategy1:

iLit - Students use a product on iPads that helps them track their reading and have continuous improvement.   Two teachers will use iLit in

their English classrooms so that students will increase their reading level.

Category: Learning Systems

Research Cited: Pearson research and development

Activity - daily independent reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
students using iPads	Academic Support Program	08/12/2015	05/25/2016	$12000 - General Fund	English teachers- Magee and Dearmond

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:

Increase the percentage of Gap students that are P/D in Writing from 29% in 2015 to 40% in 2016.

Measurable Objective 1:

A 35% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English

Learners students will demonstrate a proficiency in Reading in English Language Arts by 05/31/2017 as measured by KPrep data, EPAS

data, School Report Card, Quarterly Reports, District Proficiency Exams, and scored samples of student work..

Strategy1:

Targeted Interventions - Students will be identified based on classroom performance, summative assessments, District Proficiencies, and

EPAS data to create targeted interventions at Tier I, Tier II or Tier III levels. The school will develop a comprehensive plan for addressing

student interventions.

Category:

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavorial and academic interventions. Corwin: Thousand

Oaks, CA

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content PLC Teachers will administer common formative and summative assessments and progress monitor students' performance using JCPS' CASCADE, GradeCam, iLit data, and/or CIITS. Content PLC teachers will regularly analyze the results of data from weekly CFAs and summative assessments to monitor students' progress in mastering identified standards within six weeks units of study.	Academic Support Program	08/14/2015	06/01/2016	$0 - No Funding Required	PLCs, Facilitating Principal, SLT, Goal Clarity Coach, Department Chairs, PLC facilitators

Activity - English II EOC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English II teachers will analyze 10th grade EOC and district proficiency results, target students who did not benchmark in Reading and English and develop a plan of intervention to occur at a Tier I level. Interventions shall be documented in weekly lesson plans and monitored through the Department Chair, and PLC facilitator.	Academic Support Program	08/14/2015	06/01/2016	$0 - No Funding Required	Robin Klein, Department Chair, Jason Cooper, PLC facilitator 10th grade, James Thornsbury, AP

Activity - Monitoring Student Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will develop common formative assessments, diagnostics and unit summative assessments from the Quality Core Test Bank, district proficiency exams, iLit summative assessments for 9th grade, or PLC created summative assessments. These assessments will focus on six week standards and be administered to students during six week units. Information from weekly formatives, three week assessments, and six week proficiency exams will be monitored through PLCs and shared through SharePoint.	Academic Support Program	08/14/2015	06/01/2016	$0 - No Funding Required	PLCs, Facilitating Principal, SLT, Goal Clarity Coach

Strategy2:

Best Practices - Teachers will integrate research based strategies using Tools for Active, In-Depth Engagement, Tools for Formative

Assessment, and the Strategic Teacher in classroom instruction to engage, motivate and improve learning as measured by lesson plans,

classroom observations, learning walks, and student surveys.

Category:

Research Cited: Silver, H., Perini, M., Strong, R. (2007). The Strategic Teacher: Selecting the Right Researched Based Strategy for Every

Lesson. ASCD: Alexandria, VA.

Activity - Close Readings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English teachers will model close readings for students and integrate the strategy into weekly lesson plans so as to improve reading comprehension,summarizing skills and promote active reading. Content area teachers shall use Close Reading as a strategy to integrate the literacy standards for their content areas from the Common Core every two weeks. Literacy Teams will meet monthly to work on close reading strategies and writing to learn strategies.	Academic Support Program	08/14/2015	06/01/2016	$0 - No Funding Required	Classroom Teachers and Department Chairs

Activity - Writing as a Way of Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers shall integrate Writing to Learn and Writing to Demonstrate Learning into units of study. Students will use Writing to Learn as a tool to process information and teachers will use the tool as a means of formative assessment to inform daily classroom decisions. Tools from the Active, In-Depth Learning text will be integrated into daily Writing to Learn activities. Principals shall monitor the use of Writing to Learn through weekly Walk-Throughs and/or lesson plans.	Academic Support Program	08/14/2015	06/01/2016	$0 - No Funding Required	Classroom Teachers, PLC facilitators, Administrators

Activity - Exploring Research Based Tools and Stragegies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Cohort will continue attending job embedded PD focused on the work of Silver, Strong, and Perini. Teachers will reflect on the use of the tools and strategies through their PLCs, shared student work samples, lesson plans, reflective journals and professional conversations. Teachers will intentionally integrate this learning into classroom practices and PLC work.	Professional Learning	08/14/2015	06/01/2016	$1000 - Title I Schoolwide	Teacher Cohort, Principal, PLCs

Measurable Objective 2:

A 20% increase of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate student proficiency (pass rate) students will demonstrate a proficiency in reading and English Language Arts in English Language Arts by 06/01/2016 as measured by KPrep data, EPAS data, ACT scores, district proficiencys .

Strategy1:

Closing Reading GAPS for Males - A variety of printed and non-print material which appeal to the male population that portray male characters with strong values who overcome adversity shall be included as part of independent reading as well as whole-class reading materials. Teachers will intentionally seek 'enabling texts' that moves beyond a sole cognitive focus--such as skill and strategy development--to include a social, cultural, political, spiritual, or economic focus (e.g. Rite of Passage by Richard Wright, A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League by Ron Suskind, etc.).

Category:

Research Cited: Fashola, O. (2005). Educating African American Males. Thousand Oaks, CA: Corwin Press.

Activity - Real World Print	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of print-rich materials including magazines, newspapers, novels, and digital texts will be integrated into independent reading and classroom instruction so as to engage students in reading activities of high interest and apply to the real world in which they live.	Academic Support Program	08/14/2015	06/01/2016	$0 - Title I School Improvement (ISI)	Classroom teachers across all content areas.

Activity - Tracking the GAPS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Males students scoring below proficient shall be identified and targeted for reading remediation in the after school extended school program. Students will be recruited by invitation and personal phone calls home to parents emphasizing the importance of the two day extended school program to help students with needed tutoring in reading.	Tutoring	08/14/2015	06/01/2016	$0 - No Funding Required	James Thornsbury, Assistant Principal, and English Teachers.

Activity - Extended Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended learning opportunities for improving ELA skills and/ or recovery of course shall be provided through ESS two days per week. Work will be designed in alignment to standards and students' needs.	Academic Support Program	08/14/2015	06/01/2016	$0 - District Funding	English teachers, core content teachers

Goal 2:

Increase the percentage of GAP students that are Proficient/Distinguished in Math from 17.6% to 41% in 2016.

Measurable Objective 1:

A 20% increase of Eleventh grade Economically Disadvantaged students will demonstrate a proficiency in Algebra II in Mathematics by 05/25/2016 as measured by the school's report card, State EOC results, and scored samples of student proficiency exams..

Strategy1:

Best Practices - Teachers will apply best practices in the classroom to engage, motivate and improve learning.

Category:

Research Cited: Silver, H., Perini, M., Strong, R. (2007). The Strategic Teacher: Selecting the Right Researched Based Strategy for Every Lesson. ASCD: Alexandria, VA.

Activity - Writing as a Way of Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing to Learn will be used as part of weekly lessons and assignments to promote thinking, reflecting, and dialogue within the classroom. Teachers will use Writing to Learn as a tool for integrating ELA literacy standards into the classroom.	Academic Support Program	08/12/2015	05/25/2016	$0 - No Funding Required	Teachers, PLCs

Strategy2:

Targeted Interventions - Students that have not met Math Standards are identified during PLC meetings from Common Assessments and

given remediation. Students that have met standards are identified and enriched as well.

Category: Learning Systems

Research Cited: DuFour, R. (May, 2004). What is a "professional learning community", Educational Leadership.

Activity - After school standard remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on results from data analysis, students are identified for remediation. Targeted students are signed up for after school interventions/remediation with their math teacher. Teachers are responsible for providing lessons/work for the student to receive assistance. The department chair will organize the list of teachers who are staying after and what students will be staying as well. Tutoring for math will be held on Wednesdays.	Academic Support Program	08/12/2015	05/25/2016	$161000 - District Funding	PLCs, Mrs. Lawrence admin lead, Eric Deaton teacher lead

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are expected to conduct Data Analysis of common formative assessments. Administration will monitor through PLC minutes. Each PLC will "name and claim" each student not meeting or exceeding standard to identify students for remediation and follow with a plan of action to help close the achievement gap. Each PLC will meet a minimum of once a week. Minutes and templates used will be emailed to Department Chair(s) for the purpose of monitoring and documentation.	Academic Support Program	08/12/2015	05/25/2016	$0 - No Funding Required	SLC, PLCs, and Admin Team

Goal 3:

Novice Reduction in Math below 31.2% and Reading below 57.4% for 2016

Measurable Objective 1:

A 5% decrease 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 increase student growth to reduce novice scores in reading by 5% in

Reading by 05/25/2016 as measured by District Proficiencies and EOC.

Strategy1:

iLit - Students use a product on iPads that helps them track their reading and have continuous improvement.   Two teachers will use iLit in

their English classrooms so that students will increase their reading level.

Category: Learning Systems

Research Cited: Pearson research and development

Activity - daily independent reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
students using iPads	Academic Support Program	08/12/2015	05/25/2016	$12000 - General Fund	English teachers- Magee and Dearmond

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

Goal 1:

Increase the graduation rate from 86.6 to 87.7 for the 2015-2016 school year.

Measurable Objective 1:

collaborate to increase the graduation rate from 86.6to 87.7 for the 2015-16 school year by 06/30/2016 as measured by the 2016 Kentucky School Report Card and Quarterly Reports..

Strategy1:

Targeted Interventions - Students will be identified based on academics, behavior and attendance by grade level teachers and put onto a school watchlist. Those students will meet regularly with School Support Team (SST) to discuss barriers and develop personal goals for success.

Category: Other - Targeted Interventions

Research Cited: Shore, C. (2009) A comprehensive RTI model: Integrating behavorial and academic interventions. Corwin: Thousand Oaks, CA.

Activity - Youth Service Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
YSC handles student referrals regarding social, emotional, and health needs that require additional time outside the classroom. They host intervention/ therapy groups and link students to material needs in the community.	Community Engagement Parent Involvement Behavioral Support Program Academic Support Program	08/03/2015	05/27/2016	$0 - No Funding Required	Shauna Paul

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS at Southern High School has been developed and presented to staff and students. Our three pillars: Respect, Responsibility, and Character	Behavioral Support Program	08/05/2015	06/29/2016	$0 - No Funding Required	PBIS Team

Strategy2:

Persistence toward graduation - Students will be encouraged to take advantage of alternatives within the school to receive credits toward graduation.

Category: Persistance to Graduation

Research Cited:

Activity - CCC Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CCC lab gives students an opportunity to either recover credits or take available classes in the regular school day. Southern High School utilizes JCPS eSchool Program. Southern has 40 slots allocated to the school. Thirty-six of the slots are utilized for the purpose of course recovery with seniors taking priority over underclassmen. The remaining four slots are reserved for students needing to take a course online due to scheduling conflicts or the course not being available at Southern. The lab is maintained by Coach Jones.	Academic Support Program	10/01/2015	05/27/2016	$0 - General Fund	Coach Jones, Jamie Goldsmith, Jessika English, Amy Konermann

Activity - Transition Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Transition Island gives students the opportunity to recover credits or ease them into a trimester schedule when entering from a different master schedule. This resource utilizes Edgenuity.	Direct Instruction	08/12/2015	05/27/2016	$62000 - District Funding	Mr. Jebsen, Jamie Goldsmith, Jessika English, Amy Konermann

Activity - Summer Bridge Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer Bridge Program, a transition program, for incoming Freshmen, will be provided for students every summer as a support for academic and social success.	Academic Support Program	06/15/2015	06/26/2015	$25000 - Title I SIG	Freshmen Teachers, SLC, Principal

Activity - Extended School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students given opportunities to stay after school on Wednesday to make up courses, intervention/remediations, or enrichments courses.	Academic Support Program	11/09/2015	05/27/2016	$22000 - District Funding	Admin/ teachers/

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will contact parents/guardians of students who are failing or at-risk of failing a trimester course by the nine week mark of the trimester.	Parent Involvement	08/12/2015	05/25/2016	$0 - No Funding Required	All teachers, Counselors, Administrators

Activity - Jefferson Co High School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In-house course recovery for students needing an alternative setting	Academic Support Program	08/13/2015	05/27/2016	$15000 - General Fund	JCHS part-time teacher, counselors

Goal 2:

Student ownership of learning

Measurable Objective 1:

collaborate to ensure ALL students learn by helping them understand purpose of school by 05/25/2016 as measured by better student performance in all accountability areas.

Strategy1:

Student led conferences - Students will use their student led notebook to walk their parents through their work at school- including their grades/behavior/ attendance as well as goals they have set both College and Career readiness.

Category: Continuous Improvement

Research Cited: The Journal- students owning their learning

Activity - Teachers make contact with parent/guardian	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advisory teachers make contact home so that parents know about the new PTC conference where the student leads the conversation. All advisory members will be called.	Parent Involvement	08/12/2015	05/25/2016	$0 - No Funding Required	Advisory teachers and CART

Activity - filling out the notebook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students use advisory time to fill out their notebooks- goals/ plans/ data/ grades/ assessment scores.	Academic Support Program	08/12/2015	05/25/2016	$0 - No Funding Required	CART and advisory teachers

Activity - Advisory time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students work on their notebooks while in advisory	Other	08/12/2015	05/25/2016	$0 - No Funding Required	CART and Advisory teachers

Activity - Student led conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent and student come during PTC - student leads the parent through their work at school.	Parent Involvement	08/12/2015	05/25/2016	$0 - No Funding Required	Advisory teacher is the facilitator- student leads their parent through their grades/ work/ assessment info/ goals.

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

Goal 1:

Increase the percentage of students who are College and/or Career Ready from 57% to 61.3% by June 2016.

Measurable Objective 1:

collaborate to improve CCR percentage from 57% to 61.3% by 06/30/2016 as measured by target growth rate of 4.3% from 2015.

Strategy1:

Career readiness - Intentional targeting for career readiness. Review and Revise TEDS data. Focus on academic piece of career

readiness. Identify potential certification candidates.

Category: Career Readiness Pathways

Research Cited: KDE career readiness

Activity - Develop resources for Workkeys (locating)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and find resources and supports for the locating piece of work keys.	Academic Support Program	08/12/2015	05/30/2016	$500 - Text Books	CTE teachers Senior math /english admin

Activity - Checking certifications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE instructors use lists of non-benchmarked senior Math and English to identify possible certifications to do work keys.	Career Preparation/ Orientation	08/12/2015	05/30/2016	$0 - No Funding Required	CTE instructors BAC admin

Activity - Non- benchmarked senior math/english	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are far away from Compass but have certifications- group them to focus on work keys.	Academic Support Program	08/12/2015	05/30/2016	$0 - No Funding Required	Senior math and english teachers BAC CTE teachers admin

Activity - CTE completers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE instructors look at courses taken and courses projected for Preparatory for TEDS. The goal is to get them to be completes and identify industry certifications and or KOSSA.	Career Preparation/ Orientation	08/12/2015	05/30/2016	$0 - No Funding Required	CTE teachers Counselors admin Mrs. Jesse

Strategy2:

Advisory - Students are scheduled to meet in small groups with a staff member on Wednesdays each week.

Category:

Research Cited: Erwin, JC (2004). The classroom of choice: Giving students what they need and getting what you want. ASCD: Alexandria, VA

Activity - College application week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors research colleges- choose one or more to apply to. Speakers are brought in emphasizing the importance of college.	Other	11/16/2015	11/20/2015	$0 - No Funding Required	Counselors, CART, senior teachers

Activity - Scorecard	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students are given and will fill out an academic scorecard in SAT. The front of the scorecard specifically addresses college readiness. The back of the scorecard has career pathway course sequences listed for students to track their progress ensuring accountability. By using this card, all students are expected to have accountability in their own learning and where they are for college and career readiness. The scorecard has grown to a student led notebook with scorecard in the back.	Academic Support Program	08/12/2015	05/25/2016	$3000 - Grant Funds	CART, Admin, and SAT teachers

Activity - Southern Success Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school program for incoming 8th graders to seniors, focused on presenting a variety of informational activities that introduces prospective students to the opportunities at Southern High School and current students to college and career readiness sessions.	Academic Support Program	10/27/2015	10/27/2015	$500 - Title I Part A	CART, counselors, CTE teachers, 9th academy teachers

Activity - Extended School Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School day has a specific school program after school for Juniors to help prepare them to take the ACT. It is held afterschool on Monday and Wednesday for an hour to help with Reading and math as well as test taking strategies.	Academic Support Program	09/28/2015	05/30/2016	$161000 - District Funding	Eric Deaton (ESD coordinator), Admin, teachers

Strategy3:

Targeted Interventions - The school will identify those students that scored within 3 points of ACT benchmark scores in the area of Math, Reading and English. These students will be placed in a one trimester lab course designed for the purpose of improving math and reading/English skills.

Category:

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - Non- benchmarked senior math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors who did not benchmark in Math on the ACT as a junior will be placed in an intervention course for compass remediation	Academic Support Program	08/12/2015	06/30/2016	$0 - No Funding Required	BAC, counselors, and teachers

Activity - Non-benchmarked senior English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors who didn't meet the English benchmark on the ACT will be assigned to an intervention Compass senior English lab class first and second trimester	Academic Support Program	08/12/2015	06/30/2016	$0 - No Funding Required	BAC, teachers, counselors

Activity - Pathways to Careers Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A course offered to Juniors and Seniors within 3 points of meeting ACT benchmark scores in Reading, Math and English	Academic Support Program	08/12/2015	06/30/2016	$0 - No Funding Required	BAC, Counselors

Strategy4:

Student Ownership of Learning - Students will be taught the importance of knowing where they are, setting goals of where they want to be, and monitoring their own plan of achieving those goals in order to improve academic performance and develop the habit of responsibility.

Category:

Research Cited: Zimmerman,B. Self-Motivation for Academic Attainment: The Role of Self-Efficacy Beliefs and Personal Goal Setting.

American Educational Research Journal September 21, 1992

Activity - 9th Grade Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Freshmen will meet with their Administrator, Counselor, and Advisory Teacher to discuss EXPLORE scores from 8th grade and set learning goals and benchmarks for the PLAN test given in their Sophomore year. Study skills and transition to high school strategies will also be taught by Core Content teachers throughout their 9th grade year.	Academic Support Program	10/01/2015	05/30/2016	$0 - No Funding Required	Administration, Counselors, Teachers

Activity - Junior Level Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Juniors will meet with a member of the Administrative Team to discuss PLAN scores and estabilish goals for the ACT. Students will be encouraged to use multiple resources available to them such as Study Island, and ESD. Students will set goals and develop plans in using these tools to help them perform higher on the ACT.	Academic Support Program	10/01/2015	05/30/2016	$0 - No Funding Required	Administration Team

Activity - Sophomore Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sophomore's will meet with their Administrator, Advisory Teacher, and Classroom Teacher to review the results of their PLAN scores and write goals for achieving higher performance on their ACT given their Junior year. Teachers will explain the relationship between EXPLORE, PLAN, ACT so as to help students understand the relevance of these tests.	Academic Support Program	10/01/2015	05/30/2016	$0 - No Funding Required	Administration, Advisory Teachers, Counselors

Activity - Senior Level Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every Senior will meet with the Senior Counselor within the first six weeks of school to review Transcrips and pathway to High School Plus (College &/or Career Pathway). Students will develop a plan and set goals for Senior year that will ensure they meet the requirements necessary to become College and Career Ready.	Academic Support Program	10/01/2015	05/30/2016	$0 - No Funding Required	Administrative Team, Counselor

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

Goal 1:

PLC system of collaboration- lesson design - data review- remediation plan

Measurable Objective 1:

collaborate to improve instructional practices through on-going, job-embedded professional learning focused on research based strategies and effective lesson design by 05/29/2017 as measured by Classroom WalkThroughs, teacher reflections, lesson plans, student academic performance, and results from ELEOT Leadership Audit for 2015..

Strategy1:

Teacher Cohort - Volunteer teacher leaders will work within the Teacher Cohort I and Teacher Cohort II to learn research based strategies and tools for engaging students in actively and engaging learning. Teachers will work within small nested learning communities and meet with colleagues through 1/2 release days each month throughout the school year. Teachers wil learn, plan, implement, reflect and refine instructional strategies to best meet the needs of students.

Category: Learning Systems

Research Cited: Thoughtful Education Inc.

Activity - There is a Tool for That	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher cohort members will record favorite tools for engaging students and processing learning. Videos will be shared via email and on the school website/sharepoint as a means of promoting the exploration and use of new teaching tools. Teachers will invite Peer Observers, or Administrators in when trying out new strategies from the toolbook.	Professional Learning	08/12/2015	05/25/2016	$0 - No Funding Required	Teacher Cohort Members Joyce Jackson

Activity - Teacher Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Instructional Teaching Rounds as a means of improving instructional practices. Teachers will be provided with time to learn, research, plan, implement and reflect on the strategy during instructional rounds. Teachers will collaborate to plan and deliver a lesson using Close Reading in classrooms of peers. Teachers will analyze student work from the instructional round and reflect on new learning from implementation and from student work.	Professional Learning	08/12/2015	05/25/2016	$0 - Title I School Improvement (ISI)	Joyce Jackson

Measurable Objective 2:

demonstrate a proficiency in Effective Teaching Practices by 03/27/2015 as measured by the PGES model as measured by the Effective Teacher Framework of Charlotte Danielson and the Eleot results from the Leadership Audit scheduled for 2015..

Strategy1:

Goal Clarity Coach - A Goal Clarity Coach will work with Professional Learning Communities to assist teachers and department chairs in the analysis of data, development of SMART Goals aligned to the school improvement goals, and assist with monitoring SMART goals both long term and long term goals. PLCs will also develop Student Growth Goals, The Goal Clarity Coach will work with PLCs to analyze data and develop plans for helping the PLC move the students to meeting the student growth goal.

Category: Learning Systems

Research Cited: Danielson Model

Activity - Training Facilitators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Facilitators of grade level PLCs will work with the Goal Clarity Coach to review PDSA work, Professional Growth Plans, and Student Growth Goals.	Professional Learning	08/12/2015	05/25/2016	$0 - No Funding Required	Joyce Jackson, Department Chairs, PLC facilitators

Activity - PLC Weekly Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Goal Clarity Coach will meet with PLCS monthly to monitor progress of students' learning and implementation of school wide goals.	Professional Learning	08/12/2015	05/25/2016	$0 - District Funding	Joyce Jackson PLC Leads, and Members

Activity - Monitoring and Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will monitor the work of PLCs through shared minutes by Department Chairs, observations of PLC work, informal interviews with teachers, and data reports. Administrators will meet with the Department Chairs regularly to assess strengths and liabilities of PLC work and make recommendations for improvement.	Professional Learning	08/12/2015	05/25/2016	$0 - No Funding Required	Principal and Assistant Principals overseeing departments

Strategy2:

What is PGES - Identified teacher leaders will attend training on PGES to learn the expectations and become familiar with the new KDE

Professional Growth and Evaluation System. 16 teachers will train in becoming Peer Observers within the school.

Category: Professional Learning & Support

Research Cited: Danielson Model

Activity - Student Growth Goals/Professional Growth Goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will focus on developing Professional Growth Goals. PLCs will work on identifying enduring skills, and developing student growth goals. Once the skills, and goal have been developed. The PLCS should work together in developing a plan of implementation for student growth goals.	Professional Learning	08/12/2015	05/25/2016	$0 - No Funding Required	PLCs PLCS Leads

Activity - Staff Rollout	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers involved in the pilot of PGES along with the administrator have developed a plan for introducing and rolling out the model of PGES to the entire staff. Teachers will assist the administrator in training and teaching colleagues and peers about the PGES model and create a calendar for introducing the model throughout the 2015-16 school year. Staff will be informed if they are in their summative, or non-tenure year of observation by their observing principal during the opening day professional development.	Professional Learning	08/12/2015	05/25/2016	$0 - No Funding Required	Bryce Hibbard, Principal Robin Klein, English Chair Carly Spiegel, Science Chris Kaufman, Math Assistant Principals

Activity - Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will use components of the Danielson model for Engaging Students in Learning to conduct weekly Learning Walks for the purpose of providing feedback to teachers and gathering data on the present status of learning within the building. The administrative team will analyze the data from Learning Walks and develop a plan for improving teaching and learning within the building. The team will use PDSA as part of the inquiry cycle for continuous improvement. SLT will review walkthrough data, and share within the departments	Policy and Process	08/12/2015	05/25/2016	$0 - No Funding Required	Principal and Administrative Leadership Team, SLT Team

Activity - Peer Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 3 Pilot teachers have developed a plan for rolling out PGES to the entire staff. The Staff has been trained on assembling Professional Growth Goals, and Student Growth goals in accordance with the PGES model. 16 teachers have received training on becoming peer observers and will observe and coach colleagues.	Professional Learning	08/12/2015	05/25/2016	$0 - Title I School Improvement (ISI)	Peer Observers Robin Klein, Carly Hamilton, Chris Kaufman Bryce Hibbard, Principal

Activity - Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders have participated in a two day training process provided by JCPS and KDE on the Charlotte Danielson Framework. Training throughout the year will be provided to support teachers involved in the initial roll out of the model. 16 teachers will receive training on becoming Peer Observers within the building.	Professional Learning	08/12/2015	05/25/2016	$0 - District Funding	Principal, Bryce Hibbard Robin Klein, Carly Spiegel and Chris Kaufman Peer Observers

Measurable Objective 3:

collaborate to improve teaching and learning using PDSA as a process for problem solving, planning, reflecting, and adapting practices by 06/01/2016 as measured by teacher surveys, student surveys, and culture surveys..

Strategy1:

Systems Approach - A School Leadership Team (SLT) composed of administrators, and department chairs shall work collaboratively using the Plan Do Study Act model for inquiry and school improvement. Members will focus their work around the school improvement goals identified by the Kentucky State Department of Education. Monthly meetings shall be held for the purpose of analyzing data, developing plans of action, monitoring implementation of the CSIP, and adapting the plan to best meet the needs of school stakeholders.

Category: Professional Learning & Support

Research Cited: Shipley, Jim. (2009). A Systems Approach to Continuous Improvement: Using the Education Criteria for Performance Excellence for School Improvement, 2nd Edition. Jim Shipley and Associates: North Redington Beach, FL.

Activity - Structure and Roles of SLT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The School Leadership Team structure shall be composed of the administrative team as well as all department chairs. The purpose of this team shall be to assist the principal in maintaining a focus on school improvement goals and the school mission. The team is responsible for ensuring the School Improvement Plan is carried out within departments and is responsible for monitoring and reporting progress toward goals to the SLT. Department Chairs and members of the SLT will meet regularly with colleagues within their departments to assess progress toward goals and develop department goals for ensuring school improvement goals are met.	Policy and Process	08/12/2015	06/01/2016	$0 - No Funding Required	Principal Department Chairs SLT Members

Activity - Mission/Vision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The mission statement, "Ensuring all students are College and Career Ready" shall be revisited and examined by the staff regularly. Members of the SLT shall use this vision as the central focus talking points for work within departments and assist in carrying the mission forward through their work within departments and PLCs. All work shall be driven by the school improvement goals and the school mission.	Community Engagement	08/11/2015	06/01/2016	$0 - No Funding Required	Principal SLT members

Activity - Walkthrough Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A walkthrough protocol with rotation will be developed to monitor growth and progress toward the implementation of common school initiatives (e.g. Lesson frame, Writing to Learn, Questioning, Vocabulary, Engagement, etc.). Administrative team members will compile walkthrough data to assess progress and develop a plan for addressing needs. Teachers will receive feedback from the data collected and expectations for improvement shall be established. Administrators will use the Plan Do Study Act process when analyzing data and results.	Policy and Process	08/12/2015	06/01/2016	$0 - No Funding Required	Administrative Team

Activity - PLC Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC facilitators and Teacher Cohort Members will be trained the PDSA model: analyze data from common formative assessments, determine priority needs, PLAN actions for intervention plans, implement the plan, collect data after implementation, STUDY the results, reflect on impact, conduct PLUS/DELTA. Department chairs shall use this model with department meetings and PLC facilitators shall model this during grade level or content level PLC meetings.	Policy and Process	08/12/2015	05/25/2016	$0 - No Funding Required	Administrative Team, SLC, PLC Facilitators, Teacher Cohort

Comprehensive School Improvement Plan for Priority Schools

Southern High School

Activity - Process for Program Review Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A process has been put into place to govern the Program Review Work. The Program Review accounts for 23% of the overall accountability score for the year. Southern will be accountable for 3 Program Reviews this year: Arts and Humanities, Practical Living/Career Studies, Writing. The purpose of the Process for Program Reviews is threefold: 1. To provide for careful and systematic analysis of current programs and help identify the next steps that will make the most impact on student learning. 2. To inform the schoolâs programs in order to establish a process of on-going discussion, reflection and growth. 3. To provide a basis for developing a plan for improvement which may become a component in the Comprehensive School Improvement Plan.	Policy and Process	08/12/2015	05/25/2016	$0 - No Funding Required	Program Review Committees, Julie Lawrence

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SLT members will regularly analyze data (e.g. results from ACT, EOC Data, attendance data, suspension data, behavior data, College Career data, School Report Card data) using Plus Deltas. SLT members will disseminate the data through department meetings, revisit school improvement goals, take stock of present-desired state and create plans for improving student learning and behavior. Once departments create a plan of action the plan shall be shared with the SLT and suggestions or revisions made as needed. Department chairs will monitor through department meetings and report every six weeks on progress to the SLT. Professional Learning Communities shall work the plan and monitor their own progress through data collection and reflection. Minutes from PLC meetings and reflections kept by PLC Leads, and sent to department chairs. PLC meetings will focus on the PDSA model, and working on covering standards and assessing those through common formative assessments. This data will also be included in each quarterly report. PLCs will also work on creating intervention plans and protocols.	Policy and Process	08/12/2015	05/25/2016	$0 - No Funding Required	SLT, Department Chairs, PLC Facilitators, Administrators

Activity - District proficiency assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All District assessments must be given and entered into CASCADE according to the District timelines established each year.	Academic Support Program	08/12/2015	05/25/2016	$0 - No Funding Required	Admin team Department chairs GCCs PLCs

Activity - Remediation for students lacking standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will produce a remediation plan for students that do not reach proficiency on each standard.	Academic Support Program	08/12/2015	05/25/2016	$0 - No Funding Required	PLCs Admin

Goal 2:

Learning Leader

Measurable Objective 1:

collaborate to improve student achievement by 06/01/2015 as measured by Meeting school goals.

Strategy1:

Differentiation - GCC will lead PLCs through strategies for differentiation.

Category: Continuous Improvement

Research Cited: Carol Ann Tomlinson

Activity - PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have opportunities to look at strategies during both PLC meetings and Faculty meetings.	Professional Learning	01/05/2015	06/01/2015	$0 - No Funding Required	GCC coaches

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?

Southern High School is part of the JCPS System. JCPS is the largest school district in the state of KY with an enrollment during the 2015-16 school year of 100,600 students. This accounts for 15.4% of all students in the State. Additionally, JCPS is an urban school district located in a rural state.*All data used for this summary comes from the 2010 US Census Report, the JCPS Data Book or the KDE School Report Card. There is an obvious discrepancy in the racial profile of the County and the School District. This discrepancy can be accounted for by the fact that while JCPS has about 100,600 students, another 25,000 students attend either Catholic or Private Schools.Southern High School has a student population of around 1220 and is located in the Southern part of the County in a community known as Okolona. The Okolona area has seen a surge in the Hispanic population in the past 10 years. Census data from 2010 report a 346% increase in the Hispanic population. In 2000, Hispanics were 3.4% of Okolona's population and in 2010 Hispanics made up 12% of the population of Okolona.

As the economy moves through rises in unemployment and recession, it is likely Okolona will continue to see an increase in the number of students and families living below the poverty line. A challenge facing Southern, and other schools like Southern who deal with children of high poverty homes, is building enriching, motivational educational experiences which help students see the value to learning.

Southern looses potential high performing students to other Elite Magnet schools within the district. JCPS has identified 243 students for the Advanced Program living within the school resides area. Of these students, 26 (11%) attend Southern, while 217 (89%) attend a different JCPS school. Southern looses 360 students to Male, Manual, Central, Brown and Butler -all of which are high performing schools who scored in the top 10% of Kentucky Schools. 234 students come to Southern from Fairdale, Fern Creek, Iroquois, Moore, Seneca, or Western all of these schools have been identified as Focus or Priority Schools. A challenge the school faces is drawing back those high flying students who leave the Southern community and attend Male High School or Manual High School. Overcoming the community's perception of Southern as a low performing school and raising standards for students' expectation is an obstacle the school must deal with as it moves forward in building the vision. Southern faces another obstacle in it's own backyard with two of it's major feeder middle schools being deemed "Priority" as well.

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.

School Motto: At Our House "It's what WE do" HS plus- a diploma plus a 4year, 2 year, technical school, or certification. "Got Try?"

Mission Statement: To use a collaborative process focused on learning, ensuring all students develop twenty-first century skills so that they will be college and career ready.

Vision Statement: At the heart of Southern High School is our vision- to develop and graduate college and career ready students.

Beliefs & Values:

We believe all students can learn at high levels

Students must own their own learning

Students should have high expectations of their teachers

It's all about relationships

Placement courses to students which are rigorous, challenging, and promote high level thinking. Currently only 32% of Southern High School's students are enrolled in advanced placement classes, but that is an 16% gain over last year. In an effort to expand student access, provide more equitable opportunity and ensure success in college level work, Southern High School has developed a partnership with Advance Kentucky. Through this partnership, Southern had 5 teachers go through Pre- AP training (LTF), and 7 that were trained in the regular AP program. Southern has increased it's Computer Science offerings to include AP Computer Science for 16-17 students.

Southern High School emphasizes the importance of being both college and career ready. Teachers and administrators know students working in the 21st Century must graduate high school with the same set of skills needed to be successful in both work and post-secondary work--literacy, numeracy, technology, reasoning, problem-solving, creativity, and community commitment are skills we recognize as being critical to success beyond high school. Whether students are taking college preparation courses or are enrolled in industrial technology or business classrooms, these 21st century skills are expected to be part of the work taking place in every classroom. This idea fits perfectly with our slogan: High School Plus: a HS diploma plus... a 4year, a 2year, a technical school or a Certificate from one of our CTE programs.

Students attending Southern High School have opportunities to prepare for a world outside of the classroom through different academies. In the academies, students may take courses dealing with Business and Finance, Information Technology (which is transitioning to Computer Science), Transportation Technology, Machine Tool and Die Technology, and Army JROTC. Students in our magnet programs learn by doing while applying literacy and mathematical skills in the diverse academy content areas provided for them at Southern High School. In the academies, students apply classroom learning to real-world workplaces such as a branch of ClassAct Teachers Federal Credit Union, auto cooperative experiences, managing the bookstore, and hope to bring back the coffee shop called the Hot Spot. Southern has been #1 in Career readiness the past three years.

Our work focuses on three main areas: creating Professional Learning Communities who are problem solvers, developing teacher capacity through the development of Learning Leaders who are focused on best practice, and developing a school culture where students are responsible for ownership of their personal learning. These three guiding circles are visible throughout the building and are the cornerstones of out school improvement efforts. These circles encompass our main goals and vision of our school--"to develop and graduate college and career ready students".

We believe in the power of collaborative work efforts of teachers working in learning communities focused on improving students' attendance, achievement, and behavior. We envision a Learning Organization focused on continuous improvement of both teaching and learning. We believe Teacher Leadership is the key to sustainable growth and improvement over time. Our Teacher Cohort focuses on learning effective research based strategies and designing engaging lesson. We believe students must take ownership of their own learning. We believe in teaching students meta-cognitive skills which include self-assessment, goal setting, and planning for success will best help our students

succeed, graduate, and become college and career ready.

To help students understand the purpose of school at Southern, we have developed several programs to this end:

Southern Advisory Time has a well developed curriculum focused on College and Career readiness.

"Student Scorecards" help students understand what their scores mean on EPAS and helps them set goals according to benchmarks assigned by the state to become college ready, while also helping them track their career pathway courses to ensure the possibility of being career ready.

The evolution of this scorecard has grown into the Student led notebook. Every student at Southern has a notebook that takes them through their 4 years. This notebook is worked on during SAT and then used during Student-led conferences. Parents have commented on them speaking of great success. Both parents and teachers enjoyed the process as students discussed their goals and achievements to that point in the year. Over 3,000 contacts were made as advisors made phone calls home and then met with parent/ student.

NAF Academy offers a cohort of students a rigorous business curriculum that enhances their financial experience.

"Summer Bridge" provides incoming 9th graders a jumpstart to their high school experience.

Freshman Academy, in one area of the building with its own counselor and assistant principal, helps students transition into high school.

College Math and English Intervention courses help seniors achieve benchmarks for college readiness.

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.

As our understanding of College and Career readiness improves, so does our scores. These improvements have led Southern to be the #1 School in JCPS for Career readiness with 40 students plus another 64 that were both college and career ready. Southern is also ranked #7 overall for CCR in JCPS.

Southern had 3 Governor's scholars this past year- the most ever. We have also had a McConnell scholar the past two years.

Ocey Holland, 2014 graduate, was elected the National President of FEA, Future Educators of America.

Southern High School recognizes the importance of community involvement. We are proud of our partnership with ClassAct Federal Teachers' Credit Union. Southern High School houses a branch of ClassAct and serves the community at large. Students learn first-hand the roles, responsibilities, and banking skills needed for the real world of work. Working in conjunction with Class Act, 14 Southern students received intensive training in the summer of 2015 and are official employees of the bank. These students work under the supervision of a business teacher during the school day. Students learn first hand the banking skills needed for the world of finance. They take pride in performance and apply these skills in a real world setting everyday while serving the Okolona area. Students learn financial skills as well as interpersonal skills needed in dealing with the public. Southern High School and the Class Act program carry the distinction of being the recipient of the 2012 Creativity and Entrepreneurship Award for Innovation presented by the Gheens Institute. The next step is to partner with Auto and sell cars that are certified by a dealership to be sold through the Credit Union to Southern students.

Southern extended students three business opportunities to: a satellite of the ClassAct Credit Union, a school bookstore, and the Southern Café (called The Hot Spot). The Hot Spot has unfortunately gone through changes since the District lost the coffee bid. The Hot Spot is now just a glorified snack line but there is still an internet café. This business is housed in the school commons area. The Hot Spot, like Barnes and Nobles, will provide a place for students to study, social network, complete school work, and relax over drinks and snacks. The Business and Finance students will learn first-hand skills in marketing, business management, and problem-solving.

Southern High School is working to transform school culture with both students and teachers. One goal for Southern High school each year is to teach students to be more accountable for their own learning. Southern High School has a high population of low socio- economic students who have little guidance and direction from home. Few parents talk with students about how to establish learning goals and plans for achieving goals. Southern has emphasized goal setting and raising student awareness of their academic performance and opportunities available to them. Through regularly scheduled SAT classes and conferencing with Student Score Cards, students' awareness of ACT scores is growing. Individual mentors and teachers talk with students regularly about what these scores mean, how attendance affects performance, the importance of grades and hard work, and help students establish short and long term goals with action plans. Students, many for the first time, are now talking about their own progress and personal learning goals. The scorecard also includes the career pathway opportunities at Southern. Students and teachers alike are learning what the pathways are and tracking student progress down the path to career readiness. Due to a raised awareness of purpose for school, 98% of Southern's seniors applied to college during CAW (College Application Week). All students pick a career pathway heading into their Sophomore year and begin tracking their progress toward career readiness as a senior. Faculty and admin have continued to name and claim students to help them toward college and career readiness. With 6 career pathways at Southern, we know this is an area that can be highlighted at our school. Southern is #1 in Career readiness.

This year we launched the partnership with GLADA (Greater Louisville Auto Dealers Assoc). This partnership will include a GLADA Academy. A pipeline will be created from 8th grade- through Southern - to JCTCS and their auto programs. Students are selected for the GLADA academy during the summer of their 8th grade year. These students are cohorted through their core classes *(Math and English) and Auto classes. Another first for our Auto program and the State is our used car sales program. We are the only school in the State that

can have a car donated- work on it- Have Byerly Ford certify it- then ClassAct give a 1% used car loan if needed for a senior to purchase their first car- a car that may very well allow them to now CoOp.

The Ford NGL work will continue to increase as we move away from tracking to scheduling by Career academy. This past year the Auto teachers handed out more ASE certifications than any other school in the state of KY.

As part of the school vision, Professional Learning Communities are seen as the vehicle for change in the building. While our Professional Learning Communities do faithfully meet, they continue to spend a great deal of time planning lessons without digging deep into problem-solving or adapting instructional practices to better meet the needs of at-risk students who fail to meet the standards. Our teachers need work in learning more about the Inquiry Process for Continuous Improvement. The PDSA (Plan, Do, Study, Act) process has been introduced to the staff as a valid way to discuss data- reflect/adjust- then guide instructional practice.

Analyzing data for the purpose of refining and adapting instruction so as to address the needs of all students is the area in greatest need of growth. Shifts in thinking must occur, throughout the school, in regard to how to best address Tier II and Tier III interventions. Scheduling and reassignments of classes has played a major role in the intervention work which we continue to discuss and refine. Mrs. Simpson is now leading PLC facilitators through a process of data disaggregation and looking deeper within the data. They meet monthly to discuss best practice and receive coaching on PLC leading.

Student apathy, attendance, and deficits in academic skills are areas we know need improvement. A challenge Southern faces, as many schools face these days, is one of poverty, and lack of background knowledge. We must educate students about the importance of education and help them understand what it meant to be "College and Career" ready and we must be willing to meet students where they are and develop interventions. We need to help our students develop good meta-cognitive skills and teach them how to learn. Culture continues to be an area for concentrated efforts--attitude toward self, toward others, and towards learning affects all three achievement areas-- Academics, Attendance, and Behavior.

A PBIS team has been developed and school processes introduced. The PBIS team developed and implemented whole school expectations in four areas: Bus, Classroom, Hallways, and the Cafeteria.

Additional Information

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

Reflecting back on this audit process at Southern, it has been a blessing and a curse. An obvious blessing were the SIG funds to help us with PD like the cohort , getting Summer Bridge up and running, and improving our technology at SHS. Another by- product of the Priority school work is the staff changes. From the very first audit, there are only 23 original staff members left out of 80 in 2011. Since the last audit in 2013, 21 teachers have been replaced with new faces. The work at a priority school is difficult, and in some cases staff turnover can be a curse. We have been fortunate at "Our House" to hire some dynamic teachers- even first year ones. We are fortunate to have Mrs. Hill and Mrs. Hall to help guide the new ones through their first year at Southern through monthly PD offerings and intentional support.

Parent support and activity is growing- students are starting to take their schooling more serious- and Southern remains a family atmosphere among staff members. After Betsey Jarboe participated in GCIPL, she came back with a concern for "Our House". After meeting with me, Mrs. Jarboe decided to take on a project of developing a student-led conference process. She also decided to become the PTSA president, and has done a great job of recruiting other parents to join. Southern's PTSA has grown from zero parent involvement and being totally run by faculty- to over 100 parents and now all officer positions being filled by parents. The CAP, Concerned Active Parents, group has joined forces with PTSA so that we have one parent group to support students. CAP continues to lead the community outreach of the PTSA by offering Trunk or Treat, Dinner with Santa, and an Easter egg hunt.

All of these pieces are changing the perception in the community to a more positive view. Our increase in student population is due in large part to this work.