



KDE Comprehensive School Improvement Plan - Priority School

Iroquois High
Jefferson County

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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.

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?

Iroquois High School is an urban high school, located approximately 5 miles south from the heart of downtown Louisville. The school sits at the epicenter of several Louisville landmarks: Churchill Downs; the architecturally celebrated "Old Louisville"; the University of Louisville; Frederick Law Olmstead-designed Iroquois Park; the Louisville Zoo; the infamous Waverly Hills Sanitarium; the Ford Motor Truck Plant; the Louisville International Airport and UPS.

The odyssey of Iroquois began in August of 1965 when Gottschalk Junior High School was converted into Iroquois High School. The conversion was a result of (what was then) an affluent community's demand for a new school to be built to in their own neighborhood and to prepare their teenage children for college and the growing needs of the Louisville workforce. When the doors first opened in August of 1965, our school served a predominantly upper-middle class student body, most of whom came from a two-parent homes. Iroquois sits directly beside Southern Parkway, the main thoroughfare connecting Downtown Louisville to the Iroquois Park Area, which is still lined with some of the oldest, largest, and most beautiful homes that (at the time) belonged to doctors, lawyers, engineers, successful business executives, and college professors.

From the late 1980s to the early 2000s the culture of the neighboring community changed, affecting the demographics of the school. The concentration of poverty grew throughout the area surrounding Iroquois. The affluent families moved toward the east end of the county, while the metropolitan developers built and expanded Section 8 low-income rental housing in the school's vicinity. In addition to the influx of poverty, an increase in the cultural diversity, brought forth by the refugee support in the community, increased exponentially. Louisville is nationally known for the plethora of refugee services provided for the community to serve the large influx of immigrants. Louisville's foreign-born population has grown 242% since 2000; many of these immigrants have settled in the Iroquois community.

The rapidly changing community demographics, the expansion of magnet/traditional schools and their selective enrollment criteria (which is not shared by all JCPS schools), and the instructional inconsistency resulting from a rapid and consistent turnover of principals and teachers created a fragile learning environment that was not prepared to withstand the increasing presence of school accountability brought forth through the Kentucky Education Reform Act.

In the fall of 2010, KCCT state test scores were released to the public and, for the fourth consecutive year, Iroquois failed to meet adequate yearly progress. Our school was then labeled a "Persistently Low Achieving" School (PLA). Based on state accountability measures, it was hard to argue with the "low achieving" moniker. Our staff at Iroquois was devastated by it, as it completely overshadowed the dedication and commitment we had all invested into our school. To add insult to injury, we were also labeled by local media as a "drop-out factory" due to a consistently low graduation rate. The staff had to work through their personal devastation. They knew there were good things happening at their school but they also knew that they needed to turn some of the numbers around so that everyone could see the progress that most students were making.

In March 2011, the JCPS Board of Education elected to adopt the "Restaffing Model" for Iroquois' turnaround framework. An assistant principal was appointed to Principal at this time. He was responsible for interviewing the entire certified and instructional support staff to meet the requirements of the restaffing model (50% of the staff had to be removed). As a result, over 30 new teachers were hired, with more than SY 2015-2016

20 of them being first year teachers. The administrative staff was also rebuilt, with the addition of three first-year assistant principals and a counselor, instructional coach, and CCR resource interventionist, also all in their first year.

In September 2015, the principal of Iroquois High School accepted a position at the district level as an Evaluation and Transition Coordinator. Clay Holbrook was appointed Principal in November 2015, by the superintendent. Since being appointed Principal, the district has provided Mr. Holbrook with an additional assistant principal. The assistant principal is administrator over the ECE Department due to the large population of ECE students. Currently, the district has provided 3 additional ESL teachers, 2 BAI's and an attendance clerk to assist in the growing population of the ESL population at Iroquois.

While adjusting to the impact of all the changes detailed above, Iroquois has been evolving into one of the most diverse and multicultural schools in the state. Students engage in daily course work that strengthens their mind and character. Iroquois High School currently serves 1156 students, which has increased from 1003 (2010-2011). Our students are comprised of 27.7% Caucasian (compared to JCPS-47.8% and State 79%); 51.4% African American (compared to JCPS-36.1% and the State 10.5%); 10.7% Hispanic (compared to JCPS-8.9% and the State 5.5%); 8.4% Asian (compared to JCPS-3.6% and the State 1.6%); 2.5% Other (JCPS-3.2%).

Iroquois has 212 with disabilities (Iroquois has 18.4% compared to the JCPS high school average 9.7%) ranging from Mild-mental Disabilities (64), Other-Health Impairment (54), Specific Learning Disability (43), Functional-Mental Disability (14), Emotional/Behavioral Disorder (25), Multiple Disabilities (5), Autism (6), Speech Impairment (1). Iroquois is also home to more than 314 (27.5%) English as a Second Language students (ESL) and in 2014, we added an International Academy to serve the needs our community for ESL students with Significantly Interrupted (or Zero) Formal Education (SIFE). These students speak over 40 languages representing as many ethnicities and nationalities. We are increasing in numbers of ESL students an average of 30+ students per month.

While we genuinely embrace the diverse needs of our students, we are presented with unique challenges and obstacles. The effects of poverty has a great impact on our school. The median household income for our zip code is \$26,888.00. The district average number of students receiving free/reduced lunch is 65.1%, while Iroquois serves F/R lunch to 91% of our students. This number has grown steadily, each year since 2005 (74%). Last year, we served 182 homeless students. We have the 3rd lowest stability rate (the number of students who finish a school year and enroll at the same school the following year compared to the total finishing at that school) among all comprehensive high schools in our district.

While often presented with challenges, Iroquois is ripe with opportunities. Our staff is passionate about our commitment to teach our students the thinking, communication and social skills that are vital to success beyond high school. Although we still have a relatively young and inexperienced staff, turnover has continued to decline each year since 2011. We have a faculty of exactly 100 certified educators. It deserves to be noted that since the first Leadership Audit in 2011, nine core-content teachers, 14 elective teachers, and one ECE teacher are still on staff (24 out of 100 certified employees). That means that 75% of our staff has been hired during this three and a half year turnaround journey.

Since 2011, we have averaged nine KTIP teacher interns each year. Although sustainability presents a challenge, we are focusing on sustainability in our CSIP. This means we must continually communicate and support our new staff about the shared values and beliefs about teaching and learning at Iroquois. Our staff is considered 100% highly qualified. 40.4% hold a Masters Degree and 30.8% hold a Rank 1. We are proud that many of the staff who leave us have received promotions. In the past year, we hired 3 new APs. The previous APs left for the following reasons, 1 AP left to pursue the dream of being an elementary school principal, another AP is now the district ESL Director, our CART was selected as an AP at a local elementary school and a teacher is now a behavior coach at a neighboring school. As a newly hired principal in November 2015, I am reviewing and revising the programs and systems that were put in place by the previous principal.

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Iroquois High

In the last two years, Iroquois has also experienced significant turnover in administrative positions; seven brand-new assistant principals have been hired into three different positions. Five counselors have filled and vacated three counseling positions. Only one counselor was here for the second leadership diagnostic in 2013. In four years, we have had four different College & Career Readiness Assessment and Intervention Coordinator (CCRC) to supervise and lead our efforts to get all students ready for college and career.

With help from the district, Iroquois is fully staffed and focused on sustainability, improving instruction and increasing our CCR and Graduation Rate.

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.

Currently, administration is in the process forming a committee to review and revise the Mission and Vision Statement. Below is the previous Mission and Vision Statement.

The purpose is defined by our mission statement, "Building hope for each child by providing pathways to success at the next level." Simply put, it is the reason we do what we do; it is why we serve the student population at our school. Many of us have experienced career-defining moments where we were confronted with the harsh reality that we genuinely may be the ONLY HOPE many of our students have for a better future. We recognize that many of our students come to us with little-to-no hope of ever realizing a brighter reality for their futures. We also recognized early on, that Iroquois will never be a "one-size-fits-all" type of school and that each student isn't just a unique child, but also had unique needs. We are fully aware that it is never enough to simply give a student a picture of their destination, but that we have to map and plot a unique pathway for them to get there.

Both our mission and vision statements reference our overarching objective to prepare students for success beyond high school (e.g., "providing pathways to success at the next level" and "each graduate will be college and career ready"). We all believe that the true measure of success for a child is ultimately how successful he/she becomes after we have taught, coached, mentored, and prepared them. For example, if a student passes Freshman English because he/she is a nice child, participates compliantly in class, and achieves the bare minimum academically, but then the student fails his/her Sophomore English class because of increased instructional rigor, then we have, ultimately failed that child. We intentionally work to set students up for "next-level success." These are statements of commitment that we review, reflect upon, and recommit to each year.

The creation of an INITIAL vision statement for Iroquois was written by the instructional leadership team in the immediate wake of our 2011 Leadership Assessment deficiencies being shared, "At Iroquois, we will serve our diverse student body and community with high expectations by building citizenship and integrity. We will function as a team of professional learning communities, engaging each student through standards-based, rigorous instruction. We will monitor and assess for learning, ensuring that each child succeeds, in a safe and student-centered learning environment."

Our leadership team REVISED the vision statement in 2012. With our purpose defined through our mission statement and a confident vision of where we wanted to take our school, we committed to a clearly defined direction. Our vision statement proclaims the "ideal Iroquois" towards which we continue to make strides, "Through collaborative ownership, each Iroquois graduate will be college and career ready; each stakeholder will engage in cultivating student citizenship; each classroom will be defined by rigorous instruction and proficient learning." Everything we value is defined through our vision statement. In 2012, we realigned our efforts into four "Big Rock Turnaround" initiatives. We rebranded them as our Focus Teams (Rigorous Instruction & Proficient Learning; Stakeholder Engagement; Citizenship; College & Career Readiness). If you re-read our vision statement, you will see the obvious correlation to our focus areas.

Our vision statement begins with the phrase "through collaborative ownership" and thus everything we embark upon, we do as a team. We value data-driven collaboration (e.g., "collaborative ownership"). With the goal of continuous improvement, our collaborative teams meet by horizontal course alignment (grade-level and content specific), vertical course alignment (department-wide content across all grade levels), by leadership teams (Administration, SBDM, Department Chairs, Instructional Leadership Team, CCR Team) , and by Focus Teams

(Program Review Teams, Stakeholder Engagement Team, Positive Behavior Intervention Support & Student Response Team, Technology Team, Advisor/Advisee Team, RTI Team). All of our teams function as professional learning communities (PLCs) and formally collaborate at least once per month to review plans, analyze data, and revise next steps for improvement. We own our successes and our failures.

We strive to ensure that students engage in daily course work that strengthens their mind and character. We continue to accept our challenges and face our realities, knowing that higher classroom expectations will ultimately yield higher student achievement. We believe that if and when all of our classrooms are consistently defined by the elements of rigorous instruction, we will see an increase in proficient and distinguished learning. We are working fervently to increase the frequency and consistency of higher levels of rigor in our classrooms, but we are humble enough to acknowledge the barriers we must overcome to get there. Young and inexperienced teachers are lacking an "instructional toolbox" that most educators develop over time, yet they are genuinely ready to add to their repertoire. That being said, we are committed to supporting our classroom teachers with the intent to improve instruction and increase student learning through the creation of challenging lessons and common formative assessments; ensuring that both their instructional plans and assessments align to the appropriate curriculum standards.

The first three years of turnaround, we experimented with four or five different platforms for Classroom Walk-throughs (also referred to as Learning Walks). This year, however, the instructional leadership team and the principal were introduced to a book by Sean Cain, called *The Fundamental Five* that looked at the common elements of consistent and effective classroom instruction through the lens of five fundamental practices (Framing the Lesson, Providing Reinforcement and Recognition, Working in the Power Zone, Frequent, Small-Group, Purposeful Talk, and Critical Writing). This instructional framework was shared with the Instructional Leadership Team and agreed upon as the focus that Iroquois needed to ensure our instructional alignment. To support this instructional point of view, the ILT agreed to purchase a copy of the book for each faculty member, as well as the web-based, walk-through platform by Lead Your School called "PowerWalks." The walk-through data gathered throughout the 14-15 school year is aligned with the Fundamental 5 instructional practices and the data gathered and used to inform professional development serves as a liaison between theory and practice. School leaders use data to monitor progress and make informed decisions about master scheduling, intervention offerings, staffing assignments, financial allocations, instructional needs, professional development needs and offerings... all to increase academic proficiency.

Regarding students, we are intentional about not making broad statements about "all kids" or "every student"; we value each child. Teachers and PLCs work to differentiate instruction for the unique needs of each child. We also believe students must have multiple opportunities to demonstrate success. Several of our teachers have implemented standards-based grading. This grading philosophy is a more accurate representation of what part of the content a student knows and allows students multiple opportunities to practice and improve upon content acquisition prior to a final grade being reported. We offer a multitude of "Extended School Day Services" each day to meet the Tier II/III intervention needs of our students. We provide weekly, embedded flexible interventions to students every Thursday for students needing Tier II core-content remediation and enrichments to those who don't.

We also provide a plethora of Special Education Services as warranted through our 220+ students' IEP accommodations. We offer mainstream classes, collaborative co-teaching classes, and resource (self-contained) classes to meet the unique learning needs of our students. We provide dynamic support to our Limited-English Proficiency (LEP) students who speak English as a Second Language (ESL) including language support with Bilingual Associate Instructors, Foundational language acquisition skills, social and emotional support to assist with cultural changes, etc.

We also offer Advance Program, Honors Program, Advance Placement, and Dual Credit classes for several of our accelerated learners. We know the only way to fulfill our mission is to have high expectations for ourselves as educators and for our students. We believe we can and will build hope for each child by providing pathways to success at the next level.

We believe our school has the responsibility of meeting several non-academic needs of students. Acknowledging the concentration of poverty in our school community, we have the responsibility of providing services, programs, and support to meet several needs of our students. Poverty also increases the multitude of "at-risk" indicators of single income homes, single parent homes, and low education attainment of parents. That being said, we recognize that it is our school's responsibility to work harder than other schools may have to in order to meet the needs of our students. Two of our nine Focus teams have been empowered to increase stakeholder engagement. One team has been charged with raising student and staff engagement factors like improving daily attendance, extracurricular involvement, and the sense of unity and pride, etc. Another team has focused their energies on increasing family and community engagement activities like increasing participants who volunteer, mentor, and advocate for our students. Initially, the priority was to increase presence/involvement in the school and community, but it has evolved into purposefully aligning our needs with specific activities to progress towards a commonly agreed upon objective.

We connect with our students through a variety of offerings. Advisory groups meet every Wednesday where every student is paired with an Advisor (12-17 students per adult). These Advisory/Advisee meetings provide students a forum to build relationships to with an adult who advocates for their learning. Our Youth Service Center coordinates services designed to meet students' physical, social, and emotional needs in a partnership with the student's family. We also host an In-house Community School that offers classes/activities for parents, students, and community members. We offer student school-to-career support through our Louisville Education Employment Partnership (LEEP) as well as Transition Services for all of our Low-Incident (Functional-Mental Disabilities) students. We also work in collaboration with a Home-School Coordinator who facilitates family involvement when circumstances may prevent the family from being present at school for collaborative conversations.

Career and Technical Education Magnet Academy is a smaller learning community that offers a multitude of career and technical classes that provide students pathway to an immediate, sustainable career upon graduation in the fields of Plumbing, HVAC, Welding, Carpentry, Electricity, Masonry, Robotic, and Engineering/ Architecture. We also offer multiple elective courses, clubs, activities, and sports that provide students ongoing opportunities to engage in the school community and develop their interests.

To facilitate the transition from middle school to high school we provide a Freshman Academy (another smaller learning community) for all incoming freshmen. The F.A strives to assist our 9th grade students with adapting and acclimating to higher rigor and standards-based instruction to prepare them for college and career readiness. In addition to a more structured learning environment, the Freshman Academy also provides greater capacity for social and emotional transitioning into high school. One of the changes we have experienced in the past two years, stems from the influx of students from our non-feeder schools. In 2012, nearly 75% of our incoming freshmen came from either Olmstead North Academy (Priority School) or Olmstead South Academy (Focus School). Now we are only receiving less than 50% of our freshmen from the Olmstead middle schools. Drawing from so many schools that are spread across our city, has impeded our sense of community that was developed in vertical collaboration with our neighboring feeder schools over the last four years. This has realigned our efforts in the Freshman Academy to ensure that efforts are embedded into every classroom to indoctrinate our 9th grade students into values surrounding respect, pride, responsibility and integrity.

Our teachers are inexperienced but are passionate, coachable and committed. Our teachers are receptive to redefining the age-old paradigms of effective classroom instruction, but have some obstacles and barriers that the new administration is putting systems and structures in place to help remove them. As a result of these realities, we have redefined our student "discipline" framework to include a Student-Teacher Response Team (SRT) that reviews behavior and culture/climate data to target specific intervention efforts to address students, teachers and school community needs. We also have a Positive Behavior Intervention Support Team (PBIS) to look at promoting and recognizing a positive culture and higher expectations for student achievement (academic and non-academic).

In supporting and connecting with our students, one of our most important overall objectives is to promote and immerse all stakeholders in the ideal of Iroquois Citizenship. We impress upon our students and families that we are not just "tourists or visitors" in this Iroquois school

community; we are Citizens of Iroquois. As citizens, we have a moral obligation to contribute to our success, protect our mission, and defend against our challenges. That element of our vision statement is echoed throughout our school and riddled throughout our school literature and media. We often quote Rudyard Kipling's "The Jungle Book" to capture the essence of our collaborative efforts, engage stakeholders and promote citizenship... "For the strength of the pack is the wolf, and the strength of the wolf is the pack." It just so happens that our school mascot is a wolf. We work together and we own our results, whether they be successes or failures.

These are all the ways we are committed to developing, implementing, and improving upon an actionable plan to achieve our mission and create our vision for Iroquois.

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.

We continue to see success and improvement in all aspects of our school. Our overall index has increased from 34.1 to 56.3 in three years, which means we have exceeded our AMO for two of the three years. Additionally, we have moved from the 1st percentile to the 9th percentile in three years.

On the most recent school report card, we are one of only two JCPS schools to have shown growth in K-PREP achievement and gap accountability indexes, and would have shown growth in all six if scores from "track-back" students at non-A1 schools had not been applied to our accountability. "Track-back" students are students who Iroquois are accountable for all testing and accountability areas, but were students who never physically attended Iroquois. For example, these students would have been sent to alternative schools and never stepped one foot inside Iroquois High School. Currently, we are accountable for these students without ever getting the opportunity to educate these students. This means that for the students who attend our school every academic exam saw increased levels of proficient/distinguished performances last year.

Specifically, the school report card reflects the following increases in achievement this year: English End-of-Course Scores increased from 19.4% P/D (2013) to 25.9% P/D (2015). Math End-of-Course Scores increased from 12.6% P/D (2012) to 25.6% P/D (2015). Social Studies End-of-Course Scores increased from 28.6% P/D (2012) to 37.8% P/D (2015).

Finally, and perhaps most importantly, we have seen the following areas of improvement in the past three years. Our graduation rate has risen from 40.5% (2011) to 69.5% (2014). When the five-year cohort is used to calculate our graduation rate from 2015, it soared to 76%. This is significant because our population of ECE and ESL students may take extra time to graduate, but they are still persevering and earning their diplomas at a rate that is comparable to our district average for 2015.

Not only are we producing more graduates than ever before, the number of them who leave Iroquois college and/or career ready is also increasing at a remarkable rate. In 2011, before the new leadership took over, only 16 graduates (9%) earned the distinction of college or career ready. In 2015, 43.1% of the graduating class were College and/or Career Ready.

In addition to the KDE school report card data improving, we have numerous other areas of anecdotal improvement in the past three years. The previous administration had implemented the Fundamental Five as a common, school-wide instructional framework to ensure research-based practices are being implemented into daily lessons and to provide consistency among our staff and students as to what effective instruction includes. In addition to requiring professional development regarding the implementation of the Fundamental Five, we have implemented a walkthrough schedule that has resulted in more than 1,000 classroom observations in the first three months of school and focused those observations solely on looking for evidence of the Fundamental Five in learning environments. This focus has allowed us to develop a more targeted professional development plan that is differentiated for the individual needs of each teacher. For example, at our first Gold Day, teachers attended a Professional Development session based on their lesson framing data that was targeted for their specific needs. Some attended a session on the fundamentals of why and how to frame a lesson, while others simply needed to revise existing frames they had already created. Because the system was fully implemented and monitored, a reset and reboot of the Fundamental Five will begin in April 2016.

We have improved the PDSA work of the PLC by creating a more specific and thorough standard deconstruction tool, which also allows teachers to track student progress towards those standards and plans more targeted interventions accordingly. We have developed and implemented an in-school intervention pullout program instead of relying only on after-school time as a means of remediating content. We will be transitioning to a 2 semester period day for the 2016-17 school year. This allows for a schedule that is flexible and allows for more interventions and systems to be closely monitored and tracking student's progression towards standards, as opposed to the Trimester schedule that basically became a semester schedule due to high stakes accountability and extending 2 trimester classes to 3 trimesters. With additional staffing and support, the semester schedule will allow for daytime interventionists, (using ESS funds); we will be able to intervene with students during the school day to ensure we are keeping students on track in core content courses. In addition to the embedded interventions, we have an Extended School Program that allows students to stay after when they need to recover standards in core content classes or need help becoming CCR and, when they do, JCPS has provided them an evening meal and transportation home.

We have created a Transition Academy for students who were not making adequate academic progress in the regular setting and provided them with resources to recover credits using technology and small group instruction tailored to their specific needs. This initiative has been adopted by our district who developed several other Transition Academies for other sites based on our model.

In order to have more academic control over the ESL students we would eventually enroll, we have added an in-house ESL International Academy for students with limited or interrupted education.

We have refined the work of our focus teams into more specific, actionable teams who are having a direct impact on our school. For example, the Instruction and Learning team has been broken down into an RTI team, a Literacy team, and an Advisory team. The Engagement team has been broken down into a student engagement team & staff engagement team, and parent/community engagement team.

We have refined the work of our Instructional Leadership team (ILT) to differentiate it from the department chairperson committee. ILT is now in charge of professional development and the department chairpersons are responsible for data analysis instead of one team trying to do it all.

We have scheduled a pre-Diagnostic review to be conducted in February. We will review and reflect the ELEOT walk-through data provided by team of volunteers to prescribe next steps for instructional leadership. Based on the data they compiled using the ELEOT tool during their classrooms visits, we will continue to work on establishing and clearly communicating high learning expectations for all students and increasing the instructional rigor in all classrooms. We will look for greater opportunities to model and demonstrate exemplar work in our classrooms and include higher-order thinking assignments and inquiry. One of the ways we will improve these areas is through our community partnerships. For example, we have partnered with Ford NGL project to improve our capacity for project-based learning in collaborative partnerships between core-content teachers and Career & Technical Education teachers. We will continue to support our teachers through authentic professional development offerings to foster more frequent effective, student-centered classrooms.

In the next three years, we will continue to improve our instructional process, PLC work, and intervention plans to increase the achievement of our students even more. We will need to focus on improving the rate of learning for students in our ESL International Academy, as those students will impact our school report card data. We will also work to find solutions to some of the most detrimental barriers to student learning: perennial absenteeism and frequent disciplinary disruptions. Currently, administration is implementing a student reward program to he eliminate these barriers and achieving the desired outcome of student success.

Additional Information

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

Being a newly hired principal (November 2015), we are in the process of revisiting and reviewing all systems and structures. Here is a list of systems being modified, changed, implemented and monitored:

- Tardy & Behavior System to create a safer environment conducive to learning
- Reset/Reboot of Fundamental Five
- Restructuring of administration and staff to support school needs
 - o Design multi-academies throughout the school such as Freshman Academy, CTE Academy, ESL/International Academy (more schools within a school)
 - o Hiring of an AP over the ECE Department
 - o Security Guards
 - o Resource teachers
 - o Instructor III to support Tier 3 Interventions
 - o Teacher placement based on school needs to support accountability areas
- Creation of Principal Advisory Board (15 Students)
- Implement Student Reward System
- SRT Restructuring of purpose and system to allow for more teacher/student dialogue before student reenters the classroom

There are more areas of improvement, focus, and influence than the previous narratives prompted us to respond. Therefore, below are several more important points to consider when analyzing and evaluating the progress at Iroquois over the last several years.

1. To begin with, we increased our attendance from 2011-2012 to 2012-2013 and again from 2012-2013 to 2013-2014. These gains in attendance were not only the result of the work of the focus teams, but they also played an integral role towards our overall success. We cannot impact a student until we can get him or her to attend school. Once they're in our doors, we can begin to implement the supports, commitments, and expectations that will result in their progress and success during and after their high school career.

2. In 2013, we were selected as only the second recipient of the Louisville Rotary Club's Promise Scholarship. This means that all incoming freshmen (from 2013 and beyond) who maintain a 2.5 cumulative GPA, 90% or better attendance, and no major disciplinary infractions will receive a two-year scholarship to Jefferson Community and Technical College and an additional one-year scholarship to the University of Louisville. This partnership with Louisville Rotary Club has led to a group of Rotarians volunteering their time each month to mentor 15-20 of our freshmen students and as serving as a community advocate for them. We have also embarked upon a partnership with United Parcel Services (UPS) to initiate a mentoring program for our Robotics students who have committed to a year-long project to create a miniature, scaled model of the UPS World-Port sorting system to identify target areas for improved efficiency.

3. In 2014, the students and teachers in our Career-Technical Education program have partnered with Architecturer, Construction and Engineering (ACE) Mentors of Louisville to design, plan, create, and build an outdoor classroom/amphitheater on a property next door to our school. The ACE Mentor group are currently planning the next step in upgrading the outdoor classroom/amphitheater that includes a roof, handicap accessible ramps and modifications. Our students convinced the school district to purchase the property based on their development proposal to turn into community green space and to provide our school and our neighboring middle school with a venue to
SY 2015-2016

conduct outdoor activities promoting community collaboration.

4. We are in the discussion stage with the ACE Mentoring of Louisville group of designing and building a playground on the campus and adopting a local elementary school and community members to use to increase community involvement.

5. Early in the 2012-14 turnaround years with the previous principal, Iroquois had the benefit of working one-on-one with distinguished educational consultants through our multi-year collaboration with Solution Tree. The first two years we worked with Dr. Peter Noonan who advised leadership on how to develop, implement, and monitor improvement plans, while working with PLCs on how to analyze data, raise the level of rigor, and provide interventions. Last year, the district provided us a Solution Tree math consultant, Dr. Linda Fulmore, who has worked with our math PLCs regularly for two years to improve collaboration, instruction, assessment, and learning in the math classrooms. Finally, we were honored to be approached by Dr. Rick DuFour who volunteered his time to follow-up on the math PLC work by visiting Iroquois and make recommendations both to the math teams, as well as to the Instructional Leadership team and Administration, about next steps that should drive our PLC work and improve student learning.

6. For the past several years, we regularly provided our tested areas PLCs with Data Days, which are days that substitutes are provided by the district so the teacher's work day is devoted to data analysis and curricular, instructional, and assessment review in order to improve instruction and interventions. By completing a gap analysis between the curriculum, instruction, and assessment of each tested area, we were able to anticipate and plan for learning gaps prior to their end-of-year assessments. For years ago, we simply asked our PLCs to answer the three questions for PLC work(1. What do we want students to know/do? 2. How will we know when they know it? 3. What will we do if they don't?). The next year we added the fourth question, "what will we do when they do know it?" That framework for PLC collaboration was expanded into more specific and in-depth steps within the PDSA framework (Plan, Do, Study, Act) last year like deconstructing standards, identifying pre-requisite and essential skills/vocab/concepts, targeting interventions for learning objectives and not standards, etc.

7. Since the beginning of our turn-around journey, we have been focusing on how to sustain our efforts and initiatives. It cannot be overlooked how significant our progress is when measured against the accountability index from where we started in 2011. We had little-to-no experience in the majority of our classrooms and administrative positions from day one. Minimal teaching and administrative experience coupled with significant personnel turnover each year makes sustainability difficult, but the change in administration and support from the district with filling the staffing needs, Iroquois expects to overcome and see continual progress in the turn-around process. Our strategic action plan (30-60-90 plan for turnaround) evolved into an authentic comprehensive school improvement plan that aligned with our quarterly report monitoring instrument. Our plan has always been to create the capacity to sustain systemic change, resulting in increased student achievement.

Currently, we have 4 assistant principals-- 2 second-year A.P., a newly hired (as of December 14, 2015) first-year A.P. In fact, in the past three years, seven different assistant principals have filled three positions, all of them serving as first-year A.P.s. We have also had five counselors in three positions in the same amount of time. In short, due to the overwhelming nature of the work of a PLA school, we have experienced significant administrative turnover.

In addition to the turnover in administration, the position that has experienced the most significant turnover is the College/Career Readiness Assessment and Intervention Coordinator (CCRC). In the past four years, there has been a brand-new CCRC each year. The CCRC duties include administering PLAN, ACT, COMPASS, KYOTE, On-Demand Writing, End-of-Course, Alternate K-PREP, AP, ESL-ACCESS, KOSSA, ASVAB, and ACT WorkKeys testing at varying points of throughout the school year, in addition to planning, supervising all intervention efforts and tracking individual student progress towards benchmarking. Due to the overwhelming demands and broad spectrum of responsibility for conducting an ethical and comprehensive system of testing while coordinating the oversight of all the differentiated intervention plans for each of the college/career readiness assessments, each CCRC has resigned at the end of each year. Our fourth CCRC accepted a

promotion as an assistant principal at another school putting us in a position to hire a fifth CCRC in four years. This means a new CCRC must be indoctrinated and caught up to speed on a multitude of testing systems and practices as well as becoming adept at all structures for intervention. As one can imagine, having a trained and effective CCRC is vital to improvement in all tested areas.

Previously, not only have we have been short-handed in our administrative ranks, we continue to have staffing inadequacies in regards to the pool of hireable teachers. We currently have 2 teacher openings in our CAD and Robotics program that is a big draw of students for us in the Magnet Program. It is difficult to find teachers with the certification needed to teach these classes. New teachers are always being added to our staff as applicants become available, thus creating a constant need to play catch up with both teachers and students affected by the unfilled positions.

Since beginning of our 2011 turnaround efforts, the only constant we have experienced is continual change.

As a result of being a Priority school, our teachers are also challenged with balancing their instructional responsibilities, their focus team commitments, and additional data tracking/reporting like the CSIP, Quarterly Report, mandatory Plus-Deltas, maintaining public data-boards, regularly submitting PLC artifacts. Plus, they experience the challenges of serving the magnitude of differentiated needs our students bring with them (20% ECE; 20% ESL; 92% F/RL; etc). Most of our teachers are young and are just beginning their graduate degrees, all of which impact their capacity to sustain their commitments in their classrooms and PLCs.

On top of this abundance of demands on our time and energy, the new professional evaluation system (TPGES, OPGES), as well as major disciplinary procedures and philosophies, as outlined in the revised Code of Conduct, new ECE policies regarding suspensions, PBIS, and SRT teams makes for an ever changing atmosphere for our teachers.

In spite of our challenges, we are still moving forward and making notable strides towards turnaround. If one considers the students' performance levels in our feeder middle schools, it becomes apparent that we are increasing the percentage of students scoring proficient or distinguished on Reading, Language Mechanics, and Writing KPREP tests between the beginning of their sophomore year and end of their junior year. We are overcoming the barriers starting to see the benefits of the school's efforts towards student success.

15-16 Iroquois High School CSIP

Overview

Plan Name

15-16 Iroquois High School CSIP

Plan Description

Comprehensive School Improvement Plan for Iroquois High School 2015-2016

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	By 2017 we will increase the percentage of students scoring proficient and distinguished on the KPREP Social Studies assessment to 59.1%	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$0
2	By 2017 we will increase the percentage of students scoring proficient and distinguished on the KPREP Science assessment to 56.2%	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$0
3	By 2017 we will increase the percentage of students scoring proficient and distinguished on the KPREP On-Demand Writing assessment to 45.1%	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$0
4	By June 2017 we will increase our Graduation rate to 80.2% (Based on the Cohort Graduation Model)	Objectives: 1 Strategies: 4 Activities: 5	Organizational	\$501321
5	Engaging all Stakeholders to Cultivate Student Citizenship in efforts to promote more effective decision making capacity, increase attendance, and develop school pride	Objectives: 6 Strategies: 10 Activities: 33	Organizational	\$33465
6	By June 2017, all areas of the Program Review: Arts & Humanities, Practical Living / Career Studies, and Writing will demonstrate an overall score of proficiency.	Objectives: 4 Strategies: 4 Activities: 9	Organizational	\$7150
7	By June 2017, we will have 50 seniors meeting all qualifications to earn the Louisville Rotary Promise Scholarship	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$250
8	By June 2017, our combined average for Reading and Math will be 63.9% proficient/distinguished as measured by KPREP End-of-Course exams.	Objectives: 5 Strategies: 5 Activities: 20	Academic	\$75000
9	By June 2017, we will reduce our drop-out rate to 4.9% (10% reduction each year)	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$268460
10	By June 2017, our combined average for Reading and Math will be 63.8% proficient/distinguished for non-duplicated Gap groups as measured by KPREP End-of-Course exams.	Objectives: 5 Strategies: 1 Activities: 2	Academic	\$580
11	By June 2017, we will cultivate a safe, supported, equipped, and self-efficate school for all students and staff as measured by the Comprehensive School Survey	Objectives: 11 Strategies: 22 Activities: 46	Organizational	\$1119053

KDE Comprehensive School Improvement Plan - Priority School

Iroquois High

12	Iroquois High School will fully implement Professional Growth and Effectiveness System (PGES). The baseline data from the 2014-2015 school year will be used to set targets for the 2015-2016 school year	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
13	Instruction Resource Goal- Iroquois will use 100% of the instructional resources (textbooks) within two years to support student access to high quality resources	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$10000
14	By 2017, 55% of all Iroquois graduates will be College and Career Ready	Objectives: 2 Strategies: 2 Activities: 17	Organizational	\$135300
15	Implementation System	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$0

Goal 1: By 2017 we will increase the percentage of students scoring proficient and distinguished on the KPREP Social Studies assessment to 59.1%

Measurable Objective 1:

35% of Twelfth grade students will demonstrate a proficiency on the NxGL Social Studies Assessment in Social Studies by 06/01/2016 as measured by the KPREP End-of Course U.S. History Assessment.

Strategy 1:

Social Studies PLC - The PLC process will ensure that teachers, especially those new to profession or to Iroquois HS, are deconstructing the social studies standards into manageable and measurable daily learning targets and assessing for learning each day. Then, the PLCs will analyze the data and student work in order to create Tier 1, 2, and 3 interventions for targeted groups and/or individual students either during or after school. The student performance data, on assessments similar to the End-of-course exams, will be collected twice during a six-week grading period through CASCADE.

Category:

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

Activity - US History PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
US History PLC meets weekly to align learning targets, create common formative assessments, and analyze student data and work to adjust instruction and provide interventions, like flex grouping. Parents will be informed of students' progress via phone calls, emails, and/or conferences.	Professional Learning	08/12/2015	06/01/2016	\$0	No Funding Required	C. Bellefant

Measurable Objective 2:

33% of Twelfth grade Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency on the NxGL Social Studies Assessment in Social Studies by 06/01/2016 as measured by the KPREP End-of Course U.S. History Assessment.

Strategy 1:

Social Studies PLC - The PLC process will ensure that teachers, especially those new to profession or to Iroquois HS, are deconstructing the social studies standards into manageable and measurable daily learning targets and assessing for learning each day. Then, the PLCs will analyze the gap data and student work in order to create Tier 1, 2, and 3 interventions for targeted groups and/or individual students either during or after school. The student performance gap data, on assessments similar to the End-of-course exams, will be collected twice during a six-week grading period through CASCADE.

Category:

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

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

US History PLC will meet weekly to align learning targets, create common formative assessments, and analyze gap data and student work to adjust instruction and provide interventions, like flex grouping. Parents will be informed of students' progress via phone calls, emails, and/or conferences.	Professional Learning	08/12/2015	06/01/2016	\$0	No Funding Required	C. Bellefant
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Goal 2: By 2017 we will increase the percentage of students scoring proficient and distinguished on the KPREP Science assessment to 56.2%

Measurable Objective 1:

30% of Eleventh grade students will demonstrate a proficiency on the NxGL Science Assessment in Science by 06/01/2016 as measured by the KPREP End-of Course Biology Assessment.

Strategy 1:

Science PLC - The PLC process will ensure that teachers, especially those new to profession or to Iroquois HS, are deconstructing the science standards into manageable and measurable daily learning targets and assessing for learning each day. Then, the PLCs will analyze the data and student work in order to create Tier 1, 2, and 3 interventions for targeted groups and/or individual students either during or after school. The student performance data, on assessments similar to the End-of-course exams, will be collected twice during a six-week grading period through CASCADE.

Category:

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

Activity - Biology PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Biology PLC will meet weekly to align learning targets, create common formative assessment, and analyze student data and work to adjust instruction and provide interventions. Parents will be informed of students' progress via phone calls, emails, and/or conferences.	Professional Learning	08/12/2015	06/01/2016	\$0	No Funding Required	Judd Scott

Measurable Objective 2:

30% of Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency on the NxGL Science Assessment in Science by 06/01/2016 as measured by the KPREP End-of Course Biology Assessment.

Strategy 1:

Science PLC - The PLC process will ensure that teachers, especially those new to profession or to Iroquois HS, are deconstructing the science standards into manageable and measurable daily learning targets and assessing for learning each day. Then, the PLCs will analyze the gap data and student work in order to create Tier 1, 2, and 3 interventions for targeted groups and/or individual students either during or after school. The gap student performance data, on assessments similar to the End-of-course exams, will be collected twice during a six-week grading period through CASCADE.

Category:

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

Activity - Biology PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Biology PLC will meet weekly to align learning targets, create common formative assessment, and analyze gap student data and work to adjust instruction and provide interventions. Parents will be informed of students' progress via phone calls, emails, and/or conferences.	Professional Learning	08/12/2015	06/01/2016	\$0	No Funding Required	Judd Scott

Goal 3: By 2017 we will increase the percentage of students scoring proficient and distinguished on the KPREP On-Demand Writing assessment to 45.1%

Measurable Objective 1:

47% of Tenth and Eleventh grade students will demonstrate a proficiency on the NxGL On-Demand Writing Assessment in English Language Arts by 06/30/2016 as measured by the KPREP On-Demand Writing Assessment.

(shared) Strategy 1:

English Vertical PLC - The PLC process will ensure that teachers, especially those new to profession or to Iroquois HS, are deconstructing the KCAS writing standards into manageable and measurable daily learning targets and assessing for learning each day. Then, the PLCs will analyze the data and student work in order to create Tier 1, 2, and 3 interventions for targeted groups and/or individual students during or after school. The student performance data, on assessments similar to the On-demand writing exams, will be collected twice during a six-week grading period through CASCADE.

Category:

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

Activity - Eng II & Eng III PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eng II and Eng III PLC meet weekly to align learning targets, create common formative assessments, and analyze data and student work to adjust instruction and provide interventions. Parents will be informed of students' progress via phone calls, emails, and/or conferences.	Professional Learning	08/12/2015	06/30/2016	\$0	No Funding Required	C. Bellefant

Measurable Objective 2:

47% of Tenth and Eleventh grade Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency on the NxGL On-Demand Writing Assessment in English Language Arts by 06/30/2016 as measured by the KPREP On-Demand Writing Assessment.

(shared) Strategy 1:

English Vertical PLC - The PLC process will ensure that teachers, especially those new to profession or to Iroquois HS, are deconstructing the KCAS writing standards into manageable and measurable daily learning targets and assessing for learning each day. Then, the PLCs will analyze the data and student work in order to create Tier 1, 2, and 3 interventions for targeted groups and/or individual students during or after school. The student performance data, on assessments similar to the On-demand writing exams, will be collected twice during a six-week grading period through CASCADE.

Category:

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

Activity - Eng II & Eng III PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eng II and Eng III PLC meet weekly to align learning targets, create common formative assessments, and analyze data and student work to adjust instruction and provide interventions. Parents will be informed of students' progress via phone calls, emails, and/or conferences.	Professional Learning	08/12/2015	06/30/2016	\$0	No Funding Required	C. Bellefant

Goal 4: By June 2017 we will increase our Graduation rate to 80.2% (Based on the Cohort Graduation Model)

Measurable Objective 1:

collaborate to increase the 2016 graduation rate to 80.2% (based on the 4-year Cohort Model) and 83.5% (based on the 5-year Cohort Model) by 06/30/2016 as measured by School Report Card.

Strategy 1:

Junior Bump-Up - We will ensure that all eligible 4th-year juniors recover appropriate credits to get "bumped-up" to senior status by January 2016 to get them back on track for graduating on time.

Category: Persistence to Graduation

Activity - Edgenuity Learning Systems	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to recover core-content credits through Edgenuity online web application	Academic Support Program	08/12/2015	06/30/2016	\$12850	Title I SIG	A. Reece

Activity - Jefferson Co. Pilot Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student will have the opportunity to recover credits on eSchool through our Jefferson County High School Pilot Program. Two part-time Retired teachers will facilitate the program	Academic Support Program	08/12/2015	06/30/2016	\$6871	District Funding	A. Reece

Strategy 2:

Extended Learning Opportunities - We will ensure that all seniors have access to extended learning opportunities inside/outside of the typical school day by 06/30/2016 as measured by Quarterly Counselor reports.

Category: Persistence to Graduation

KDE Comprehensive School Improvement Plan - Priority School

Iroquois High

Activity - Weekly Extended School Day Classes for credit recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended School Program (ESP) will be offered from 2:30-4:00 Monday, Wednesday, & Thursday all year to target students who need credit recovery to stay on track for an on-time graduation using Edgenuity and e-school. Other ESP offerings will targets students who need intense skill remediation in math and literacy to learn and practice basic skills that are essential to their success in the required core courses. Students in ESP will be encouraged to commit to long-term participation.	Academic Support Program	08/12/2015	06/30/2016	\$481600	Grant Funds	A. Atkins

Strategy 3:

Weekly Daytime Flexible RTI - Every Thursday, students will be referred to a 55 minute intervention period for content recovery with one of their core-content teachers.

Category: Persistence to Graduation

Activity - Flexible RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will refer 25-30 students to recover specific learning targets and/or standards based on common formative assessments and the PLC will develop intervention lessons that utilize different instructional strategies than the initial direct instruction. Interventions are offered in every core content course and are conducted during the regular school day.	Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	C. Bellefant

Strategy 4:

Graduation & Beyond Assurances Priority Team Monitoring - The Graduation and Beyond Assurances Team will meet Quarterly to review the four, five, and six year cohorts of our 12th grade students to monitor their progress towards graduation.

Category: Persistence to Graduation

Activity - Junior Bump-Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to recover core-content credits through Edgenuity online credit recovery.	Academic Support Program	08/12/2015	06/30/2016	\$0	District Funding	A. Reece

Goal 5: Engaging all Stakeholders to Cultivate Student Citizenship in efforts to promote more effective decision making capacity, increase attendance, and develop school pride

Measurable Objective 1:

collaborate to to decrease time out of class due to code of conduct violations for all students by 06/30/2016 as measured by PBIS/SRT Focus Team minutes and the Quarterly Report.

KDE Comprehensive School Improvement Plan - Priority School

Iroquois High

Strategy 1:

Advisory - Students will be paired with an advisor with whom they will meet every week (55 minutes every Wednesday).

Category: Other - Advisory/Advisee

Research Cited: Lehr, C.A., Johnson, D.R., Bremer, C.D., Cosio, A., Thompson, M. (2004). Essential Tools: Increasing Rates of School Completion: Moving From Policy and Research to Practice. National High School Center.

Activity - Advisory groups will meet every week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An Advisory Focus Team (Teachers, Counselors, Goal Clarity Coach, College/Career Ready Specialist) will meet monthly to create and communicate Advisory lessons for character development and social competence.	Academic Support Program	08/12/2015	06/01/2016	\$1500	Other	A. Reece

Strategy 2:

PBIS/SRT Team - The PBIS/SRT Team will meet once each month to promote positive behaviors and to prescribe intervention supports based on the findings of the Student Response Team's analysis of behavior data

Category: Stakeholder Engagement

Activity - PBIS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS/SRT Team will complete required JCPS District training for PBIS	Behavioral Support Program	08/12/2015	06/01/2016	\$0	No Funding Required	T. Hall

Activity - PBIS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS/SRT Team will communicate and lead staff through PBIS goals and strategies. Targeted areas, strategies, and student behaviors will be identified and monitored as evidenced on the Citizenship data board in the front office conference room. PBIS/SRT team will meet monthly to analyze data.	Behavioral Support Program	08/13/2014	12/18/2015	\$4080	District Funding, District Funding	T. Hall

Activity - School Culture Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will administer culture/climate surveys as a formative monitoring resource to guide our progress that will be summatively measured on the Comprehensive School Survey each year.	Other	08/12/2015	06/01/2016	\$0	No Funding Required	R. Carroll

Measurable Objective 2:

collaborate to increase our students' average daily attendance rate to 90% by 06/30/2016 as measured by monthly attendance reports.

KDE Comprehensive School Improvement Plan - Priority School

Iroquois High

Strategy 1:

Stakeholder Engagement Focus Team - Stakeholder Engagement Implementation/Focus Team will meet monthly to monitor attendance progress

Category: Stakeholder Engagement

Activity - Truancy Diversion Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stakeholder Engagement Team will coordinate with Truancy Diversion Program to identify targeted students for referral	Other	08/12/2015	06/01/2016	\$0	No Funding Required	R. Carroll

Activity - Home Contact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stakeholder Engagement Team will work through the Assistant Director of Pupil Personnel (K. Martin) to coordinate home visits for each truant student to build relationships with parents/guardians in efforts to promote attendance.	Other	08/12/2015	06/01/2016	\$0	No Funding Required	R. Carroll

Strategy 2:

Tardy Hall-sweep - Students that arrive tardy to school and/or tardy to class will be escorted to Hall-sweep (held in the area behind PAC) after each tardy bell rings for 1st, 2nd, 3rd, 4th, & 5th periods, as well as students returning late to class after 1st and 2nd lunches.

Category: Management Systems

Activity - Documentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be signed-in by administrating/supervising staff. The sign-in list will be maintained by Assistant Principal and a cumulative database will be updated daily/weekly to identify "repeat offenders."	Other	08/12/2015	06/01/2016	\$0	No Funding Required	M. Foster

Activity - Transition back to classroom next period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students will remain in tardy hall based on the number of tardies and cuts they have accumulated per trimester.	Other	12/07/2015	06/01/2016	\$0	No Funding Required	M. Foster

Measurable Objective 3:

collaborate to increase average daily staff attendance to 95% by 06/01/2016 as measured by Monthly staff attendance reports.

Strategy 1:

Staff engagement - A stakeholder engagement team will meet monthly to generate and implement activities to improve staff attendance at school and school functions.

Category: Stakeholder Engagement

Activity - Staff Recognitions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan - Priority School

Iroquois High

Staff challenges and recognitions will be initiated to promote higher staff attendance	Other	08/01/2015	06/01/2016	\$5000	Other	R. Carroll
Activity - Extracurricular Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff hospitality tents will be setup at athletic events to encourage participation.	Other	08/12/2015	06/01/2016	\$0	No Funding Required	R. Carroll

Measurable Objective 4:

collaborate to Increase Family Engagement by 25% by 06/01/2016 as measured by Sign-in records at school events.

Strategy 1:

Parent/Guardian Involvement - We will engage at least 1150 parents/guardians at least once throughout the year.

Category:

Activity - Orientation/Registration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will invite all parents/guardians to attend the Fall Orientation/Registration Kick-off at Iroquois	Parent Involvement	08/12/2015	12/18/2015	\$0	No Funding Required	R. Carroll

Activity - Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will ensure that all parents are invited to Open House by collecting Phone call logs from each Advisory Teacher prior to the Event	Parent Involvement	08/12/2015	12/16/2016	\$2000	Title I Part A	R. Carroll

Activity - Family Kick-Off for Louisville Rotary Promise Scholarship	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will host a Family Cook-out in the Fall to introduce Freshman Families to the Louisville Rotary Promise Scholarship	Parent Involvement	08/01/2015	12/18/2015	\$0	No Funding Required	R. Carroll

Activity - Fall/Spring Arts Show and Performance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will host a fall and Spring Art Show and Music Concert for Families and Friends of the Community	Parent Involvement	08/12/2015	12/16/2016	\$0	No Funding Required	R. Carroll

Activity - Parent/Guardian - Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will facilitate 1150 Parent/Guardian-Teacher Conferences throughout the year (to include face-to-face conferences, Email communication, phone calls) as measured by Infinite Campus Parent communication logs	Parent Involvement	08/12/2015	12/16/2016	\$0	No Funding Required	R. Carroll

Activity - Twitter account	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan - Priority School

Iroquois High

Parents will be communicated with through social media modes such as Twitter, allowing them access to information as well as an opportunity to provide feedback to the school.	Other	08/12/2015	12/16/2016	\$0	No Funding Required	T. Bennett
Activity - Comprehensive School Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have the opportunity to provide feedback to the school via the comprehensive school survey.	Parent Involvement	08/12/2015	12/16/2016	\$0	No Funding Required	R. Carroll
Activity - One Call Now	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be encouraged to sign-up for text alerts via One Call Now to receive announcements and information about upcoming events on their phones	Parent Involvement	08/12/2015	12/16/2016	\$0	No Funding Required	R. Carroll
Activity - School website	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school website will be revamped in order to provide more information about the school and individual classes to parents.	Parent Involvement	08/12/2015	12/16/2016	\$0	No Funding Required	C. Johmann

Measurable Objective 5:

collaborate to engage our community service and school involvement throughout the school year by 06/01/2016 as measured by Service hours log.

Strategy 1:

1000+ hours of Community Service Learning Projects - We will provide service to our community through various activities of service

Category: Stakeholder Engagement

Activity - Mayor's Give-a-Day Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Service projects to beautify our school community and surrounding neighborhood	Community Engagement	08/12/2015	12/16/2016	\$0	No Funding Required	R. Carroll
Activity - ACE Mentor Outdoor Classroom Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will add lights, stage and a roof to the outdoor classroom amphitheater.	Community Engagement	08/12/2015	12/16/2016	\$12500	Grant Funds	M. Foster
Activity - Construction of Children's Picnic Tables for local elementary schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Carpentry Students will design and build picnic tables for local area youth organizations	Community Engagement	08/12/2015	12/16/2016	\$0	No Funding Required	Matt Foster
Activity - Community school volunteer opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The community school will provide volunteer opportunities for students.	Community Engagement	08/12/2015	12/16/2016	\$0	No Funding Required	A. Granger
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Strategy 2:

Community Participation in School Events - We will involve our community stakeholders (civic leaders, alumni, neighbors, families, etc) in our school initiatives and activities

Category:

Activity - Who's Who Ceremony	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will invite community Leaders to attend our annual Who's Who Ceremony in December and we will invite a distinguished Alumnus to be our guest speaker at the event	Community Engagement	08/12/2015	12/16/2016	\$0	No Funding Required	T. Hall

Activity - Athletic events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will invite alumni classes to attend our athletic events	Community Engagement	08/12/2015	12/16/2016	\$0	No Funding Required	R. Carroll

Activity - International Banquet & Diversity Celebration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will invite community leaders and multicultural advocates to our annual International Banquet and Diversity Celebration in the spring	Community Engagement	08/12/2015	12/16/2016	\$750	Other	V. Cummings

Measurable Objective 6:

collaborate to Promote School Pride by 06/01/2016 as measured by Culture & Climate Surveys.

Strategy 1:

Branding our School - Image, theme, marketing, promotional tactics to encourage school spirit and pride in our community

Category:

Activity - Yearly Motto	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each year we will designate a motto to unify our efforts and vision (e.g., BELIEVE, ACHIEVE, PRIDE, UNITE etc).	Other	08/12/2015	12/16/2016	\$0	No Funding Required	C. Holbrook

Activity - Yearbook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our yearbook will be representative of our mission and vision. It will maintain a dignified image and promote high expectations for Iroquois' image	Other	08/13/2014	12/18/2015	\$5000	General Fund	R. Carroll

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Activity - Blue Print School Newspaper	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school newspaper will be designated the "Blue Print" as a reflection of our school colors, as well as a reference to our Architecture, Construction, and Engineering magnet program.	Other	08/12/2015	12/16/2016	\$0	No Funding Required	Helvey

Activity - School I.D. cards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student identification cards will be provided to all students and will be colored based on graduating class year (Black-seniors, navy blue-juniors/sophomores, white-freshman, green-college/career ready students).	Other	08/12/2015	12/16/2016	\$1700	General Fund	R. Carroll

Strategy 2:

Celebrations and Recognitions - Student achievement and diversity will be recognized and celebrated

Category:

Activity - International Banquet and Diversity Celebration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each spring we will celebrate our English Language Learners and their cultural diversity by hosting a banquet with food from each student's native culture and allowing our ELL students to wear clothing that is native to their home country.	Other	08/12/2015	12/16/2016	\$0	No Funding Required	V. Cummings

Activity - Who's Who Ceremony	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each December we will celebrate the accomplishments of select seniors who have gone above and beyond the expectations of their peer group. A retired counselor will be paid for organizing the program.	Other	08/12/2015	01/01/2016	\$935	General Fund	T. Hall

Activity - Announcements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School celebrations will be shared on the daily announcements, Twitter feed, and school website to promote positive stories about our school, staff, and students.	Other	08/12/2015	12/16/2016	\$0	No Funding Required	R. Carroll

Goal 6: By June 2017, all areas of the Program Review: Arts & Humanities, Practical Living / Career Studies, and Writing will demonstrate an overall score of proficiency.

Measurable Objective 1:

collaborate to score proficiency on the Arts & Humanities Program Review by 06/30/2016 as measured by an internal school self-assessment and further by the Kentucky Department of Education..

Strategy 1:

Arts and Humanities Program Review Focus Team - The Arts and Humanities program review focus team will meet in monthly to review progress and determine next steps for completion.

Category: Integrated Methods for Learning

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Activity - Vertical PLC Evidence Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vertical PLCs meet every Tuesday to collect evidence and determine next steps to reach proficiency.	Academic Support Program	08/12/2015	12/30/2016	\$0	No Funding Required	C. Bellefant

Activity - Program Review Monitoring Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A selected group of staff members from all content areas will form a Program Review Monitoring Committee. The group will focus on weaknesses from last year's Program Review as a priority and communicate progress and needs to Vertical PLCs	Academic Support Program	08/12/2015	12/16/2016	\$5500	Title I SIG	C. Bellefant

Measurable Objective 2:

collaborate to score proficiency on the Writing Program Review by 06/30/2016 as measured by an internal school self-assessment and further by the Kentucky Department of Education..

Strategy 1:

Writing Program Review Focus Team - The Writing Program Review Focus team will meet monthly to review progress and determine next steps for completion.

Category: Learning Systems

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Activity - Vertical PLC Evidence Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vertical PLCs will meet every Tuesday to collect evidence and determine next steps to reach proficiency.	Academic Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant

Activity - Writing Program Review Monitoring Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A selected group of staff members from all content areas will form a Program Review Monitoring Committee. The group will focus on weaknesses from last year's Program Review as a priority and communicate progress and needs to Vertical PLCs	Academic Support Program	08/13/2014	12/18/2015	\$0	Title I SIG	C. Bellefant

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Measurable Objective 3:

collaborate to score proficiency on the Practical Living Program Review by 06/30/2016 as measured by an internal self-review and further by the Kentucky Department of Education.

Strategy 1:

Practical Living Program Review Focus Team - The Practical Living Program Review Focus team will meet monthly to review progress and determine next steps for completion.

Category: Learning Systems

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Activity - Vertical PLC Evidence Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vertical PLCs meet every Tuesday to collect evidence and determine next steps to reach proficiency.	Academic Support Program	08/13/2014	12/18/2015	\$0	No Funding Required	C. Bellefant

Activity - Program Review Monitoring Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A selected group of staff members from all content areas will form a Program Review Monitoring Committee. The group will focus on weaknesses from last year's Program Review as a priority and communicate progress and needs to Vertical PLCs	Academic Support Program	08/13/2014	12/18/2015	\$0	Title I SIG	C. Bellefant

Activity - Creation of a Coordinated School Health Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A coordinated school health committee will be formed to collect and analyze data for the creation/review of the school wellness policy. This committee will use the data to guide the integration of health education instruction throughout the school environment.	Policy and Process	08/12/2015	12/16/2016	\$1650	Title I SIG	C. Bellefant

Measurable Objective 4:

collaborate to score proficiency on the World Language Program Review by 06/01/2016 as measured by an internal school self assessment and further by the Kentucky Department of Education.

Strategy 1:

World Language Program Review Focus Team - The World Language Program Review Focus team will meet monthly to review progress and determine next steps for completion.

Category: Learning Systems

Activity - Vertical PLC Evidence Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vertical PLCs will meet every Tuesday to collect evidence and determine next steps to reach proficiency.	Academic Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant

Activity - Program Review Monitoring Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A selected group of staff members from all content areas will form a Program Review Monitoring Committee. The group will focus on weaknesses from last year's Program Review as a priority and communicate progress and needs to Vertical PLCsPr	Academic Support Program	08/12/2015	08/19/2016	\$0	No Funding Required	C. Bellefant

Goal 7: By June 2017, we will have 50 seniors meeting all qualifications to earn the Louisville Rotary Promise Scholarship

Measurable Objective 1:

collaborate to ensure that 50% of the Freshman (class of 2018) and 50% of the sophomores (class of 2017) have met all requirements to be eligible for the Louisville Rotary Promise Scholarship by 06/30/2016 as measured by Trimester Counselor Report.

Strategy 1:

LRPS Promotional Plan - Communication with students, staff, families about the significance and achievability of the last dollar scholarship from Louisville Rotary Club Category:

Activity - LRPS Mentor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Local Rotarians will volunteer their time to mentor selected 9th grade students	Other	08/12/2015	12/16/2016	\$0	No Funding Required	R. Carroll

Activity - Rotary Youth Leadership Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected Freshman will be nominated to attend a three day leadership training conference in Bowling Green	Other	08/12/2015	12/16/2016	\$0	No Funding Required	R. Carroll

Activity - LRPS Family Kickoff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will host a fall kickoff for all 9th grade families to announce the LRPS and to build ownership of each family	Parent Involvement	08/12/2015	12/16/2016	\$250	Title I Part A	R. Carroll

Goal 8: By June 2017, our combined average for Reading and Math will be 63.9% proficient/distinguished as measured by KPREP End-of-Course exams.

Measurable Objective 1:

49% of All Students will demonstrate a proficiency on the English 2 End-of-Course Test in Reading by 06/30/2016 as measured by 2016 School Report Card.

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Strategy 1:

English 1 PLC & English 2 PLC - English 1 and 2 PLC will implement the PDSA cycle to improve instruction and learning. Because the nature of the PDSA cycle is improvement, instructional leaders (i.e., principal, GCC, ERS, A.Ps) will participate and help guide PLCs through each cycle to ensure the PLCs are planning, doing, studying, and acting upon the results in order to improve instruction and student learning.

Category:

Activity - "Plan" Phase of PDSA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC and instructional leaders will deconstruct the End-of-Course Sub-domains into Quality Core (or KCAS for English 1) standards into power standards, essential skills, prerequisite knowledge, key vocabulary, learning targets, engaging instructional activities, and rigorous/appropriate assessments.	Professional Learning	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant

Activity - "Do" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will teach according to curriculum map, formatively assessing frequently to guide planning and inform instruction. Teachers will modify instruction regularly based on academic needs of students as evidenced by common formative assessment data.	Professional Learning	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant

Activity - "Study" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will analyze effectiveness of instruction by performing teaching-assessing-learning "gap analysis" based on deconstructed standards, common assessments, student achievement data. This analysis will be the basis for intervention plans, instructional remediation plans, and PLC next steps. English 2, specifically, will be guided through this phase during whole-day Study Days once every six weeks by the instructional leadership team.	Professional Learning	08/12/2015	12/16/2016	\$15000	Title I SIG	C. Bellefant

Activity - "Act" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners.	Professional Learning	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant

Measurable Objective 2:

50% of All Students will demonstrate a proficiency on the Algebra 2 End-of-Course KPREP Test in Mathematics by 06/30/2015 as measured by 2016 School Report Card.

Strategy 1:

Geometry, Algebra 1 and 2 PLCs - Algebra 1(freshman-level), Geometry (sophomore-level) and Algebra 2 (junior level) PLCs will implement the PDSA cycle to improve

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mathematics instruction and learning. Because the nature of the PDSA cycle is improvement, instructional leaders (i.e., principal, GCC, ERS, A.Ps) will participate and help guide PLCs through each cycle to ensure the PLCs are planning, doing, studying, and acting upon the results in order to improve instruction and student learning.

Category:

Activity - "Plan" Phase of PDSA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC and instructional leaders will deconstruct the End-of-Course Sub-domains into Quality Core (or KCAS for Alg 1 and Geometry) standards into power standards, essential skills, prerequisite knowledge, key vocabulary, learning targets, engaging instructional activities, and rigorous/appropriate assessments. Algebra 1 and Geometry will work with a Solution Tree consultant to plan set SMART goals, create assessments, and improve collaboration, as well.	Professional Learning	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant
Activity - "Do" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will teach according to curriculum map, formatively assessing frequently to guide planning and inform instruction. Teachers will modify instruction regularly based on academic needs of students as evidenced by common formative assessment data.	Professional Learning	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant
Activity - "Study" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will analyze effectiveness of instruction by performing teaching-assessing-learning "gap analysis" based on deconstructed standards, common assessments, student achievement data. This analysis will be the basis for intervention plans, instructional remediation plans, and PLC next steps. Algebra 2, specifically, will be guided through this phase during whole-day Study Days once every six weeks by the instructional leadership team.	Professional Learning	08/12/2015	12/16/2016	\$15000	Title I SIG	C. Bellefant
Activity - "Act" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners. PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners.	Professional Learning	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant

Measurable Objective 3:

39% of All Students will demonstrate a proficiency on the Biology End-of-Course Test in Science by 06/30/2016 as measured by the 2016 School Report Card..

Strategy 1:

Science PLCs - Science PLC will implement the PDSA cycle to improve science instruction and learning. Because the nature of the PDSA cycle is improvement,

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instructional leaders (i.e., principal, GCC, ERS, A.Ps) will participate and help guide PLCs through each cycle to ensure the PLCs are planning, doing, studying, and acting upon the results in order to improve instruction and student learning.

Category:

Activity - "Plan" Phase of PDSA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC and instructional leaders will deconstruct the End-of-Course Sub-domains into Quality Core (or NGSC for Int1A or 1B) standards into power standards, essential skills, prerequisite knowledge, key vocabulary, learning targets, engaging instructional activities, and rigorous/appropriate assessments.	Professional Learning	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant
Activity - "Do" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will teach according to curriculum map, formatively assessing frequently to guide planning and inform instruction. Teachers will modify instruction regularly based on academic needs of students as evidenced by common formative assessment data.	Professional Learning	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant
Activity - "Study" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will analyze effectiveness of instruction by performing teaching-assessing-learning "gap analysis" based on deconstructed standards, common assessments, student achievement data. This analysis will be the basis for intervention plans, instructional remediation plans, and PLC next steps. Biology, specifically, will be guided through this phase during whole-day Study Days once every six weeks by the instructional leadership team.	Professional Learning	08/12/2015	12/16/2016	\$15000	Title I SIG	C. Bellefant
Activity - "Act" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners.	Professional Learning	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant

Measurable Objective 4:

45% of All Students will demonstrate a proficiency On the U.S. History End-of-Course Exam in Social Studies by 06/30/2016 as measured by 2016 School Report Card.

Strategy 1:

Social Studies PLCs - World Civilizations and US History PLCs will implement the PDSA cycle to improve instruction and learning in social studies classrooms.

Because the nature of the PDSA cycle is improvement, instructional leaders (i.e., principal, GCC, ERS, A.Ps) will participate and help guide PLCs through each cycle to ensure the PLCs are planning, doing, studying, and acting upon the results in order to improve instruction and student learning.

Category:

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Activity - "Plan" Phase of PDSA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC and instructional leaders will deconstruct the End-of-Course Sub-domains into Quality Core standards into power standards, essential skills, prerequisite knowledge, key vocabulary, learning targets, engaging instructional activities, and rigorous/appropriate assessments.	Professional Learning	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant
Activity - "Do" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will teach according to curriculum map, formatively assessing frequently to guide planning and inform instruction. Teachers will modify instruction regularly based on academic needs of students as evidenced by common formative assessment data.	Professional Learning	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant
Activity - "Study" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will analyze effectiveness of instruction by performing teaching-assessing-learning "gap analysis" based on deconstructed standards, common assessments, student achievement data. This analysis will be the basis for intervention plans, instructional remediation plans, and PLC next steps. US History, specifically, will be guided through this phase during whole-day Study Days once every six weeks by the instructional leadership team.	Professional Learning	08/12/2015	12/16/2016	\$15000	Title I SIG	C. Bellefant
Activity - "Act" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners.	Professional Learning	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant

Measurable Objective 5:

51% of All Students will demonstrate a proficiency on the KPREP On-Demand Writing Test in Writing by 06/30/2016 as measured by 2016 School Report Card.

Strategy 1:

English 2 PLC & English 3 PLC - English 2 and 3 PLC will implement the PDSA cycle to improve writing instruction and learning. Because the nature of the PDSA cycle is improvement, instructional leaders (i.e., principal, GCC, ERS, A.Ps) will participate and help guide PLCs through each cycle to ensure the PLCs are planning, doing, studying, and acting upon the results in order to improve instruction and student learning.

Category:

Activity - "Plan" phase of PDSA cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English 2 and 3 will deconstruct the KCAS writing standards and On-Demand writing rubric into power standards, essential skills, prerequisite knowledge, key vocabulary, learning targets, engaging instructional activities, and rigorous/appropriate assessments.	Academic Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant

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Activity - "Do" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will teach according to curriculum map, formatively assessing frequently to guide planning and inform instruction. Teachers will modify instruction regularly based on academic needs of students as evidenced by common formative assessment data.	Academic Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant
Activity - "Study" phase PDSA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will analyze effectiveness of instruction by performing teaching-assessing-learning "gap analysis" based on deconstructed standards, common assessments, student achievement data. This analysis will be the basis for intervention plans, instructional remediation plans, and PLC next steps. English 3, specifically, will be guided through this phase during whole-day Study Days 2-4 times throughout the year by the instructional leadership team.	Academic Support Program	08/12/2015	12/16/2016	\$15000	Title I SIG	C. Bellefant
Activity - "Act" phase of PDSA Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners.	Academic Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant

Goal 9: By June 2017, we will reduce our drop-out rate to 4.9% (10% reduction each year)

Measurable Objective 1:

collaborate to reduce the number of freshman retentions from 8% to 7% (English 1); 24% to 20% (Algebra 1); 13% to 10% (Integrated Science 1A). by 06/30/2016 as measured by 6-week counselor report.

Strategy 1:

Freshman Academy Smaller Learning Community - All first year, incoming 9th graders will be part of a smaller learning community to orient them to Iroquois High School and facilitate their transition into high school

Category:

Activity - Campus Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will become familiar with the high school campus	Other	08/12/2015	12/16/2016	\$0	No Funding Required	R. Carroll
Activity - Leadership Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will be taught leadership skills to build capacity within the 9th grade class to impact our school	Other	08/12/2015	12/16/2016	\$0	No Funding Required	R. Carroll
Activity - Academic Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided transitional instruction to bridge the learning gap from middle to high school	Other	08/12/2015	12/16/2016	\$0	No Funding Required	R. Carroll
Activity - Freshman Academy Director	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Freshman Academy will be led by a resource teacher who will oversee all SLC planning and implementation for teachers and students	Other	08/12/2015	12/16/2016	\$66230	District Funding	R. Carroll

Strategy 2:

Transition Academy - 9th grade students or 9th grade repeaters who have demonstrated the inability to successfully function in a comprehensive classroom environment, leading to substantial absences, significant behavioral offenses, and/or unsuccessful academic performance will be referred to our Transition Academy to help get the student back on track.

Category:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided opportunities recover course credits through Edgenuity Learning Systems	Academic Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	A. Reece
Activity - Social Code Switching instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be counseled on appropriate expectations for social behavior inside/outside the classroom	Behavioral Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	M. Foster
Activity - Transition Academy Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher will oversee and teach students assigned to the Transition Academy	Other	08/12/2015	12/16/2016	\$66230	Grant Funds	M. Foster

Strategy 3:

Remedial content recovery - We will build an additional 12-week class into our master schedule for identified 9th grade students for literacy and math support.

Category:

Activity - Remedial Math Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Essential Arithmetic and Pre-Algebra Skills will be taught for 12 weeks to students identified from 8th mathematics academic data. This necessitates 1.8 additional teachers	Academic Support Program	08/12/2015	12/16/2016	\$108000	General Fund	C. Bellefant
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Strategy 4:

Extended Learning Opportunities - Student will be provided additional learning opportunities outside the normal school day

Category:

Activity - Extended School Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended School Program (ESP) will be offered from 2:30-4:30 Monday, Wednesday, & Thursday all year for English, Math, Science, & Social Studies to target students who need an extra hour or two a week to be successful. Students will remediate specific learning targets and/or standards in ESS and will stay on track to successfully complete core content courses necessary for graduation. ESP will be also be offered from 2:30-5:00 Monday, Wednesday, & Thursday all year to target students who need credit recovery to stay on track for an on-time graduation through Edgenuity and e-school. Other ESP offerings will targets students who need intense skill remediation in math and literacy to learn and practice basic skills that are essential to their success in required courses. Students in ESP are encouraged to commit to long-term participation.	Academic Support Program	08/12/2015	12/16/2016	\$28000	Title I Part A	A. Atkins

Goal 10: By June 2017, our combined average for Reading and Math will be 63.8% proficient/distinguished for non-duplicated Gap groups as measured by KPREP End-of-Course exams.

Measurable Objective 1:

49% of Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency on the English 2 End-of-Course Test in Reading by 06/30/2016 as measured by 2016 School Report Card School Report Card.

(shared) Strategy 1:

Name and Claim - PLCs will create and administer a common, valid and reliable assessment (as defined in "Common Formative Assessment") that is comparable to the EOC exam. Student work and assessment results will be analyzed by PLC to identify students that have met or are within reach of meeting proficiency for specific essential standards or topics. This list of students will be monitored frequently and updated intentionally after ongoing instruction and assessment to determine which students need to be targeted for specific interventions to remediate specific standards. These assessment and intervention efforts will help the PLC meet its delivery target for the non-duplicated gap groups.

Category: Continuous Improvement

Research Cited: Chris Jakicic

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Activity - Intervention Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on ongoing assessment data analysis, PLCs will develop tier 1, 2, & 3 intervention plans to target the identified (Name & Claim) students and will include specific activities for in-school interventions, as well as out-of-school interventions.	Academic Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant
Activity - Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The progress of identified students will be monitored by the PLCs and the instructional leadership team (principal, GCC, ERS, and A.P.s) for each essential standard, target, and/or skill as determined by the PLC in the PDSA cycle. This data will be used to plan multi-tiered and targeted interventions for the gap students who need them. Students will be labeled per standard/target/skill as GREEN (meeting proficiency), YELLOW (close to proficiency), or RED (not yet proficient). Data board will be purchased to monitor progress.	Other	08/12/2015	12/16/2016	\$580	District Funding	C. Bellefant

Measurable Objective 2:

50% of Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency on the Algebra 2 End-of-Course Test in Mathematics by 06/30/2016 as measured by school Report Card.

(shared) Strategy 1:

Name and Claim - PLCs will create and administer a common, valid and reliable assessment (as defined in "Common Formative Assessment") that is comparable to the EOC exam. Student work and assessment results will be analyzed by PLC to identify students that have met or are within reach of meeting proficiency for specific essential standards or topics. This list of students will be monitored frequently and updated intentionally after ongoing instruction and assessment to determine which students need to be targeted for specific interventions to remediate specific standards. These assessment and intervention efforts will help the PLC meet its delivery target for the non-duplicated gap groups.

Category: Continuous Improvement

Research Cited: Chris Jakicic

Activity - Intervention Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on ongoing assessment data analysis, PLCs will develop tier 1, 2, & 3 intervention plans to target the identified (Name & Claim) students and will include specific activities for in-school interventions, as well as out-of-school interventions.	Academic Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant
Activity - Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The progress of identified students will be monitored by the PLCs and the instructional leadership team (principal, GCC, ERS, and A.P.s) for each essential standard, target, and/or skill as determined by the PLC in the PDSA cycle. This data will be used to plan multi-tiered and targeted interventions for the gap students who need them. Students will be labeled per standard/target/skill as GREEN (meeting proficiency), YELLOW (close to proficiency), or RED (not yet proficient). Data board will be purchased to monitor progress.	Other	08/12/2015	12/16/2016	\$580	District Funding	C. Bellefant
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Measurable Objective 3:

39% of Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency on the Biology End-of-Course Test in Science by 06/30/2016 as measured by School Report Card.

(shared) Strategy 1:

Name and Claim - PLCs will create and administer a common, valid and reliable assessment (as defined in "Common Formative Assessment") that is comparable to the EOC exam. Student work and assessment results will be analyzed by PLC to identify students that have met or are within reach of meeting proficiency for specific essential standards or topics. This list of students will be monitored frequently and updated intentionally after ongoing instruction and assessment to determine which students need to be targeted for specific interventions to remediate specific standards. These assessment and intervention efforts will help the PLC meet its delivery target for the non-duplicated gap groups.

Category: Continuous Improvement

Research Cited: Chris Jakicic

Activity - Intervention Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on ongoing assessment data analysis, PLCs will develop tier 1, 2, & 3 intervention plans to target the identified (Name & Claim) students and will include specific activities for in-school interventions, as well as out-of-school interventions.	Academic Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant

Activity - Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The progress of identified students will be monitored by the PLCs and the instructional leadership team (principal, GCC, ERS, and A.P.s) for each essential standard, target, and/or skill as determined by the PLC in the PDSA cycle. This data will be used to plan multi-tiered and targeted interventions for the gap students who need them. Students will be labeled per standard/target/skill as GREEN (meeting proficiency), YELLOW (close to proficiency), or RED (not yet proficient). Data board will be purchased to monitor progress.	Other	08/12/2015	12/16/2016	\$580	District Funding	C. Bellefant

Measurable Objective 4:

41% of Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency On the U.S. History End-of-Course Exam in Social Studies by 06/30/2016 as measured by School Report Card.

(shared) Strategy 1:

Name and Claim - PLCs will create and administer a common, valid and reliable assessment (as defined in "Common Formative Assessment") that is comparable to

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the EOC exam. Student work and assessment results will be analyzed by PLC to identify students that have met or are within reach of meeting proficiency for specific essential standards or topics. This list of students will be monitored frequently and updated intentionally after ongoing instruction and assessment to determine which students need to be targeted for specific interventions to remediate specific standards. These assessment and intervention efforts will help the PLC meet its delivery target for the non-duplicated gap groups.

Category: Continuous Improvement

Research Cited: Chris Jakicic

Activity - Intervention Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on ongoing assessment data analysis, PLCs will develop tier 1, 2, & 3 intervention plans to target the identified (Name & Claim) students and will include specific activities for in-school interventions, as well as out-of-school interventions.	Academic Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant

Activity - Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The progress of identified students will be monitored by the PLCs and the instructional leadership team (principal, GCC, ERS, and A.P.s) for each essential standard, target, and/or skill as determined by the PLC in the PDSA cycle. This data will be used to plan multi-tiered and targeted interventions for the gap students who need them. Students will be labeled per standard/target/skill as GREEN (meeting proficiency), YELLOW (close to proficiency), or RED (not yet proficient). Data board will be purchased to monitor progress.	Other	08/12/2015	12/16/2016	\$580	District Funding	C. Bellefant

Measurable Objective 5:

51% of Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency on the KPREP On-Demand Writing Test in Writing by 06/30/2016 as measured by School Report Card.

(shared) Strategy 1:

Name and Claim - PLCs will create and administer a common, valid and reliable assessment (as defined in "Common Formative Assessment") that is comparable to the EOC exam. Student work and assessment results will be analyzed by PLC to identify students that have met or are within reach of meeting proficiency for specific essential standards or topics. This list of students will be monitored frequently and updated intentionally after ongoing instruction and assessment to determine which students need to be targeted for specific interventions to remediate specific standards. These assessment and intervention efforts will help the PLC meet its delivery target for the non-duplicated gap groups.

Category: Continuous Improvement

Research Cited: Chris Jakicic

Activity - Intervention Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Based on ongoing assessment data analysis, PLCs will develop tier 1, 2, & 3 intervention plans to target the identified (Name & Claim) students and will include specific activities for in-school interventions, as well as out-of-school interventions.	Academic Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant
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Activity - Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The progress of identified students will be monitored by the PLCs and the instructional leadership team (principal, GCC, ERS, and A.P.s) for each essential standard, target, and/or skill as determined by the PLC in the PDSA cycle. This data will be used to plan multi-tiered and targeted interventions for the gap students who need them. Students will be labeled per standard/target/skill as GREEN (meeting proficiency), YELLOW (close to proficiency), or RED (not yet proficient). Data board will be purchased to monitor progress.	Other	08/12/2015	12/16/2016	\$580	District Funding	C. Bellefant

Goal 11: By June 2017, we will cultivate a safe, supported, equipped, and self-efficate school for all students and staff as measured by the Comprehensive School Survey

Measurable Objective 1:

collaborate to to reduce the number of students creating disciplinary infractions that warrant suspensions to 344 (10% reduction from 382) and we will reduce the disproportionality of suspensions between African-American and Caucasian Students by 10% each Quarter by 06/30/2016 as measured by Quarterly Disciplinary Reports from Infinite Campus and the Behavior Dashboard.

Strategy 1:

Guidance Counseling Referrals - Intervention referrals will be made to guidance counselors every other week for students beginning to exhibit a pattern of inappropriate behaviors for social/emotional counseling

Category:

Activity - Guidance Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors and Student Support Staff Personnel will meet with individual students as needed to do self-reflection with the student about their behaviors, attendance, academics, and emotional/social issues	Behavioral Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	T. Hall A. Reece A. Atkins

Strategy 2:

Advisory Lessons - The Advisory team will develop and distribute Advisory lesson plans to promote positive behavior and responsible decision making skills

Category:

Activity - Advisor/Advisee Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Advisors will frequently and intentionally conference with individual students to review their progress in the areas of behavior, attendance, and academics	Behavioral Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	A. Reece
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Strategy 3:

Restorative Practices - We will work with students to teach them social responsibility and social appropriateness

Category:

Activity - In-Class conferencing between teacher and student	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conference with students to address behavioral concerns, (re)clarify behavioral/social expectations for the classroom, and restore appropriate relationships. Teachers will communicate these conferences with the student's advisor and his/her parents/guardians in a timely manner and document those conversations in Infinite Campus	Behavioral Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	S. Johnson

Activity - Positive Action Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PAC will serve to provide students a quiet and structured opportunity to reflect on the inappropriateness of his/her actions.	Behavioral Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	S. Johnson

Activity - Student Behavior Contracts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will meet with students with recurring disciplinary infractions and hold a conference with the student and the parent to establish agreed upon behavior expectations and appropriate consequences to serve as a framework of a behavior contract	Behavioral Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	S. Johnson C. Collins M. Foster M. Guy R. Carroll

Measurable Objective 2:

collaborate to reduce the number of hours students spend outside of classrooms for disciplinary infractions by 06/30/2016 as measured by Monthly Discipline Reports showing time spent in PAC and/or SOS.

Strategy 1:

TAB - Teachers will make arrangements with a neighboring teacher to TAB a student (Take-A-Break) to their colleagues classroom under agreed upon circumstances.

Category:

Activity - TAB	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TAB will give the student an opportunity to cool off and reflect on his/her actions until the opportunity arises for the teacher to conference with the student to facilitate his/her returning to the classroom.	Behavioral Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	T. Hall M. Guy

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Strategy 2:

Student Response Team - Students, Teachers, Administrators Response Team will operate in the capacity of an SRT (student response team).

Category: Other - Positive Behavior Intervention and Support

Activity - PBIS/SRT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS/SRT Team will review data showing trends in disciplinary infractions (students, behaviors, teachers, etc). The purpose START will be to attempt to keep students in the classroom setting, rather than removing them due to disciplinary infractions.	Behavioral Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	T. Hall M. Guy

Measurable Objective 3:

collaborate to ensure that we do not earn any "zeros" on our safe schools audit by 06/30/2016 as measured by Yearly Safe Schools Audit.

Strategy 1:

Safe Schools / Crisis Response Plan - We will develop, communicate, and follow our safety plan

Category:

Activity - Involve Stakeholders in the creation of a crisis plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Input from multiple sources will be gathered and considered as the Crisis Plan is developed	Other	08/12/2015	12/16/2016	\$0	No Funding Required	M. Foster

Activity - Communicating the Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The plan will be uploaded and communicated with the staff	Other	08/12/2015	12/16/2016	\$0	No Funding Required	M. Foster

Activity - Safety Drills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will routinely practice our safety drills	Other	08/12/2015	12/16/2016	\$0	No Funding Required	M. Foster

Activity - Additional Security	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will hire an additional security guard to impact school safety	Other	08/12/2015	12/16/2016	\$60000	General Fund	C. Perkins C. Holbrook

Measurable Objective 4:

collaborate to Optimize staffing assignments by 06/30/2016 as measured by Master schedule.

Strategy 1:

PLC Instructional Support - Utilization and acquisition of trained and qualified support staff to facilitate PLC success

Category:

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Activity - Teacher Preps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire additional content teachers to minimize the number of class preparations that core content teachers are assigned enabling them to focus on one Horizontal Professional Learning Community (HPLC)	Professional Learning	08/12/2015	12/16/2016	\$240000	General Fund	C. Perkins C. Holbrook
Activity - Goal Clarity Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire a Goal Clarity Coach to lead PLC work and build leadership capacity within PLCs to sustain our work. Hire additional GCC to focus on Credit Recovery and English II EOC	Professional Learning	08/12/2015	12/16/2016	\$65863	District Funding	C. Perkins C. Holbrook
Activity - Data Management Research Technician	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A classified staff position will be hired to manage data from and supporting our CCR and instructional PLC work	Other	08/12/2015	12/16/2016	\$19690	General Fund	C. Perkins
Activity - Clerical Overtime	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Clerical staff will be paid overtime to free-up Administrators to focus on students and instruction instead of clerical responsibilities.	Other	08/12/2015	12/16/2016	\$5000	General Fund	C. Perkins
Activity - Additional Math, English, Science Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will hire additional Math, English, and/or Science Teachers to accommodate the diverse needs of our students and to lower class sizes, while protecting common planning time within HPLCs.	Other	08/12/2015	12/16/2016	\$372607	Title I Part A	C. Perkins

Strategy 2:

ECE Instructional Support - Provide adequate support and leadership for our ECE needs

Category:

Activity - ECE AP & Consulting Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire an ECE Consulting Teacher to coach and model effective ECE practices and responsibilities for resource and comprehensive content teachers	Professional Learning	08/12/2015	12/16/2016	\$65863	District Funding	C. Perkins C. Holbrook
Activity - ARC Chairperson	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire an ECE ARC Chairperson to manage all ECE committee meetings	Professional Learning	08/01/2015	12/16/2016	\$54462	General Fund	C. Perkins

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Activity - ECE Re-evaluation Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire a part-time ECE specialist to manage all ECE Re-evaluations	Professional Learning	08/20/2013	12/18/2015	\$7234	General Fund	C. Perkins

Strategy 3:

CCR oversight - Provide adequate leadership and oversight of our College-Career Readiness initiatives

Category:

Activity - College & Career Readiness Assessment and Intervention Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire a college and career readiness Specialist to oversee our CCR tracking and interventions. This staff member will also serve as the Building Assessment Coordinator for all CCR-type assessments (ACT, PLAN, COMPASS, KYOTE, ASVAB, KOSSA, ACT Work Keys (and Key Train)	Other	08/12/2015	12/16/2016	\$62914	Title I SIG	C. Perkins

Strategy 4:

Semester Scheduling - Semester Scheduling will be utilized to provide multiple opportunities for students to earn the 22+ credits needed to graduate.

Category: Other - Provide Student Support for yearlong classes

Activity - Additional Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 additional intervention teachers will be hired to accommodate course offerings and provide necessary interventions for Science and ECE students	Other	08/13/2014	12/18/2015	\$120000	Title I SIG	C. Perkins

Measurable Objective 5:

collaborate to Optimize our use of physical space by 06/30/2016 as measured by Monthly Scheduling & Space Committee Meetings.

Strategy 1:

HPLC Proximity - Assign teachers to classrooms so that teachers within a Horizontal PLC will have proximity to one another.

Category:

Activity - Classroom Assignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Proximity of HPLC classrooms	Professional Learning	08/12/2015	12/16/2016	\$0	No Funding Required	C. Perkins C. Holbrook

Measurable Objective 6:

collaborate to Optimize fiscal planning and budgeting by 06/30/2016 as measured by Quarterly Financial reviews with Secretary and Bookkeeper.

Strategy 1:

Budget Planning - We will begin planning for our 2016-2017 school year budget since receiving the new SIG money.

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Category: Management Systems

Activity - Budget Proposals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All departments, clubs, organizations, and special focus groups will submit a proposed budget for the 2016-2017 school year based on 2015-16 requested budget items	Policy and Process	08/12/2015	12/30/2016	\$0	No Funding Required	C. Perkins C. Holbrook

Measurable Objective 7:

collaborate to Optimize use of time and scheduling by 06/30/2016 as measured by TELL Survey results.

Strategy 1:

Common Planning Time for HPLCs - Every effort will be made to ensure that Horizontal PLCs are provided common planning time each day to facilitate daily professional learning within grade-specific, content specific professional learning communities. Professional Learning Communities are required to collaborate during their planning time in efforts to align and calibrate planning and instructional delivery as well as to plan common assessment items in order to collectively analyze student assessment data and student work to guide instructional practice and intervention/remediation plans.

Category:

Activity - Planning common, aligned lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will meet during their common planning time to plan common lessons that are aligned with KCAS and/or Quality Core standards.	Professional Learning	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant

Measurable Objective 8:

collaborate to Optimize the use of materials and technology by 06/30/2016 as measured by TELL Survey results.

Strategy 1:

Adequate materials & equipment - We will secure appropriate and adequate materials and equipment to empower teachers to effectively plan, deliver, and assess instructional content while engaging students through research-proven instructional strategies.

Category:

Activity - Acquire appropriate technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will ensure that each teacher is provided appropriate and adequate instructional technology to facilitate and maximize student achievement (e.g., SMARTboards (\$2836), iPads (\$17,392), Laptops, Digital projectors (\$2,920), computer labs, graphing calculators, document cameras, assessment clickers, etc)	Other	08/12/2015	12/16/2016	\$23148	Title I SIG	C. Perkins C. Holbrook

Activity - Technology Implementation/Focus Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Our Technology Focus Team will meet once a month complete a technology needs assessment, oversee installation, maintenance, and updating on all technology equipment, create and implement a plan to allocate our yearly KETS allotment.	Technology	08/12/2015	12/16/2016	\$21222	Title I Part A	C. Perkins C. Holbrook
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Measurable Objective 9:

collaborate to ensure that we have 100% participation in the completion of the TELL Survey by 06/30/2016 as measured by TELL Survey results.

Strategy 1:

TELL Survey Incentive - We will offer a chance to win a small prize for each staff member that successfully submits there response to the TELL Survey

Category:

Activity - TELL Survey Incentive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will encourage all teachers/staff to complete the TELL Survey	Other	08/01/2015	12/16/2016	\$0	No Funding Required	R. Carroll

Measurable Objective 10:

collaborate to ensure that all classrooms are defined by rigorous instruction and proficient learning by 12/16/2016 as measured by classroom observations, PLC effectiveness, and student achievement data analysis.

Strategy 1:

Lesson Planning - Teachers will ensure that lesson plans, classroom instructional framework, curriculum map, pacing guide, and deconstructed standards are all in alignment.

Category:

Activity - Classroom Instructional Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will post and update daily, their Iroquois CIF (Classroom Instructional Framework) posters, with authentic and appropriate daily student-friendly learning targets, connections/relevancy to college & career readiness, engaging instructional strategies, and formative assessment measures (for that specific day). Learning targets will be in the form of an "I can..." statement. The learning target will be relevant and connected to the content standards. Strategies will be research-based, differentiated best practices for challenging, engaging, and empowering students to take ownership of their learning. CIF posters will be purchased and provided to each teacher	Academic Support Program	08/12/2015	12/16/2016	\$1050	General Fund	C. Bellefant

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will have daily lesson plans readily available that identify: relevant activities, essential questions, core content connections, relevancy to deconstructed standards in addition to all components identified on the Iroquois CIF. In addition to the essential elements of a lesson as outlined on the CIF, lesson plans should describe plans to differentiate learning based on unique student needs. Differentiation should reflect IEP/PSP accommodations for ECE/ESL students, as well as remediations and enrichments for all students based on performance data. Lesson plans will also describe the classroom formative and summative assessment plan as it connects to the daily lesson, and the manner in which students and parents will receive feedback from the assessments.	Academic Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant
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Strategy 2:

Instructional Walk-throughs - The instructional leadership team will engage in monthly dialogue and reflection of school-wide instructional walk-throughs (PowerWalks) to analyze formative instructional growth and inform next steps for professional development.

Category: Professional Learning & Support

Activity - Walk-throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walk-throughs to monitor patterns in instructional strengths and areas for growth will be based on the Fundament 5 Common Instructional Framework. The PowerWalk observation instrument for classroom learning environment. The PowerWalk tool will monitor effective and varied instructional practices (i.e., differentiation, technology use, use of formative assessment, etc). The data from the walkthroughs will inform PLC work, as well as provide professional development needs.	Academic Support Program	08/13/2014	12/18/2015	\$0	No Funding Required	T. Bennett

Strategy 3:

Professional Learning Community - Each department will function as a vertically aligned Professional Learning Community (VPLC) to ensure alignment for grades 9-12 within the respective content area. Each VPLC will be composed of same-grade/content-specific horizontally aligned PLCs (HPLCs)

Category:

Activity - VPLC Monthly Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each VPLC will meet at least once monthly on a designated Tuesday to reflect on instructional practice, ensure vertical alignment of the curriculum, identify instructional successes and target areas for instructional growth, as well as ensure that students are prepared for successful coursework at the next level.	Academic Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant

Activity - HPLC Weekly Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Horizontal PLCs will consist of same-grade content-specific teachers (e.g., Algebra 1, U.S. History, English 3, etc) and will meet weekly (on Tuesdays from 2:35 - 3:35) to reflect and revise within the framework of the PSDA cycles. Time for collaboration will be provided and protected in the master schedule so that H-PLCs have common planning time daily, as well as required after-school time weekly.	Academic Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant
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Strategy 4:

Academic Record Keeping - All teachers are required to maintain/update accurate and current academic grades for each student on their roster at least once every three weeks.

Category:

Activity - Grade Books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grades will be recorded and maintained in the Infinite Campus academic records database.	Academic Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	S. Johnson

Activity - Components of Academic grades	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grades will be in accordance with the JCPS SPP&G guidelines and will be an accurate reflection of the level of comprehension each child has demonstrated for each key standard as agreed upon by the HPLC (i.e., daily performance, formative assessments, summative assessments). Academic grades will not be a reflection of behaviors or compliant participation (e.g, effort, attention, attendance, presence, compliance, student disposition, assignment completion, etc).	Academic Support Program	08/01/2015	12/16/2016	\$0	No Funding Required	M. Foster

Activity - Communicating Academic Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic progress will be communicated to students at least once every three weeks. Parents of any student exhibiting unsuccessful academic performance (D or lower) will be contacted at least once every three weeks. Documentation of parental contact will be maintained in Infinite Campus. If a teacher chooses to maintain a call log in addition to Infinite Campus records, he/she may do that in addition to documentation kept in Infinite Campus	Academic Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	M. Foster

Strategy 5:

Professional Development - Professional development will be provided to the staff based on multiple sources of data, including school report card data and walkthrough data. PD facilitators and instructional leaders will also follow-up to ensure PD is being implemented to improve instruction, assessment, and student learning through the PLC process.

Category:

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Activity - Job-embedded PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During required professional development sessions, teachers and staff will learn and apply strategies that are essential to school turnaround. For example, PLC goal-setting and action planning will be job-embedded PD sessions during the first PD day before school. Throughout the year, other essential sessions will focus on improving the PDSA cycle for PLCs and improvising student literacy. Instructional leaders will follow up with PLCs to ensure that what they learned in the session is being applied to the classroom in order to improve student learning.	Professional Learning	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant

Activity - Optional PD/ Lunch and Learn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Optional professional development will also be offered on a weekly basis from Jan-June based on walkthrough data collected from Aug-Dec. These PD sessions will be offered during teachers' lunch periods and will provide specific instructional strategies to increase student engagement in the learning process. Examples of sessions include "Implementing the Socratic Method for discussions", "Effective questioning techniques", "Activating Prior Knowledge", etc). Although teacher attendance is optional, teachers/PLCs who struggle with engaging students will be encouraged to attend.	Professional Learning	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant

Measurable Objective 11:

collaborate to follow the PDSA (Plan-Do-Study-Act) Framework for our academic and non-academic turnaround efforts by 12/16/2016 as measured by our 30-60-90 day CSIP monitoring and Quarterly Report Data Tracking.

Strategy 1:

Comprehensive School Improvement Plan - The CSIP will be developed, implemented, reflected upon, and refined to ensure effective systems are in place (as measured by turnaround progress monitoring evidenced through our KDE Quarterly Report)

Category:

Activity - Planning (Creating the Plan)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our CSIP will be planned based upon review and analysis of the KDE school report card from the prior year, the KDE Leadership Diagnostic Assessment, the TELL Survey, and feedback from the Comprehensive School Survey and/or the AdvancED Stakeholder Survey	Other	08/12/2015	12/16/2016	\$0	No Funding Required	C. Perkins C. Holbrook

Activity - Doing (Implementing the Plan)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CSIP will be implemented by all Iroquois staff, and led/facilitated by the Principal, Administrators (Assistant Principals, Counselors, Resource Teachers), Instructional Leadership Team (Department Chairs, Vertical/Horizontal PLC Leaders). The plan will be monitored 2-3 times each 6-week grading period and be utilized as an integral part of PLC work and improvement.	Other	08/12/2015	12/16/2016	\$0	No Funding Required	C. Perkins C. Holbrook

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Activity - Studying (Analyzing the plan)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least once every 30 days, we will analyze our progress data through the scope of our turnaround teams (RIPL, Citizenship, Stakeholder Engagement, College & Career Readiness) to assess our progress	Other	08/12/2015	12/16/2016	\$0	No Funding Required	C. Perkins C. Holbrook
Activity - (Re)Acting (strategic realignment of our plan and specific/intentional next step planning)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on the analysis of our 30 day data, strategic "next steps" will be planned with careful consideration of who will lead the work, timelines, how the work will develop and what will be accomplished.	Other	08/12/2015	12/16/2016	\$0	No Funding Required	C. Perkins C. Holbrook

Strategy 2:

Quarterly Report - Over the course of each three month Quarter, we will summarize our progress as evidenced through our Implementation/Focus Teams and PLC PDSA data tracking to compile our KDE Quarterly Report

Category: Professional Learning & Support

Activity - Stakeholder Engagement Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of each calendar month, an Assistant Principal will summarize (on the quarterly report) the engagement data for student Attendance, Tardies, Staff attendance and involvement, Parental Involvement, and Community Involvement in school functions	Other	08/12/2015	12/16/2016	\$0	No Funding Required	R. Carroll
Activity - Persistence to Graduation Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each month, the counselors will summarize all data related to graduation, retentions, and behavior interventions on the Quarterly Report	Other	08/12/2015	12/01/2016	\$0	No Funding Required	T. Hall
Activity - Academic Achievement Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each month the Goal Clarity Coach will summarize academic proficiency data from each of the core departments based upon Common Formative Assessment Data, Diagnostic Data, and Proficiency Data for the Quarterly Report	Other	08/12/2015	12/16/2016	\$0	No Funding Required	C. Bellefant
Activity - CCR Progress Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Month, the CCR Specialist will update progress data for students progressing towards college readiness and/or career readiness for the Quarterly Report	Other	08/12/2015	12/16/2016	\$0	No Funding Required	M. Foster D. Buday
Activity - Operational Effectiveness Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Each month ILT leadership will update operational data for the Quarterly Report regarding Behavior interventions (Advisory, PAC/SOS, RTI, TAB, START); Safe Schools updates (Crisis Plan revisions, safety drill records, etc); Master Schedule Updates; Staffing changes; Scheduling and Space Usage; Budget monitoring; technology updates; Climate/culture survey analysis; Walk-Through data analysis; PLC implementation; Academic compliance updates; Parental communications data; PD updates; Administrative PDSA Next Steps	Other	08/12/2015	12/16/2016	\$0	No Funding Required	C. Perkins C. Holbrook
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Goal 12: Iroquois High School will fully implement Professional Growth and Effectiveness System (PGES). The baseline data from the 2014-2015 school year will be used to set targets for the 2015-2016 school year

Measurable Objective 1:

collaborate to increase teachers' awareness and understanding of the PGES components by 06/30/2016 as measured by Surveys and additional formative assessment measures.

Strategy 1:

Administrator Training - All evaluating administrators will be trained and pass the required evaluation tests for PGES through the Teachscape system.

Category:

Activity - KDE Summer TPGES Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All evaluating administrators will successfully complete all required training and testing for evaluation certification	Other	08/12/2015	12/16/2016	\$0	No Funding Required	C. Perkins C. Holbrook

Goal 13: Instruction Resource Goal- Iroquois will use 100% of the instructional resources (textbooks) within two years to support student access to high quality resources

Measurable Objective 1:

collaborate to determine which textbook and instructional materials align to Kentucky Core Academic Standards based classroom practices by 12/16/2016 as measured by 100% of the funds allocated for Instructional Materials (Textbooks) being used to improve student access to high quality standards aligned resources.

Strategy 1:

Instructional Resource Identification and Alignment - A committee will compare the available resources against a rubric to determine the resources that best support classroom instruction.

Category: Management Systems

Activity - Develop Alignment Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will develop a rubric to be able to compare available resources to support instructional practices	Academic Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	C. Perkins C. Holbrook

Activity - Purchase Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials after the review process	Academic Support Program	08/13/2014	12/18/2015	\$10000	Text Books	C. Perkins

Goal 14: By 2017, 55% of all Iroquois graduates will be College and Career Ready

Measurable Objective 1:

achieve college and career readiness A 22.5% increase of all students will demonstrate a proficiency in being College and Career Ready by 06/01/2017 as measured by as measured by ACT, Compass, and/or KYOTE..

Strategy 1:

1 - ACT Benchmark interventions- Students not meeting ACT Benchmarks will be provided multiple opportunities through Compass and KYOTE assessments

Category: Career Readiness Pathways

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Previous year data will be monitored for students who are within 1-2 points, 3-4 points and 5 or more points within benchmarks of ACT score	Professional Learning	01/04/2016	06/01/2017	\$0	No Funding Required	BAC-David Buday and GCC-Carmen Bellefant

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Support	Professional Learning	01/04/2016	06/01/2017	\$3000	District Funding	District Provided BAC, GCC and the use of ESS funds

Activity - Compass Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be provided the tutoring and opportunity to take the Compass test in Reading or Math as needed based on recommendations of math and English teachers.	Academic Support Program	01/04/2016	06/01/2017	\$0	No Funding Required	BAC, GCC, Senior Math and English teachers
Activity - KYOTE Reading/English Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided the opportunity to take the Reading/English KYOTE test at the end of each trimester after receiving interventions	Academic Support Program	01/04/2016	06/01/2017	\$0	No Funding Required	BAC, GCC, Senior English and Math teachers
Activity - KYOTE Math Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided the opportunity to take the KYOTE Test per trimester and retest if score is within 2 points.	Academic Support Program	01/04/2016	06/01/2017	\$0	No Funding Required	BAC, GCC, Senior English and Math teachers
Activity - Testing Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The BAC will provide Senior Math and English teachers copies of the annual Compass and KYOTE assessment schedule along with bi-monthly communication and student progress	Other - BAC to Teacher	01/04/2016	06/01/2017	\$0	No Funding Required	BAC
Activity - EPAS Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will conference with each senior that has not met college/ready benchmarks to review their EPAS scores, suggest appropriate interventions and support, and assist with test registration.	Recruitment and Retention	08/12/2015	06/30/2016	\$0	No Funding Required	D. Buday
Activity - Test Registration Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will register all "non-college-ready" seniors for the October 2015 ACT and/or the January 2016 ACT if the students have not used their testing registration fee waivers	Recruitment and Retention	08/12/2015	01/31/2016	\$0	No Funding Required	D. Buday
Activity - Course Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will Enroll all non-college ready seniors in the appropriate college/ready English or college-ready Math courses	Academic Support Program	08/12/2015	06/01/2016	\$0	No Funding Required	T. Hall & D. Buday
Activity - CCR Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students who become CCR will have their name on the announcements and an 8x10 picture framed in the hallways to notify the school of their distinction. Seniors will also wear a CCR honor cord or medal at graduation. Monthly rewards will be provided to students who achieve the CCR status.	Other	08/12/2015	06/01/2016	\$1000	General Fund	T. Hall
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Activity - Student Distinction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students becoming college or career ready will be provided a special lanyard and a green I.D. card holder to signify that they are college ready and they will be permitted to be out of uniform each day. Students will also gain special access to specified activities/events	Other	08/12/2015	06/01/2016	\$800	General Fund	T. Hall & D. Buday

Activity - Implementation/Focus Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Form an Implementation/Focus Team that will have specific roles for increasing our college readiness percentage. The team will establish and follow a set protocol to ensure efficiency and effectiveness. Teachers will be paid extended time to meet after school.	Other	01/04/2016	06/01/2016	\$4500	SIG Grant	C. Holbrook

Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Graduation & Beyond Assurances Priority Team will identify and monitor the progress of 250 students (includes projected trackbacks) towards meeting all three benchmarks for College Readiness and track the effectiveness of interventions for those students	Other	08/12/2015	06/01/2016	\$0	No Funding Required	D. Buday

Measurable Objective 2:

achieve college and career readiness A 20% increase in Career Readiness students through our career pathways by 06/01/2017 as measured by our career pathways .

Strategy 1:

2 - Industry Certification will become a focus within our Career and magnet programs. CTE Program PLCs will focus on lesson designs towards certification.

Category: Career Readiness Pathways

Activity - Staff Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and ILT will communicate the significance and purpose of ASVAB, Work Keys to students and staff towards CCR	Career Preparation/Orientation	01/12/2016	06/01/2017	\$0	No Funding Required	Administration, ILT, BAC, CTE Department

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Student data and weekly updated interventions, tests taken and monitor of student progression	Career Preparation/Orientation	01/04/2016	06/01/2017	\$0	No Funding Required	BAC, GCC
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Activity - CTE Teacher Hire	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire a CAD and Robotics teachers to support our Magnet and Career Pathway courses	Direct Instruction	01/04/2016	08/01/2016	\$124000	Perkins	Principal, District CTE Director

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE programs will conduct Project Based Learning activities and community partnerships for field trips and community projects.	Direct Instruction	01/04/2016	06/01/2016	\$2000	Perkins	CTE Department

Goal 15: Implementation System

Measurable Objective 1:

demonstrate a proficiency in all classes with the emphasis on Achievement areas by 06/01/2016 as measured by The district 9 weeks Proficiency assessments.

Strategy 1:

1 - Academic Systematic Structures--All teachers, administrators and support staff will focus on student achievement in all classes by supporting the District Proficiency Assessment and PLCs.

Category: Continuous Improvement

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Learning teams are the foundation of improved classroom instruction. Common planning periods have been constructed within the master schedule to facilitate this process. Learning teams will meet to use the following tools to insure that all teachers are focused on improved instruction and student learning:</p> <ul style="list-style-type: none"> - defining the essential skills and knowledge that students must learn - creating/giving/modifying common formative assessments, common summative assessments, and other assessments - data collection and analysis of classroom assessments - creating opportunities for intervention/enrichment - creating opportunities for reflection and celebrations <p>Agendas, minutes and Plus/Deltas will be posted to an agreed electronic file sharing system.</p> <p>All teams will meet for a minimum of one planning period per week during their common planning period, but teams may exceed this time effectively collaborating at their discretion.</p>	Professional Learning	02/01/2016	06/01/2016	\$0	No Funding Required	All Teachers, Administrators and Support Staff

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Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A variety of standards are being assessed within the Unbridled System. All learning teams will create appropriate priority standards for their content areas. Learning targets will be derived from the standards. Teachers will create and implement effective lessons that are focused on the learning targets.	Professional Learning	04/04/2016	06/01/2017	\$0	No Funding Required	Administration , GCC, ILT
Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Standards based grading is the process by which those priority standards are assessed and a published grade is generated. All teachers will implement and maintain the school-wide standards-based grading system	Professional Learning	04/04/2016	06/01/2017	\$0	No Funding Required	Administration , GCC, ILT, All Teachers
Activity - Adopt a Common Grading System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All departments will use a common grading system with the same categories in Infinite Campus: 1. Formative Evidence 2. Formative Assessment - CFA 3. Summative Assessment-CSA 4. Reflection	Professional Learning	08/10/2016	06/01/2017	\$0	No Funding Required	All Teachers
Activity - Infinite Campus Posting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All assessments must be graded and posted in Infinite Campus within one week, Grades will be published every three weeks. When a student is due to receive a failing grade on a progress report, proficiency check, trimester or any other published grade, the teacher must contact the parent or guardian. A "U" on a report card should be accompanied by a comment or explanation for the failing grade.	Policy and Process	08/10/2016	06/01/2017	\$0	No Funding Required	All Teachers, Administration , ILT, GCC
Activity - CIF-Posters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will complete the classroom instructional framework (CIF) poster on a daily basis, and reference it during the class.	Direct Instruction	01/04/2016	06/01/2017	\$0	No Funding Required	All Teachers, ILT
Activity - Rigor and Relevance Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design lessons to increase rigor in the classroom based on the Rigor and Relevance Framework.	Direct Instruction	08/10/2016	06/01/2017	\$0	No Funding Required	Administration , GCC, ILT, All Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advisory groups will meet every week	An Advisory Focus Team (Teachers, Counselors, Goal Clarity Coach, College/Career Ready Specialist) will meet monthly to create and communicate Advisory lessons for character development and social competence.	Academic Support Program	08/12/2015	06/01/2016	\$1500	A. Reece
International Banquet & Diversity Celebration	We will invite community leaders and multicultural advocates to our annual International Banquet and Diversity Celebration in the spring	Community Engagement	08/12/2015	12/16/2016	\$750	V. Cummings
Staff Recognitions	Staff challenges and recognitions will be initiated to promote higher staff attendance	Other	08/01/2015	06/01/2016	\$5000	R. Carroll
Total					\$7250	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Goal Clarity Coach	Hire a Goal Clarity Coach to lead PLC work and build leadership capacity within PLCs to sustain our work. Hire additional GCC to focus on Credit Recovery and English II EOC	Professional Learning	08/12/2015	12/16/2016	\$65863	C. Perkins C. Holbrook
Jefferson Co. Pilot Program	Student will have the opportunity to recover credits on eSchool through our Jefferson County High School Pilot Program. Two part-time Retired teachers will facilitate the program	Academic Support Program	08/12/2015	06/30/2016	\$6871	A. Reece
ECE AP & Consulting Teacher	Hire an ECE Consulting Teacher to coach and model effective ECE practices and responsibilities for resource and comprehensive content teachers	Professional Learning	08/12/2015	12/16/2016	\$65863	C. Perkins C. Holbrook
PBIS Implementation	PBIS/SRT Team will communicate and lead staff through PBIS goals and strategies. Targeted areas, strategies, and student behaviors will be identified and monitored as evidenced on the Citizenship data board in the front office conference room. PBIS/SRT team will meet monthly to analyze data.	Behavioral Support Program	08/13/2014	12/18/2015	\$580	T. Hall

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Data Tracking	The progress of identified students will be monitored by the PLCs and the instructional leadership team (principal, GCC, ERS, and A.P.s) for each essential standard, target, and/or skill as determined by the PLC in the PDSA cycle. This data will be used to plan multi-tiered and targeted interventions for the gap students who need them. Students will be labeled per standard/target/skill as GREEN (meeting proficiency), YELLOW (close to proficiency), or RED (not yet proficient). Data board will be purchased to monitor progress.	Other	08/12/2015	12/16/2016	\$580	C. Bellefant
Interventions	Academic Support	Professional Learning	01/04/2016	06/01/2017	\$3000	District Provided BAC, GCC and the use of ESS funds
Freshman Academy Director	The Freshman Academy will be led by a resource teacher who will oversee all SLC planning and implementation for teachers and students	Other	08/12/2015	12/16/2016	\$66230	R. Carroll
PBIS Implementation	PBIS/SRT Team will communicate and lead staff through PBIS goals and strategies. Targeted areas, strategies, and student behaviors will be identified and monitored as evidenced on the Citizenship data board in the front office conference room. PBIS/SRT team will meet monthly to analyze data.	Behavioral Support Program	08/13/2014	12/18/2015	\$3500	T. Hall
Junior Bump-Up	Students will have the opportunity to recover core-content credits through Edgenuity online credit recovery.	Academic Support Program	08/12/2015	06/30/2016	\$0	A. Reece
Total					\$212487	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
LRPS Family Kickoff	We will host a fall kickoff for all 9th grade families to announce the LRPS and to build ownership of each family	Parent Involvement	08/12/2015	12/16/2016	\$250	R. Carroll
Additional Math, English, Science Teachers	We will hire additional Math, English, and/or Science Teachers to accommodate the diverse needs of our students and to lower class sizes, while protecting common planning time within HPLCs.	Other	08/12/2015	12/16/2016	\$372607	C. Perkins
Technology Implementation/Focus Team	Our Technology Focus Team will meet once a month complete a technology needs assessment, oversee installation, maintenance, and updating on all technology equipment, create and implement a plan to allocate our yearly KETS allotment.	Technology	08/12/2015	12/16/2016	\$21222	C. Perkins C. Holbrook

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Extended School Program	Extended School Program (ESP) will be offered from 2:30-4:30 Monday, Wednesday, & Thursday all year for English, Math, Science, & Social Studies to target students who need an extra hour or two a week to be successful. Students will remediate specific learning targets and/or standards in ESS and will stay on track to successfully complete core content courses necessary for graduation. ESP will be also be offered from 2:30-5:00 Monday, Wednesday, & Thursday all year to target students who need credit recovery to stay on track for an on-time graduation through Edgenuity and e-school. Other ESP offerings will targets students who need intense skill remediation in math and literacy to learn and practice basic skills that are essential to their success in required courses. Students in ESP are encouraged to commit to long-term participation.	Academic Support Program	08/12/2015	12/16/2016	\$28000	A. Atkins
Open House	We will ensure that all parents are invited to Open House by collecting Phone call logs from each Advisory Teacher prior to the Event	Parent Involvement	08/12/2015	12/16/2016	\$2000	R. Carroll
Total					\$424079	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Studying (Analyzing the plan)	At least once every 30 days, we will analyze our progress data through the scope of our turnaround teams (RIPL, Citizenship, Stakeholder Engagement, College & Career Readiness) to assess our progress	Other	08/12/2015	12/16/2016	\$0	C. Perkins C. Holbrook
KDE Summer TPGES Training	All evaluating administrators will successfully complete all required training and testing for evaluation certification	Other	08/12/2015	12/16/2016	\$0	C. Perkins C. Holbrook
Planning common, aligned lessons	PLCs will meet during their common planning time to plan common lessons that are aligned with KCAS and/or Quality Core standards.	Professional Learning	08/12/2015	12/16/2016	\$0	C. Bellefant
Family Kick-Off for Louisville Rotary Promise Scholarship	We will host a Family Cook-out in the Fall to introduce Freshman Families to the Louisville Rotary Promise Scholarship	Parent Involvement	08/01/2015	12/18/2015	\$0	R. Carroll
Budget Proposals	All departments, clubs, organizations, and special focus groups will submit a proposed budget for the 2016-2017 school year based on 2015-16 requested budget items	Policy and Process	08/12/2015	12/30/2016	\$0	C. Perkins C. Holbrook
Testing Communication	The BAC will provide Senior Math and English teachers copies of the annual Compass and KYOTE assessment schedule along with bi-monthly communication and student progress	Other - BAC to Teacher	01/04/2016	06/01/2017	\$0	BAC

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"Do" Phase of PDSA Cycle	PLCs will teach according to curriculum map, formatively assessing frequently to guide planning and inform instruction. Teachers will modify instruction regularly based on academic needs of students as evidenced by common formative assessment data.	Professional Learning	08/12/2015	12/16/2016	\$0	C. Bellefant
CCR Progress Data	Each Month, the CCR Specialist will update progress data for students progressing towards college readiness and/or career readiness for the Quarterly Report	Other	08/12/2015	12/16/2016	\$0	M. Foster D. Buday
Stakeholder Engagement Data	At the end of each calendar month, an Assistant Principal will summarize (on the quarterly report) the engagement data for student Attendance, Tardies, Staff attendance and involvement, Parental Involvement, and Community Involvement in school functions	Other	08/12/2015	12/16/2016	\$0	R. Carroll
"Do" Phase of PDSA Cycle	PLCs will teach according to curriculum map, formatively assessing frequently to guide planning and inform instruction. Teachers will modify instruction regularly based on academic needs of students as evidenced by common formative assessment data.	Professional Learning	08/12/2015	12/16/2016	\$0	C. Bellefant
US History PLC	US History PLC meets weekly to align learning targets, create common formative assessments, and analyze student data and work to adjust instruction and provide interventions, like flex grouping. Parents will be informed of students' progress via phone calls, emails, and/or conferences.	Professional Learning	08/12/2015	06/01/2016	\$0	C. Bellefant
PBIS Training	PBIS/SRT Team will complete required JCPS District training for PBIS	Behavioral Support Program	08/12/2015	06/01/2016	\$0	T. Hall
Optional PD/ Lunch and Learn	Optional professional development will also be offered on a weekly basis from Jan-June based on walkthrough data collected from Aug-Dec. These PD sessions will be offered during teachers' lunch periods and will provide specific instructional strategies to increase student engagement in the learning process. Examples of sessions include "Implementing the Socratic Method for discussions", "Effective questioning techniques", "Activating Prior Knowledge", etc). Although teacher attendance is optional, teachers/PLCs who struggle with engaging students will be encouraged to attend.	Professional Learning	08/12/2015	12/16/2016	\$0	C. Bellefant
Program Review Monitoring Committee	A selected group of staff members from all content areas will form a Program Review Monitoring Committee. The group will focus on weaknesses from last year's Program Review as a priority and communicate progress and needs to Vertical PLCsPr	Academic Support Program	08/12/2015	08/19/2016	\$0	C. Bellefant
KYOTE Math Testing	Students will be provided the opportunity to take the KYOTE Test per trimester and retest if score is within 2 points.	Academic Support Program	01/04/2016	06/01/2017	\$0	BAC, GCC, Sention English and Math teachers

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Vertical PLC Evidence Collection	Vertical PLCs meet every Tuesday to collect evidence and determine next steps to reach proficiency.	Academic Support Program	08/13/2014	12/18/2015	\$0	C. Bellefant
Academic Achievement Data	Each month the Goal Clarity Coach will summarize academic proficiency data from each of the core departments based upon Common Formative Assessment Data, Diagnostic Data, and Proficiency Data for the Quarterly Report	Other	08/12/2015	12/16/2016	\$0	C. Bellefant
"Act" Phase of PDSA Cycle	PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners. PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners.	Professional Learning	08/12/2015	12/16/2016	\$0	C. Bellefant
Planning (Creating the Plan)	Our CSIP will be planned based upon review and analysis of the KDE school report card from the prior year, the KDE Leadership Diagnostic Assessment, the TELL Survey, and feedback from the Comprehensive School Survey and/or the AdvancED Stakeholder Survey	Other	08/12/2015	12/16/2016	\$0	C. Perkins C. Holbrook
"Plan" Phase of PDSA	PLC and instructional leaders will deconstruct the End-of-Course Sub-domains into Quality Core (or KCAS for English 1) standards into power standards, essential skills, prerequisite knowledge, key vocabulary, learning targets, engaging instructional activities, and rigorous/appropriate assessments.	Professional Learning	08/12/2015	12/16/2016	\$0	C. Bellefant
Eng II & Eng III PLC	Eng II and Eng III PLC meet weekly to align learning targets, create common formative assessments, and analyze data and student work to adjust instruction and provide interventions. Parents will be informed of students' progress via phone calls, emails, and/or conferences.	Professional Learning	08/12/2015	06/30/2016	\$0	C. Bellefant

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Professional Learning Communities	<p>Learning teams are the foundation of improved classroom instruction. Common planning periods have been constructed within the master schedule to facilitate this process. Learning teams will meet to use the following tools to insure that all teachers are focused on improved instruction and student learning:</p> <ul style="list-style-type: none"> - defining the essential skills and knowledge that students must learn - creating/giving/modifying common formative assessments, common summative assessments, and other assessments - data collection and analysis of classroom assessments - creating opportunities for intervention/enrichment - creating opportunities for reflection and celebrations <p>Agendas, minutes and Plus/Deltas will be posted to an agreed electronic file sharing system. All teams will meet for a minimum of one planning period per week during their common planning period, but teams may exceed this time effectively collaborating at their discretion.</p>	Professional Learning	02/01/2016	06/01/2016	\$0	All Teachers, Administrators and Support Staff
LRPS Mentor Program	Local Rotarians will volunteer their time to mentor selected 9th grade students	Other	08/12/2015	12/16/2016	\$0	R. Carroll
US History PLC	US History PLC will meet weekly to align learning targets, create common formative assessments, and analyze gap data and student work to adjust instruction and provide interventions, like flex grouping. Parents will be informed of students' progress via phone calls, emails, and/or conferences.	Professional Learning	08/12/2015	06/01/2016	\$0	C. Bellefant
Blue Print School Newspaper	Our school newspaper will be designated the "Blue Print" as a reflection of our school colors, as well as a reference to our Architecture, Construction, and Engineering magnet program.	Other	08/12/2015	12/16/2016	\$0	Helvey
International Banquet and Diversity Celebration	Each spring we will celebrate our English Language Learners and their cultural diversity by hosting a banquet with food from each student's native culture and allowing our ELL students to wear clothing that is native to their home country.	Other	08/12/2015	12/16/2016	\$0	V. Cummings
Communicating Academic Progress	Academic progress will be communicated to students at least once every three weeks. Parents of any student exhibiting unsuccessful academic performance (D or lower) will be contacted at least once every three weeks. Documentation of parental contact will be maintained in Infinite Campus. If a teacher chooses to maintain a call log in addition to Infinite Campus records, he/she may do that in addition to documentation kept in Infinite Campus	Academic Support Program	08/12/2015	12/16/2016	\$0	M. Foster

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Walk-throughs	Walk-throughs to monitor patterns in instructional strengths and areas for growth will be based on the Fundament 5 Common Instructional Framework. The PowerWalk observation instrument for classroom learning environment. The PowerWalk tool will monitor effective and varied instructional practices (i.e., differentiation, technology use, use of formative assessment, etc). The data from the walkthroughs will inform PLC work, as well as provide professional development needs.	Academic Support Program	08/13/2014	12/18/2015	\$0	T. Bennett
Communicating the Plan	The plan will be uploaded and communicated with the staff	Other	08/12/2015	12/16/2016	\$0	M. Foster
Yearly Motto	Each year we will designate a motto to unify our efforts and vision (e.g., BELIEVE, ACHIEVE, PRIDE, UNITE etc).	Other	08/12/2015	12/16/2016	\$0	C. Holbrook
Data Analysis	Previous year data will be monitored for students who are within 1-2 points, 3-4 points and 5 or more points within benchmarks of ACT score	Professional Learning	01/04/2016	06/01/2017	\$0	BAC-David Buday and GCC-Carmen Bellefant
Mayor's Give-a-Day Activities	Service projects to beautify our school community and surrounding neighborhood	Community Engagement	08/12/2015	12/16/2016	\$0	R. Carroll
Involve Stakeholders in the creation of a crisis plan	Input from multiple sources will be gathered and considered as the Crisis Plan is developed	Other	08/12/2015	12/16/2016	\$0	M. Foster
Classroom Assignment	Proximity of HPLC classrooms	Professional Learning	08/12/2015	12/16/2016	\$0	C. Perkins C. Holbrook
Athletic events	We will invite alumni classes to attend our athletic events	Community Engagement	08/12/2015	12/16/2016	\$0	R. Carroll
Standards Based Instruction	A variety of standards are being assessed within the Unbridled System. All learning teams will create appropriate priority standards for their content areas. Learning targets will be derived from the standards. Teachers will create and implement effective lessons that are focused on the learning targets.	Professional Learning	04/04/2016	06/01/2017	\$0	Administration , GCC, ILT
Student Behavior Contracts	Administrators will meet with students with recurring disciplinary infractions and hold a conference with the student and the parent to establish agreed upon behavior expectations and appropriate consequences to serve as a framework of a behavior contract	Behavioral Support Program	08/12/2015	12/16/2016	\$0	S. Johnson C. Collins M. Foster M. Guy R. Carroll
One Call Now	Parents will be encouraged to sign-up for text alerts via One Call Now to receive announcements and information about upcoming events on their phones	Parent Involvement	08/12/2015	12/16/2016	\$0	R. Carroll
Truancy Diversion Program	Stakeholder Engagement Team will coordinate with Truancy Diversion Program to identify targeted students for referral	Other	08/12/2015	06/01/2016	\$0	R. Carroll
PBIS/SRT	The PBIS/SRT Team will review data showing trends in disciplinary infractions (students, behaviors, teachers, etc). The purpose START will be to attempt to keep students in the classroom setting, rather than removing them due to disciplinary infractions.	Behavioral Support Program	08/12/2015	12/16/2016	\$0	T. Hall M. Guy

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CIF-Posters	All teachers will complete the classroom instructional framework (CIF) poster on a daily basis, and reference it during the class.	Direct Instruction	01/04/2016	06/01/2017	\$0	All Teachers, ILT
"Plan" phase of PDSA cycle	English 2 and 3 will deconstruct the KCAS writing standards and On-Demand writing rubric into power standards, essential skills, prerequisite knowledge, key vocabulary, learning targets, engaging instructional activities, and rigorous/appropriate assessments.	Academic Support Program	08/12/2015	12/16/2016	\$0	C. Bellefant
Test Registration Assistance	Administrators will register all "non-college-ready" seniors for the October 2015 ACT and/or the January 2016 ACT if the students have not used their testing registration fee waivers	Recruitment and Retention	08/12/2015	01/31/2016	\$0	D. Buday
Intervention Planning	Based on ongoing assessment data analysis, PLCs will develop tier 1, 2, & 3 intervention plans to target the identified (Name & Claim) students and will include specific activities for in-school interventions, as well as out-of-school interventions.	Academic Support Program	08/12/2015	12/16/2016	\$0	C. Bellefant
Community school volunteer opportunities	The community school will provide volunteer opportunities for students.	Community Engagement	08/12/2015	12/16/2016	\$0	A. Granger
Vertical PLC Evidence Collection	Vertical PLCs will meet every Tuesday to collect evidence and determine next steps to reach proficiency.	Academic Support Program	08/12/2015	12/16/2016	\$0	C. Bellefant
Academic Orientation	Students will be provided transitional instruction to bridge the learning gap from middle to high school	Other	08/12/2015	12/16/2016	\$0	R. Carroll
Grade Books	All grades will be recorded and maintained in the Infinite Campus academic records database.	Academic Support Program	08/12/2015	12/16/2016	\$0	S. Johnson
In-Class conferencing between teacher and student	Teachers will conference with students to address behavioral concerns, (re)clarify behavioral/social expectations for the classroom, and restore appropriate relationships. Teachers will communicate these conferences with the student's advisor and his/her parents/guardians in a timely manner and document those conversations in Infinite Campus	Behavioral Support Program	08/12/2015	12/16/2016	\$0	S. Johnson
Guidance Counseling	Counselors and Student Support Staff Personnel will meet with individual students as needed to do self-reflection with the student about their behaviors, attendance, academics, and emotional/social issues	Behavioral Support Program	08/12/2015	12/16/2016	\$0	T. Hall A. Reece A. Atkins
TAB	TAB will give the student an opportunity to cool off and reflect on his/her actions until the opportunity arises for the teacher to conference with the student to facilitate his/her returning to the classroom.	Behavioral Support Program	08/12/2015	12/16/2016	\$0	T. Hall M. Guy
Parent/Guardian - Teacher Conferences	We will facilitate 1150 Parent/Guardian-Teacher Conferences throughout the year (to include face-to-face conferences, Email communication, phone calls) as measured by Infinite Campus Parent communication logs	Parent Involvement	08/12/2015	12/16/2016	\$0	R. Carroll

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Positive Action Center	PAC will serve to provide students a quiet and structured opportunity to reflect on the inappropriateness of his/her actions.	Behavioral Support Program	08/12/2015	12/16/2016	\$0	S. Johnson
"Act" phase of PDSA Cycle	PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners.	Academic Support Program	08/12/2015	12/16/2016	\$0	C. Bellefant
Transition back to classroom next period	The students will remain in tardy hall based on the number of tardies and cuts they have accumulated per trimester.	Other	12/07/2015	06/01/2016	\$0	M. Foster
KYOTE Reading/English Test	Students will be provided the opportunity to taket the Reading/English KYOTE test at the end of each trimester after receiving interventions	Academic Support Program	01/04/2016	06/01/2017	\$0	BAC, GCC, Senior English and Math teachers
Extracurricular Support	Staff hospitality tents will be setup at athletic events to encourage participation.	Other	08/12/2015	06/01/2016	\$0	R. Carroll
Job-embedded PD	During required professional development sessions, teachers and staff will learn and apply strategies that are essential to school turnaround. For example, PLC goal-setting and action planning will be job-embedded PD sessions during the first PD day before school. Throughout the year, other essential sessions will focus on improving the PDSA cycle for PLCs and improvising student literacy. Instructional leaders will follow up with PLCs to ensure that what they learned in the session is being applied to the classroom in order to improve student learning.	Professional Learning	08/12/2015	12/16/2016	\$0	C. Bellefant
Vertical PLC Evidence Collection	Vertical PLCs will meet every Tuesday to collect evidence and determine next steps to reach proficiency.	Academic Support Program	08/12/2015	12/16/2016	\$0	C. Bellefant
Flexible RTI	Teachers will refer 25-30 students to recover specific learning targets and/or standards based on common formative assessments and the PLC will develop intervention lessons that utilize different instructional strategies than the initial direct instruction. Interventions are offered in every core content course and are conducted during the regular school day.	Academic Support Program	08/01/2015	06/30/2016	\$0	C. Bellefant
School Culture Survey	We will administer culture/climate surveys as a formative monitoring resource to guide our progress that will be summatively measured on the Comprehensive School Survey each year.	Other	08/12/2015	06/01/2016	\$0	R. Carroll
"Do" Phase of PDSA Cycle	PLCs will teach according to curriculum map, formatively assessing frequently to guide planning and inform instruction. Teachers will modify instruction regularly based on academic needs of students as evidenced by common formative assessment data.	Academic Support Program	08/12/2015	12/16/2016	\$0	C. Bellefant
Rigor and Relevance Framework	Teachers will design lessons to increase rigor in the classroom based on the Rigor and Relevance Framework.	Direct Instruction	08/10/2016	06/01/2017	\$0	Administration , GCC, ILT, All Teachers

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Fall/Spring Arts Show and Performance	We will host a fall and Spring Art Show and Music Concert for Families and Friends of the Community	Parent Involvement	08/12/2015	12/16/2016	\$0	R. Carroll
HPLC Weekly Meeting	Horizontal PLCs will consist of same-grade content-specific teachers (e.g., Algebra 1, U.S. History, English 3, etc) and will meet weekly (on Tuesdays from 2:35 - 3:35) to reflect and revise within the framework of the PSDA cycles. Time for collaboration will be provided and protected in the master schedule so that H-PLCs have common planning time daily, as well as required after-school time weekly.	Academic Support Program	08/12/2015	12/16/2016	\$0	C. Bellefant
Develop Alignment Rubric	A committee will develop a rubric to be able to compare available resources to support instructional practices	Academic Support Program	08/12/2015	12/16/2016	\$0	C. Perkins C. Holbrook
Compass Testing	Students will be provided the tutoring and opportunity to take the Compass test in Reading or Math as needed based on recommendations of math and English teachers.	Academic Support Program	01/04/2016	06/01/2017	\$0	BAC, GCC, Senior Math and English teachers
Comprehensive School Survey	Parents will have the opportunity to provide feedback to the school via the comprehensive school survey.	Parent Involvement	08/12/2015	12/16/2016	\$0	R. Carroll
Leadership Orientation	Students will be taught leadership skills to build capacity within the 9th grade class to impact our school	Other	08/12/2015	12/16/2016	\$0	R. Carroll
"Plan" Phase of PSDA	PLC and instructional leaders will deconstruct the End-of-Course Sub-domains into Quality Core (or KCAS for Alg 1 and Geometry) standards into power standards, essential skills, prerequisite knowledge, key vocabulary, learning targets, engaging instructional activities, and rigorous/appropriate assessments. Algebra 1 and Geometry will work with a Solution Tree consultant to plan set SMART goals, create assessments, and improve collaboration, as well.	Professional Learning	08/12/2015	12/16/2016	\$0	C. Bellefant
Construction of Children's Picnic Tables for local elementary schools	Our Carpentry Students will design and build picnic tables for local area youth organizations	Community Engagement	08/12/2015	12/16/2016	\$0	Matt Foster
Documentation	Students will be signed-in by administrating/supervising staff. The sign-in list will be maintained by Assistant Principal and a cumulative database will be updated daily/weekly to identify "repeat offenders."	Other	08/12/2015	06/01/2016	\$0	M. Foster
"Act" Phase of PSDA Cycle	PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners.	Professional Learning	08/12/2015	12/16/2016	\$0	C. Bellefant
Advisor/Advisee Conferencing	Advisors will frequently and intentionally conference with individual students to review their progress in the areas of behavior, attendance, and academics	Behavioral Support Program	08/12/2015	12/16/2016	\$0	A. Reece
Safety Drills	We will routinely practice our safety drills	Other	08/12/2015	12/16/2016	\$0	M. Foster
Staff Communication	Administration and ILT will communicate the significance and purpose of ASVAB, Work Keys to students and staff towards CCR	Career Preparation/Orientation	01/12/2016	06/01/2017	\$0	Administration, ILT, BAC, CTE Department

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Biology PLC	Biology PLC will meet weekly to align learning targets, create common formative assessment, and analyze gap student data and work to adjust instruction and provide interventions. Parents will be informed of students' progress via phone calls, emails, and/or conferences.	Professional Learning	08/12/2015	06/01/2016	\$0	Judd Scott
"Plan" Phase of PDSA	PLC and instructional leaders will deconstruct the End-of-Course Sub-domains into Quality Core (or NGSC for Int1A or 1B) standards into power standards, essential skills, prerequisite knowledge, key vocabulary, learning targets, engaging instructional activities, and rigorous/appropriate assessments.	Professional Learning	08/12/2015	12/16/2016	\$0	C. Bellefant
Vertical PLC Evidence Collection	Vertical PLCs meet every Tuesday to collect evidence and determine next steps to reach proficiency.	Academic Support Program	08/12/2015	12/30/2016	\$0	C. Bellefant
EPAS Conference	Administrators will conference with each senior that has not met college/readybenchmarks to review their EPAS scores, suggest appropriate interventions and support, and assist with test registration.	Recruitment and Retention	08/12/2015	06/30/2016	\$0	D. Buday
Course Scheduling	We will Enroll all non-college ready seniors in the appropriate college/ready English or college-ready Math courses	Academic Support Program	08/12/2015	06/01/2016	\$0	T. Hall & D. Buday
Announcements	School celebrations will be shared on the daily announcements, Twitter feed, and school website to promote positive stories about our school, staff, and students.	Other	08/12/2015	12/16/2016	\$0	R. Carroll
Persistence to Graduation Data	Each month, the counselors will summarize all data related to graduation, retentions, and behavior interventions on the Quarterly Report	Other	08/12/2015	12/01/2016	\$0	T. Hall
TELL Survey Incentive	We will encourage all teachers/staff to complete the TELL Survey	Other	08/01/2015	12/16/2016	\$0	R. Carroll
Rotary Youth Leadership Academy	Selected Freshman will be nominated to attend a three day leadership training conference in Bowling Green	Other	08/12/2015	12/16/2016	\$0	R. Carroll
Social Code Switching instruction	Students will be counseled on appropriate expectations for social behavior inside/outside the classroom	Behavioral Support Program	08/12/2015	12/16/2016	\$0	M. Foster
Adopt a Common Grading System	All departments will use a common grading system with the same categories in Infinite Campus: 1. Formative Evidence 2. Formative Assessment - CFA 3. Summative Assessment-CSA 4. Reflection	Professional Learning	08/10/2016	06/01/2017	\$0	All Teachers

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Components of Academic grades	All grades will be in accordance with the JCPS SPP&G guidelines and will be an accurate reflection of the level of comprehension each child has demonstrated for each key standard as agreed upon by the HPLC (i.e., daily performance, formative assessments, summative assessments). Academic grades will not be a reflection of behaviors or compliant participation (e.g, effort, attention, attendance, presence, compliance, student disposition, assignment completion, etc).	Academic Support Program	08/01/2015	12/16/2016	\$0	M. Foster
"Do" Phase of PDSA Cycle	PLCs will teach according to curriculum map, formatively assessing frequently to guide planning and inform instruction. Teachers will modify instruction regularly based on academic needs of students as evidenced by common formative assessment data.	Professional Learning	08/12/2015	12/16/2016	\$0	C. Bellefant
Data Analysis	Student data and weekly updated interventions, tests taken and monitor of student progression	Career Preparation/Orientation	01/04/2016	06/01/2017	\$0	BAC, GCC
Home Contact	Stakeholder Engagement Team will work through the Assistant Director of Pupil Personnel (K. Martin) to coordinate home visits for each truant student to build relationships with parents/guardians in efforts to promote attendance.	Other	08/12/2015	06/01/2016	\$0	R. Carroll
"Act" Phase of PDSA Cycle	PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners.	Professional Learning	08/12/2015	12/16/2016	\$0	C. Bellefant
Operational Effectiveness Data	Each month ILT leadership will update operational data for the Quarterly Report regarding Behavior interventions (Advisory, PAC/SOS, RTI, TAB, START); Safe Schools updates (Crisis Plan revisions, safety drill records, etc); Master Schedule Updates; Staffing changes; Scheduling and Space Usage; Budget monitoring; technology updates; Climate/culture survey analysis; Walk-Through data analysis; PLC implementation; Academic compliance updates; Parental communications data; PD updates; Administrative PDSA Next Steps	Other	08/12/2015	12/16/2016	\$0	C. Perkins C. Holbrook
"Do" Phase of PDSA Cycle	PLCs will teach according to curriculum map, formatively assessing frequently to guide planning and inform instruction. Teachers will modify instruction regularly based on academic needs of students as evidenced by common formative assessment data.	Professional Learning	08/12/2015	12/16/2016	\$0	C. Bellefant
(Re)Acting (strategic realignment of our plan and specific/intentional next step planning	Based on the analysis of our 30 day data, strategic "next steps" will be planned with careful consideration of who will lead the work, timelines, how the work will develop and what will be accomplished.	Other	08/12/2015	12/16/2016	\$0	C. Perkins C. Holbrook

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VPLC Monthly Meeting	Each VPLC will meet at least once monthly on a designated Tuesday to reflect on instructional practice, ensure vertical alignment of the curriculum, identify instructional successes and target areas for instructional growth, as well as ensure that students are prepared for successful coursework at the next level.	Academic Support Program	08/12/2015	12/16/2016	\$0	C. Bellefant
Doing (Implementing the Plan	The CSIP will be implemented by all Iroquois staff, and led/facilitated by the Principal, Administrators (Assistant Principals, Counselors, Resource Teachers), Instructional Leadership Team (Department Chairs, Vertical/Horizontal PLC Leaders). The plan will be monitored 2-3 times each 6-week grading period and be utilized as an integral part of PLC work and improvement.	Other	08/12/2015	12/16/2016	\$0	C. Perkins C. Holbrook
Standards Based Grading	Standards based grading is the process by which those priority standards are assessed and a published grade is generated. All teachers will implement and maintain the school-wide standards-based grading system	Professional Learning	04/04/2016	06/01/2017	\$0	Administration , GCC, ILT, All Teachers
Student Data Tracking	Graduation & Beyond Assurances Priority Team will identify and monitor the progress of 250 students (includes projected trackbacks) towards meeting all three benchmarks for College Readiness and track the effectiveness of interventions for those students	Other	08/12/2015	06/01/2016	\$0	D. Buday
"Act" Phase of PDSA Cycle	PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners.	Professional Learning	08/12/2015	12/16/2016	\$0	C. Bellefant
Biology PLC	Biology PLC will meet weekly to align learning targets, create common formative assessment, and analyze student data and work to adjust instruction and provide interventions. Parents will be informed of students' progress via phone calls, emails, and/or conferences.	Professional Learning	08/12/2015	06/01/2016	\$0	Judd Scott
Lesson Plans	Teachers will have daily lesson plans readily available that identify: relevant activities, essential questions, core content connections, relevancy to deconstructed standards in addition to all components identified on the Iroquois CIF. In addition to the essential elements of a lesson as outlined on the CIF, lesson plans should describe plans to differentiate learning based on unique student needs. Differentiation should reflect IEP/PSP accommodations for ECE/ESL students, as well as remediations and enrichments for all students based on performance data. Lesson plans will also describe the classroom formative and summative assessment plan as it connects to the daily lesson, and the manner in which students and parents will receive feedback from the assessments.	Academic Support Program	08/12/2015	12/16/2016	\$0	C. Bellefant
Credit Recovery	Students will be provided opportunities recover course credits through Edgenuity Learning Systems	Academic Support Program	08/12/2015	12/16/2016	\$0	A. Reece

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"Plan" Phase of PDSA	PLC and instructional leaders will deconstruct the End-of-Course Sub-domains into Quality Core standards into power standards, essential skills, prerequisite knowledge, key vocabulary, learning targets, engaging instructional activities, and rigorous/appropriate assessments.	Professional Learning	08/12/2015	12/16/2016	\$0	C. Bellefant
Who's Who Ceremony	We will invite community Leaders to attend our annual Who's Who Ceremony in December and we will invite a distinguished Alumnus to be our guest speaker at the event	Community Engagement	08/12/2015	12/16/2016	\$0	T. Hall
Orientation/Registration	We will invite all parents/guardians to attend the Fall Orientation/Registration Kick-off at Iroquois	Parent Involvement	08/12/2015	12/18/2015	\$0	R. Carroll
Campus Orientation	Students will become familiar with the high school campus	Other	08/12/2015	12/16/2016	\$0	R. Carroll
School website	The school website will be revamped in order to provide more information about the school and individual classes to parents.	Parent Involvement	08/12/2015	12/16/2016	\$0	C. Johmann
Infinite Campus Posting	All assessments must be graded and posted in Infinite Campus within one week, Grades will be published every three weeks. When a student is due to receive a failing grade on a progress report, proficiency check, trimester or any other published grade, the teacher must contact the parent or guardian. A "U" on a report card should be accompanied by a comment or explanation for the failing grade.	Policy and Process	08/10/2016	06/01/2017	\$0	All Teachers, Administration, ILT, GCC
Twitter account	Parents will be communicated with through social media modes such as Twitter, allowing them access to information as well as an opportunity to provide feedback to the school.	Other	08/12/2015	12/16/2016	\$0	T. Bennett
Total					\$0	

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase Materials	Purchase materials after the review process	Academic Support Program	08/13/2014	12/18/2015	\$10000	C. Perkins
Total					\$10000	

Title I SIG

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Additional Teachers	2 additional intervention teachers will be hired to accommodate course offerings and provide necessary interventions for Science and ECE students	Other	08/13/2014	12/18/2015	\$120000	C. Perkins

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Creation of a Coordinated School Health Committee	A coordinated school health committee will be formed to collect and analyze data for the creation/review of the school wellness policy. This committee will use the data to guide the integration of health education instruction throughout the school environment.	Policy and Process	08/12/2015	12/16/2016	\$1650	C. Bellefant
"Study" Phase of PDSA Cycle	PLCs will analyze effectiveness of instruction by performing teaching-assessing-learning "gap analysis" based on deconstructed standards, common assessments, student achievement data. This analysis will be the basis for intervention plans, instructional remediation plans, and PLC next steps. Biology, specifically, will be guided through this phase during whole-day Study Days once every six weeks by the instructional leadership team.	Professional Learning	08/12/2015	12/16/2016	\$15000	C. Bellefant
Writing Program Review Monitoring Committee	A selected group of staff members from all content areas will form a Program Review Monitoring Committee. The group will focus on weaknesses from last year's Program Review as a priority and communicate progress and needs to Vertical PLCs	Academic Support Program	08/13/2014	12/18/2015	\$0	C. Bellefant
Program Review Monitoring Committee	A selected group of staff members from all content areas will form a Program Review Monitoring Committee. The group will focus on weaknesses from last year's Program Review as a priority and communicate progress and needs to Vertical PLCs	Academic Support Program	08/12/2015	12/16/2016	\$5500	C. Bellefant
College & Career Readiness Assessment and Intervention Coordinator	Hire a college and career readiness Specialist to oversee our CCR tracking and interventions. This staff member will also serve as the Building Assessment Coordinator for all CCR-type assessments (ACT, PLAN, COMPASS, KYOTE, ASVAB, KOSSA, ACT Work Keys (and Key Train)	Other	08/12/2015	12/16/2016	\$62914	C. Perkins
"Study" phase PDSA	PLCs will analyze effectiveness of instruction by performing teaching-assessing-learning "gap analysis" based on deconstructed standards, common assessments, student achievement data. This analysis will be the basis for intervention plans, instructional remediation plans, and PLC next steps. English 3, specifically, will be guided through this phase during whole-day Study Days 2-4 times throughout the year by the instructional leadership team.	Academic Support Program	08/12/2015	12/16/2016	\$15000	C. Bellefant
Acquire appropriate technology	We will ensure that each teacher is provided appropriate and adequate instructional technology to facilitate and maximize student achievement (e.g., SMARTboards (\$2836), iPads (\$17,392), Laptops, Digital projectors (\$2,920), computer labs, graphing calculators, document cameras, assessment clickers, etc)	Other	08/12/2015	12/16/2016	\$23148	C. Perkins C. Holbrook
Program Review Monitoring Committee	A selected group of staff members from all content areas will form a Program Review Monitoring Committee. The group will focus on weaknesses from last year's Program Review as a priority and communicate progress and needs to Vertical PLCs	Academic Support Program	08/13/2014	12/18/2015	\$0	C. Bellefant

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"Study" Phase of PDSA Cycle	PLCs will analyze effectiveness of instruction by performing teaching-assessing-learning "gap analysis" based on deconstructed standards, common assessments, student achievement data. This analysis will be the basis for intervention plans, instructional remediation plans, and PLC next steps. Algebra 2, specifically, will be guided through this phase during whole-day Study Days once every six weeks by the instructional leadership team.	Professional Learning	08/12/2015	12/16/2016	\$15000	C. Bellefant
Edgenuity Learning Systems	Students will have the opportunity to recover core-content credits through Edgenuity online web application	Academic Support Program	08/12/2015	06/30/2016	\$12850	A. Reece
"Study" Phase of PDSA Cycle	PLCs will analyze effectiveness of instruction by performing teaching-assessing-learning "gap analysis" based on deconstructed standards, common assessments, student achievement data. This analysis will be the basis for intervention plans, instructional remediation plans, and PLC next steps. English 2, specifically, will be guided through this phase during whole-day Study Days once every six weeks by the instructional leadership team.	Professional Learning	08/12/2015	12/16/2016	\$15000	C. Bellefant
"Study" Phase of PDSA Cycle	PLCs will analyze effectiveness of instruction by performing teaching-assessing-learning "gap analysis" based on deconstructed standards, common assessments, student achievement data. This analysis will be the basis for intervention plans, instructional remediation plans, and PLC next steps. US History, specifically, will be guided through this phase during whole-day Study Days once every six weeks by the instructional leadership team.	Professional Learning	08/12/2015	12/16/2016	\$15000	C. Bellefant
Total					\$301062	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Project Based Learning	CTE programs will conduct Project Based Learning activities and community partnerships for field trips and community projects.	Direct Instruction	01/04/2016	06/01/2016	\$2000	CTE Department
CTE Teacher Hire	Hire a CAD and Robotics teachers to support our Magnet and Career Pathway courses	Direct Instruction	01/04/2016	08/01/2016	\$124000	Principal, District CTE Director
Total					\$126000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Who's Who Ceremony	Each December we will celebrate the accomplishments of select seniors who have gone above and beyond the expectations of their peer group. A retired counselor will be paid for organizing the program.	Other	08/12/2015	01/01/2016	\$935	T. Hall
School I.D. cards	Student identification cards will be provided to all students and will be colored based on graduating class year (Black-seniors, navy blue-juniors/sophomores, white-freshman, green-college/career ready students).	Other	08/12/2015	12/16/2016	\$1700	R. Carroll
Teacher Preps	Hire additional content teachers to minimize the number of class preparations that core content teachers are assigned enabling them to focus on one Horizontal Professional Learning Community (HPLC)	Professional Learning	08/12/2015	12/16/2016	\$240000	C. Perkins C. Holbrook
CCR Recognition	Students who become CCR will have their name on the announcements and an 8x10 picture framed in the hallways to notify the school of their distinction. Seniors will also wear a CCR honor cord or medal at graduation. Monthly rewards will be provided to students who achieve the CCR status.	Other	08/12/2015	06/01/2016	\$1000	T. Hall
Yearbook	Our yearbook will be representative of our mission and vision. It will maintain a dignified image and promote high expectations for Iroquois' image	Other	08/13/2014	12/18/2015	\$5000	R. Carroll
ARC Chairperson	Hire an ECE ARC Chairperson to manage all ECE committee meetings	Professional Learning	08/01/2015	12/16/2016	\$54462	C. Perkins
Clerical Overtime	Clerical staff will be paid overtime to free-up Administrators to focus on students and instruction instead of clerical responsibilities.	Other	08/12/2015	12/16/2016	\$5000	C. Perkins
Data Management Research Technician	A classified staff position will be hired to manage data from and supporting our CCR and instructional PLC work	Other	08/12/2015	12/16/2016	\$19690	C. Perkins
ECE Re-evaluation Coordinator	Hire a part-time ECE specialist to manage all ECE Re-evaluations	Professional Learning	08/20/2013	12/18/2015	\$7234	C. Perkins
Remedial Math Course	Essential Arithmetic and Pre-Algebra Skills will be taught for 12 weeks to students identified from 8th mathematics academic data. This necessitates 1.8 additional teachers	Academic Support Program	08/12/2015	12/16/2016	\$108000	C. Bellefant
Additional Security	We will hire an additional security guard to impact school safety	Other	08/12/2015	12/16/2016	\$60000	C. Perkins C. Holbrook
Classroom Instructional Framework	All teachers will post and update daily, their Iroquois CIF (Classroom Instructional Framework) posters, with authentic and appropriate daily student-friendly learning targets, connections/relevancy to college & career readiness, engaging instructional strategies, and formative assessment measures (for that specific day). Learning targets will be in the form of an "I can..." statement. The learning target will be relevant and connected to the content standards. Strategies will be research-based, differentiated best practices for challenging, engaging, and empowering students to take ownership of their learning. CIF posters will be purchased and provided to each teacher	Academic Support Program	08/12/2015	12/16/2016	\$1050	C. Bellefant

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Student Distinction	Students becoming college or career ready will be provided a special lanyard and a green I.D. card holder to signify that they are college ready and they will be permitted to be out of uniform each day. Students will also gain special access to specified activities/events	Other	08/12/2015	06/01/2016	\$800	T. Hall & D. Buday
Total					\$504871	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACE Mentor Outdoor Classroom Project	We will add lights, stage and a roof to the outdoor classroom amphitheater.	Community Engagement	08/12/2015	12/16/2016	\$12500	M. Foster
Weekly Extended School Day Classes for credit recovery	Extended School Program (ESP) will be offered from 2:30-4:00 Monday, Wednesday, & Thursday all year to target students who need credit recovery to stay on track for an on-time graduation using Edgenuity and e-school. Other ESP offerings will targets students who need intense skill remediation in math and literacy to learn and practice basic skills that are essential to their success in the required core courses. Students in ESP will be encouraged to commit to long-term participation.	Academic Support Program	08/12/2015	06/30/2016	\$481600	A. Atkins
Transition Academy Teacher	A teacher will oversee and teach students assigned to the Transition Academy	Other	08/12/2015	12/16/2016	\$66230	M. Foster
Total					\$560330	

SIG Grant

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation/Focus Team	Form an Implementation/Focus Team that will have specific roles for increasing our college readiness percentage. The team will establish and follow a set protocol to ensure efficiency and effectiveness. Teachers will be paid extended time to meet after school.	Other	01/04/2016	06/01/2016	\$4500	C. Holbrook
Total					\$4500	

KDE 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?**

1. How effective has instruction been for students to master expected standards and skills as measured by the benchmark assessments (AP exams, ACT, PLAN, EOC, KPREP)?
2. In what areas of achievement did students do well, and in what areas of achievement are students still struggling to understand/master?
3. Are there trends in achievement with certain groups of students? Are there trends of achievement with specific standards?

The data tells us:

1. Where students are understanding and achieving at high levels.
2. Where students are struggling with understanding and not achieving at high levels.
3. Where instruction has been effective and where instruction has not been effective.
4. The specific groups of students who struggle the most.

What the data does not tell us:

1. How to change instruction to meet the multiple needs of those students who are not achieving at the highest levels.
2. What needs to change immediately.
3. What needs to change in the long term.
4. The specific topics/standards/targets in each content that are areas of lowest achievement or areas of struggle for students.
5. The discrepancy between the rigor level of the EOC standards and the College Readiness standards tested by the EPAS system.

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 areas of strength for Iroquois High School are our graduation rate and the fact that we did make growth in all gap groups for student achievement.

Actions we are taking to sustain these strengths are the following:

1. Graduation rates are directly effected by our sustained commitment to Freshman Academy, Transition Center, and RTI systems.
2. Growth in student achievement is directly related to our sustained commitment to our RTI programs in academics, attendance, and behavior.
3. Continued commitment to parent/guardian communication through various means (Twitter, Infinite Campus Messenger, posted mail, email, etc.), on site celebrations of success and face-to-face meetings with families, and satellite meetings with parents/guardians.
4. Continued commitment to community/stakeholders involvement in school progress and school improvement.

We celebrate the collaborative culture at our school, how it has increased student achievement, and the collective commitment to continued improvement by school staff, faculty, parent/guardians, and community stakeholders.

Opportunities for Improvement

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

The largest area for improvement is in college and career readiness. We have made several plans to improve in this area, and have made a school-wide commitment to improving college and career readiness for every student. Our school mission is building hope for each child by providing pathways to success at the next level. We began our improvement plan in the classroom, at the tier 1 level, by addressing the rigor levels of instruction and differentiation. One plan for improving in this area are additional support systems within the school for intervening with students who are not meeting the high levels of expectations for college and career readiness. We have a focus for college and career readiness, targeted a specific group of students for individualized interventions, and continued to grow our curriculum to include student/teacher relationships that support college and career goals for each student. We have better informed students of benchmarks for college and career readiness, and built a culture of collaboration with students focused on their success in these areas.

Students and teachers are taking ownership of their achievement in college and career readiness like never before at our school. We have mentors who have elected to work with targeted students in areas that hinder college and career readiness such as attendance and behavior. Each department/content area at our school has elected college readiness standards as a part of their curriculum and built these standards into their formative and summative assessments in order to track readiness in these areas. We are taking steps to increase the number of career/industry certifications recognized by the state in our CTE programs. We are building stamina with students by allowing them practice with ACT during large group practice sessions and small class group practice sessions. Iroquois HS has also made a commitment to improved classroom instruction. Using the Fundamental 5 Practices for Quality Instruction as a guide, all faculty and staff are dedicated to increasing the rigor in all classrooms and requiring students and teachers to use research-based high yield teaching and learning practices for increased college and career readiness.

Conclusion

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

Next Steps:

1. Continue building collaborative culture through PLC work, data analysis, and by continuing to review our mission, vision, and collective commitments as a school staff and faculty.
2. Dig deeper through data analysis to reach specific gap groups in student achievement across all grade levels.
3. Continue school-wide focus on College and Career Readiness in all content areas.
4. Move forward with Instructional Coaching to meet individual improvement and growth needs for teachers in order to increase instructional improvement in all classrooms. Continue implementation of the Fundamental 5 Practices for Quality Instruction in the classroom and the Powerwalks observation/feedback system.
5. Continue to strengthen and add industry certifications in our magnet and optional programs.
6. Continue to add to explore options for meeting student learning needs (intervention and enrichment) in all content areas.
7. Explore additional options for increasing parent involvement and communication at . Continue to build community ties and increased stakeholder involvement in decision making.

KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

By June 2017, we will cultivate a safe, supported, equipped, and self-efficate school for all students and staff as measured by the Comprehensive School Survey

Measurable Objective 1:

collaborate to ensure that we have 100% participation in the completion of the TELL Survey by 06/30/2016 as measured by TELL Survey results.

Strategy1:

TELL Survey Incentive - We will offer a chance to win a small prize for each staff member that successfully submits there response to the TELL Survey

Category:

Research Cited:

Activity - TELL Survey Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will encourage all teachers/staff to complete the TELL Survey	Other	08/01/2015	12/16/2016	\$0 - No Funding Required	R. Carroll

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

Goal 1:

By June 2017, our combined average for Reading and Math will be 63.9% proficient/distinguished as measured by KPREP End-of-Course exams.

Measurable Objective 1:

49% of All Students will demonstrate a proficiency on the English 2 End-of-Course Test in Reading by 06/30/2016 as measured by 2016 School Report Card.

Strategy1:

English 1 PLC & English 2 PLC - English 1 and 2 PLC will implement the PDSA cycle to improve instruction and learning. Because the nature of the PDSA cycle is improvement, instructional leaders (i.e., principal, GCC, ERS, A.Ps) will participate and help guide PLCs through SY 2015-2016

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each cycle to ensure the PLCs are planning, doing, studying, and acting upon the results in order to improve instruction and student learning.

Category:

Research Cited:

Activity - "Do" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will teach according to curriculum map, formatively assessing frequently to guide planning and inform instruction. Teachers will modify instruction regularly based on academic needs of students as evidenced by common formative assessment data.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - "Act" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - "Plan" Phase of PDSA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC and instructional leaders will deconstruct the End-of-Course Sub-domains into Quality Core (or KCAS for English 1) standards into power standards, essential skills, prerequisite knowledge, key vocabulary, learning targets, engaging instructional activities, and rigorous/appropriate assessments.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - "Study" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will analyze effectiveness of instruction by performing teaching-assessing-learning "gap analysis" based on deconstructed standards, common assessments, student achievement data. This analysis will be the basis for intervention plans, instructional remediation plans, and PLC next steps. English 2, specifically, will be guided through this phase during whole-day Study Days once every six weeks by the instructional leadership team.	Professional Learning	08/12/2015	12/16/2016	\$15000 - Title I SIG	C. Bellefant

Measurable Objective 2:

45% of All Students will demonstrate a proficiency On the U.S. History End-of-Course Exam in Social Studies by 06/30/2016 as measured by 2016 School Report Card.

Strategy1:

Social Studies PLCs - World Civilizations and US History PLCs will implement the PDSA cycle to improve instruction and learning in social

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studies classrooms. Because the nature of the PDSA cycle is improvement, instructional leaders (i.e., principal, GCC, ERS, A.Ps) will participate and help guide PLCs through each cycle to ensure the PLCs are planning, doing, studying, and acting upon the results in order to improve instruction and student learning.

Category:

Research Cited:

Activity - "Do" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will teach according to curriculum map, formatively assessing frequently to guide planning and inform instruction. Teachers will modify instruction regularly based on academic needs of students as evidenced by common formative assessment data.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - "Act" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - "Study" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will analyze effectiveness of instruction by performing teaching-assessing-learning "gap analysis" based on deconstructed standards, common assessments, student achievement data. This analysis will be the basis for intervention plans, instructional remediation plans, and PLC next steps. US History, specifically, will be guided through this phase during whole-day Study Days once every six weeks by the instructional leadership team.	Professional Learning	08/12/2015	12/16/2016	\$15000 - Title I SIG	C. Bellefant

Activity - "Plan" Phase of PDSA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC and instructional leaders will deconstruct the End-of-Course Sub-domains into Quality Core standards into power standards, essential skills, prerequisite knowledge, key vocabulary, learning targets, engaging instructional activities, and rigorous/appropriate assessments.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Measurable Objective 3:

39% of All Students will demonstrate a proficiency on the Biology End-of-Course Test in Science by 06/30/2016 as measured by the 2016 School Report Card..

Strategy1:

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Science PLCs - Science PLC will implement the PDSA cycle to improve science instruction and learning. Because the nature of the PDSA cycle is improvement, instructional leaders (i.e., principal, GCC, ERS, A.Ps) will participate and help guide PLCs through each cycle to ensure the PLCs are planning, doing, studying, and acting upon the results in order to improve instruction and student learning.

Category:

Research Cited:

Activity - "Study" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will analyze effectiveness of instruction by performing teaching-assessing-learning "gap analysis" based on deconstructed standards, common assessments, student achievement data. This analysis will be the basis for intervention plans, instructional remediation plans, and PLC next steps. Biology, specifically, will be guided through this phase during whole-day Study Days once every six weeks by the instructional leadership team.	Professional Learning	08/12/2015	12/16/2016	\$15000 - Title I SIG	C. Bellefant

Activity - "Plan" Phase of PDSA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC and instructional leaders will deconstruct the End-of-Course Sub-domains into Quality Core (or NGSC for Int1A or 1B) standards into power standards, essential skills, prerequisite knowledge, key vocabulary, learning targets, engaging instructional activities, and rigorous/appropriate assessments.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - "Act" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - "Do" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will teach according to curriculum map, formatively assessing frequently to guide planning and inform instruction. Teachers will modify instruction regularly based on academic needs of students as evidenced by common formative assessment data.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Measurable Objective 4:

51% of All Students will demonstrate a proficiency on the KPREP On-Demand Writing Test in Writing by 06/30/2016 as measured by 2016 School Report Card.

Strategy1:

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English 2 PLC & English 3 PLC - English 2 and 3 PLC will implement the PDSA cycle to improve writing instruction and learning. Because the nature of the PDSA cycle is improvement, instructional leaders (i.e., principal, GCC, ERS, A.Ps) will participate and help guide PLCs through each cycle to ensure the PLCs are planning, doing, studying, and acting upon the results in order to improve instruction and student learning.

Category:

Research Cited:

Activity - "Study" phase PDSA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will analyze effectiveness of instruction by performing teaching-assessing-learning "gap analysis" based on deconstructed standards, common assessments, student achievement data. This analysis will be the basis for intervention plans, instructional remediation plans, and PLC next steps. English 3, specifically, will be guided through this phase during whole-day Study Days 2-4 times throughout the year by the instructional leadership team.	Academic Support Program	08/12/2015	12/16/2016	\$15000 - Title I SIG	C. Bellefant

Activity - "Plan" phase of PDSA cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English 2 and 3 will deconstruct the KCAS writing standards and On-Demand writing rubric into power standards, essential skills, prerequisite knowledge, key vocabulary, learning targets, engaging instructional activities, and rigorous/appropriate assessments.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - "Do" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will teach according to curriculum map, formatively assessing frequently to guide planning and inform instruction. Teachers will modify instruction regularly based on academic needs of students as evidenced by common formative assessment data.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - "Act" phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Measurable Objective 5:

50% of All Students will demonstrate a proficiency on the Algebra 2 End-of-Course KPREP Test in Mathematics by 06/30/2015 as measured by 2016 School Report Card.

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Strategy1:

Geometry, Algebra 1 and 2 PLCs - Algebra 1(freshman-level), Geometry (sophomore-level) and Algebra 2 (junior level) PLCs will implement the PDSA cycle to improve mathematics instruction and learning. Because the nature of the PDSA cycle is improvement, instructional leaders (i.e., principal, GCC, ERS, A.Ps) will participate and help guide PLCs through each cycle to ensure the PLCs are planning, doing, studying, and acting upon the results in order to improve instruction and student learning.

Category:

Research Cited:

Activity - "Plan" Phase of PDSA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC and instructional leaders will deconstruct the End-of-Course Sub-domains into Quality Core (or KCAS for Alg 1 and Geometry) standards into power standards, essential skills, prerequisite knowledge, key vocabulary, learning targets, engaging instructional activities, and rigorous/appropriate assessments. Algebra 1 and Geometry will work with a Solution Tree consultant to plan set SMART goals, create assessments, and improve collaboration, as well.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - "Act" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners. PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - "Study" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will analyze effectiveness of instruction by performing teaching-assessing-learning "gap analysis" based on deconstructed standards, common assessments, student achievement data. This analysis will be the basis for intervention plans, instructional remediation plans, and PLC next steps. Algebra 2, specifically, will be guided through this phase during whole-day Study Days once every six weeks by the instructional leadership team.	Professional Learning	08/12/2015	12/16/2016	\$15000 - Title I SIG	C. Bellefant

Activity - "Do" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will teach according to curriculum map, formatively assessing frequently to guide planning and inform instruction. Teachers will modify instruction regularly based on academic needs of students as evidenced by common formative assessment data.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

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:

By 2017 we will increase the percentage of students scoring proficient and distinguished on the KPREP On-Demand Writing assessment to 45.1%

Measurable Objective 1:

47% of Tenth and Eleventh grade Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency on the NxGL On-Demand Writing Assessment in English Language Arts by 06/30/2016 as measured by the KPREP On-Demand Writing Assessment.

Strategy1:

English Vertical PLC - The PLC process will ensure that teachers, especially those new to profession or to Iroquois HS, are deconstructing the KCAS writing standards into manageable and measurable daily learning targets and assessing for learning each day. Then, the PLCs will analyze the data and student work in order to create Tier 1, 2, and 3 interventions for targeted groups and/or individual students during or after school. The student performance data, on assessments similar to the On-demand writing exams, will be collected twice during a six-week grading period through CASCADE.

Category:

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

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Activity - Eng II & Eng III PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eng II and Eng III PLC meet weekly to align learning targets, create common formative assessments, and analyze data and student work to adjust instruction and provide interventions. Parents will be informed of students' progress via phone calls, emails, and/or conferences.	Professional Learning	08/12/2015	06/30/2016	\$0 - No Funding Required	C. Bellefant

Measurable Objective 2:

47% of Tenth and Eleventh grade students will demonstrate a proficiency on the NxGL On-Demand Writing Assessment in English Language Arts by 06/30/2016 as measured by the KPREP On-Demand Writing Assessment.

Strategy1:

English Vertical PLC - The PLC process will ensure that teachers, especially those new to profession or to Iroquois HS, are deconstructing the KCAS writing standards into manageable and measurable daily learning targets and assessing for learning each day. Then, the PLCs will analyze the data and student work in order to create Tier 1, 2, and 3 interventions for targeted groups and/or individual students during or after school. The student performance data, on assessments similar to the On-demand writing exams, will be collected twice during a six-week grading period through CASCADE.

Category:

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

Activity - Eng II & Eng III PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eng II and Eng III PLC meet weekly to align learning targets, create common formative assessments, and analyze data and student work to adjust instruction and provide interventions. Parents will be informed of students' progress via phone calls, emails, and/or conferences.	Professional Learning	08/12/2015	06/30/2016	\$0 - No Funding Required	C. Bellefant

Goal 2:

By June 2017 we will increase our Graduation rate to 80.2% (Based on the Cohort Graduation Model)

Measurable Objective 1:

collaborate to increase the 2016 graduation rate to 80.2% (based on the 4-year Cohort Model) and 83.5% (based on the 5-year Cohort Model) by 06/30/2016 as measured by School Report Card.

Strategy1:

Junior Bump-Up - We will ensure that all eligible 4th-year juniors recover appropriate credits to get "bumped-up" to senior status by January 2016 to get them back on track for graduating on time.

Category: Persistence to Graduation

Research Cited:

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Activity - Jefferson Co. Pilot Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will have the opportunity to recover credits on eSchool through our Jefferson County High School Pilot Program. Two part-time Retired teachers will facilitate the program	Academic Support Program	08/12/2015	06/30/2016	\$6871 - District Funding	A. Reece

Activity - Edgenuity Learning Systems	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the opportunity to recover core-content credits through Edgenuity online web application	Academic Support Program	08/12/2015	06/30/2016	\$12850 - Title I SIG	A. Reece

Strategy2:

Extended Learning Opportunities - We will ensure that all seniors have access to extended learning opportunities inside/outside of the typical school day by 06/30/2016 as measured by Quarterly Counselor reports.

Category: Persistence to Graduation

Research Cited:

Activity - Weekly Extended School Day Classes for credit recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Program (ESP) will be offered from 2:30-4:00 Monday, Wednesday, & Thursday all year to target students who need credit recovery to stay on track for an on-time graduation using Edgenuity and e-school. Other ESP offerings will targets students who need intense skill remediation in math and literacy to learn and practice basic skills that are essential to their success in the required core courses. Students in ESP will be encouraged to commit to long-term participation.	Academic Support Program	08/12/2015	06/30/2016	\$481600 - Grant Funds	A. Atkins

Strategy3:

Weekly Daytime Flexible RTI - Every Thursday, students will be referred to a 55 minute intervention period for content recovery with one of their core-content teachers.

Category: Persistence to Graduation

Research Cited:

Activity - Flexible RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer 25-30 students to recover specific learning targets and/or standards based on common formative assessments and the PLC will develop intervention lessons that utilize different instructional strategies than the initial direct instruction. Interventions are offered in every core content course and are conducted during the regular school day.	Academic Support Program	08/01/2015	06/30/2016	\$0 - No Funding Required	C. Bellefant

Strategy4:

Graduation & Beyond Assurances Priority Team Monitoring - The Graduation and Beyond Assurances Team will meet Quarterly to review the four, five, and six year cohorts of our 12th grade students to monitor their progress towards graduation.

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Category: Persistence to Graduation

Research Cited:

Activity - Junior Bump-Up	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the opportunity to recover core-content credits through Edgenuity online credit recovery.	Academic Support Program	08/12/2015	06/30/2016	\$0 - District Funding	A. Reece

Goal 3:

Engaging all Stakeholders to Cultivate Student Citizenship in efforts to promote more effective decision making capacity, increase attendance, and develop school pride

Measurable Objective 1:

collaborate to Promote School Pride by 06/01/2016 as measured by Culture & Climate Surveys.

Strategy1:

Branding our School - Image, theme, marketing, promotional tactics to encourage school spirit and pride in our community

Category:

Research Cited:

Activity - Blue Print School Newspaper	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school newspaper will be designated the "Blue Print" as a reflection of our school colors, as well as a reference to our Architecture, Construction, and Engineering magnet program.	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	Helvey

Activity - Yearbook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our yearbook will be representative of our mission and vision. It will maintain a dignified image and promote high expectations for Iroquois' image	Other	08/13/2014	12/18/2015	\$5000 - General Fund	R. Carroll

Activity - School I.D. cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student identification cards will be provided to all students and will be colored based on graduating class year (Black-seniors, navy blue-juniors/sophomores, white-freshman, green-college/career ready students).	Other	08/12/2015	12/16/2016	\$1700 - General Fund	R. Carroll

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Activity - Yearly Motto	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each year we will designate a motto to unify our efforts and vision (e.g., BELIEVE, ACHIEVE, PRIDE, UNITE etc).	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Holbrook

Strategy2:

Celebrations and Recognitions - Student achievement and diversity will be recognized and celebrated

Category:

Research Cited:

Activity - Who's Who Ceremony	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each December we will celebrate the accomplishments of select seniors who have gone above and beyond the expectations of their peer group. A retired counselor will be paid for organizing the program.	Other	08/12/2015	01/01/2016	\$935 - General Fund	T. Hall

Activity - Announcements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School celebrations will be shared on the daily announcements, Twitter feed, and school website to promote positive stories about our school, staff, and students.	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	R. Carroll

Activity - International Banquet and Diversity Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each spring we will celebrate our English Language Learners and their cultural diversity by hosting a banquet with food from each student's native culture and allowing our ELL students to wear clothing that is native to their home country.	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	V. Cummings

Measurable Objective 2:

collaborate to increase our students' average daily attendance rate to 90% by 06/30/2016 as measured by monthly attendance reports.

Strategy1:

Tardy Hall-sweep - Students that arrive tardy to school and/or tardy to class will be escorted to Hall-sweep (held in the area behind PAC) after each tardy bell rings for 1st, 2nd, 3rd, 4th, & 5th periods, as well as students returning late to class after 1st and 2nd lunches.

Category: Management Systems

Research Cited:

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Activity - Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be signed-in by administrating/supervising staff. The sign-in list will be maintained by Assistant Principal and a cumulative database will be updated daily/weekly to identify "repeat offenders."	Other	08/12/2015	06/01/2016	\$0 - No Funding Required	M. Foster

Activity - Transition back to classroom next period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will remain in tardy hall based on the number of tardies and cuts they have accumulated per trimester.	Other	12/07/2015	06/01/2016	\$0 - No Funding Required	M. Foster

Strategy2:

Stakeholder Engagement Focus Team - Stakeholder Engagement Implementation/Focus Team will meet monthly to monitor attendance progress

Category: Stakeholder Engagement

Research Cited:

Activity - Home Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholder Engagement Team will work through the Assistant Director of Pupil Personnel (K. Martin) to coordinate home visits for each truant student to build relationships with parents/guardians in efforts to promote attendance.	Other	08/12/2015	06/01/2016	\$0 - No Funding Required	R. Carroll

Activity - Truancy Diversion Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholder Engagement Team will coordinate with Truancy Diversion Program to identify targeted students for referral	Other	08/12/2015	06/01/2016	\$0 - No Funding Required	R. Carroll

Measurable Objective 3:

collaborate to Increase Family Engagement by 25% by 06/01/2016 as measured by Sign-in records at school events.

Strategy1:

Parent/Guardian Involvement - We will engage at least 1150 parents/guardians at least once throughout the year.

Category:

Research Cited:

Activity - Family Kick-Off for Louisville Rotary Promise Scholarship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will host a Family Cook-out in the Fall to introduce Freshman Families to the Louisville Rotary Promise Scholarship	Parent Involvement	08/01/2015	12/18/2015	\$0 - No Funding Required	R. Carroll

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Activity - One Call Now	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be encouraged to sign-up for text alerts via One Call Now to receive announcements and information about upcoming events on their phones	Parent Involvement	08/12/2015	12/16/2016	\$0 - No Funding Required	R. Carroll

Activity - Orientation/Registration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will invite all parents/guardians to attend the Fall Orientation/Registration Kick-off at Iroquois	Parent Involvement	08/12/2015	12/18/2015	\$0 - No Funding Required	R. Carroll

Activity - Twitter account	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be communicated with through social media modes such as Twitter, allowing them access to information as well as an opportunity to provide feedback to the school.	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	T. Bennett

Activity - Comprehensive School Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will have the opportunity to provide feedback to the school via the comprehensive school survey.	Parent Involvement	08/12/2015	12/16/2016	\$0 - No Funding Required	R. Carroll

Activity - School website	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school website will be revamped in order to provide more information about the school and individual classes to parents.	Parent Involvement	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Johmann

Activity - Parent/Guardian - Teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will facilitate 1150 Parent/Guardian-Teacher Conferences throughout the year (to include face-to-face conferences, Email communication, phone calls) as measured by Infinite Campus Parent communication logs	Parent Involvement	08/12/2015	12/16/2016	\$0 - No Funding Required	R. Carroll

Activity - Fall/Spring Arts Show and Performance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will host a fall and Spring Art Show and Music Concert for Families and Friends of the Community	Parent Involvement	08/12/2015	12/16/2016	\$0 - No Funding Required	R. Carroll

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Activity - Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will ensure that all parents are invited to Open House by collecting Phone call logs from each Advisory Teacher prior to the Event	Parent Involvement	08/12/2015	12/16/2016	\$2000 - Title I Part A	R. Carroll

Measurable Objective 4:

collaborate to increase average daily staff attendance to 95% by 06/01/2016 as measured by Monthly staff attendance reports.

Strategy1:

Staff engagement - A stakeholder engagement team will meet monthly to generate and implement activities to improve staff attendance at school and school functions.

Category: Stakeholder Engagement

Research Cited:

Activity - Staff Recognitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff challenges and recognitions will be initiated to promote higher staff attendance	Other	08/01/2015	06/01/2016	\$5000 - Other	R. Carroll

Activity - Extracurricular Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff hospitality tents will be setup at athletic events to encourage participation.	Other	08/12/2015	06/01/2016	\$0 - No Funding Required	R. Carroll

Measurable Objective 5:

collaborate to engage our community service and school involvement throughout the school year by 06/01/2016 as measured by Service hours log.

Strategy1:

1000+ hours of Community Service Learning Projects - We will provide service to our community through various activities of service

Category: Stakeholder Engagement

Research Cited:

Activity - Mayor's Give-a-Day Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Service projects to beautify our school community and surrounding neighborhood	Community Engagement	08/12/2015	12/16/2016	\$0 - No Funding Required	R. Carroll

Activity - Community school volunteer opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The community school will provide volunteer opportunities for students.	Community Engagement	08/12/2015	12/16/2016	\$0 - No Funding Required	A. Granger

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Activity - ACE Mentor Outdoor Classroom Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will add lights, stage and a roof to the outdoor classroom amphitheater.	Community Engagement	08/12/2015	12/16/2016	\$12500 - Grant Funds	M. Foster

Activity - Construction of Children's Picnic Tables for local elementary schools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Carpentry Students will design and build picnic tables for local area youth organizations	Community Engagement	08/12/2015	12/16/2016	\$0 - No Funding Required	Matt Foster

Strategy2:

Community Participation in School Events - We will involve our community stakeholders (civic leaders, alumni, neighbors, families, etc) in our school initiatives and activities

Category:

Research Cited:

Activity - Who's Who Ceremony	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will invite community Leaders to attend our annual Who's Who Ceremony in December and we will invite a distinguished Alumnus to be our guest speaker at the event	Community Engagement	08/12/2015	12/16/2016	\$0 - No Funding Required	T. Hall

Activity - Athletic events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will invite alumni classes to attend our athletic events	Community Engagement	08/12/2015	12/16/2016	\$0 - No Funding Required	R. Carroll

Activity - International Banquet & Diversity Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will invite community leaders and multicultural advocates to our annual International Banquet and Diversity Celebration in the spring	Community Engagement	08/12/2015	12/16/2016	\$750 - Other	V. Cummings

Measurable Objective 6:

collaborate to to decrease time out of class due to code of conduct violations for all students by 06/30/2016 as measured by PBIS/SRT Focus Team minutes and the Quarterly Report.

Strategy1:

PBIS/SRT Team - The PBIS/SRT Team will meet once each month to promote positive behaviors and to prescribe intervention supports based on the findings of the Student Response Team's analysis of behavior data

Category: Stakeholder Engagement

Research Cited:

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Activity - School Culture Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will administer culture/climate surveys as a formative monitoring resource to guide our progress that will be summatively measured on the Comprehensive School Survey each year.	Other	08/12/2015	06/01/2016	\$0 - No Funding Required	R. Carroll

Activity - PBIS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS/SRT Team will communicate and lead staff through PBIS goals and strategies. Targeted areas, strategies, and student behaviors will be identified and monitored as evidenced on the Citizenship data board in the front office conference room. PBIS/SRT team will meet monthly to analyze data.	Behavioral Support Program	08/13/2014	12/18/2015	\$3500 - District Funding \$580 - District Funding	T. Hall

Activity - PBIS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS/SRT Team will complete required JCPS District training for PBIS	Behavioral Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	T. Hall

Strategy2:

Advisory - Students will be paired with an advisor with whom they will meet every week (55 minutes every Wednesday).

Category: Other - Advisory/Advisee

Research Cited: Lehr, C.A., Johnson, D.R., Bremer, C.D., Cosio, A., Thompson, M. (2004). Essential Tools: Increasing Rates of School

Completion: Moving From Policy and Research to Practice. National High School Center.

Activity - Advisory groups will meet every week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An Advisory Focus Team (Teachers, Counselors, Goal Clarity Coach, College/Career Ready Specialist) will meet monthly to create and communicate Advisory lessons for character development and social competence.	Academic Support Program	08/12/2015	06/01/2016	\$1500 - Other	A. Reece

Goal 4:

By June 2017, all areas of the Program Review: Arts & Humanities, Practical Living / Career Studies, and Writing will demonstrate an overall score of proficiency.

Measurable Objective 1:

collaborate to score proficiency on the Arts & Humanities Program Review by 06/30/2016 as measured by an internal school self-assessment and further by the Kentucky Department of Education..

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Strategy1:

Arts and Humanities Program Review Focus Team - The Arts and Humanities program review focus team will meet in monthly to review progress and determine next steps for completion.

Category: Integrated Methods for Learning

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Activity - Vertical PLC Evidence Collection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical PLCs meet every Tuesday to collect evidence and determine next steps to reach proficiency.	Academic Support Program	08/12/2015	12/30/2016	\$0 - No Funding Required	C. Bellefant

Activity - Program Review Monitoring Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A selected group of staff members from all content areas will form a Program Review Monitoring Committee. The group will focus on weaknesses from last year's Program Review as a priority and communicate progress and needs to Vertical PLCs	Academic Support Program	08/12/2015	12/16/2016	\$5500 - Title I SIG	C. Bellefant

Measurable Objective 2:

collaborate to score proficiency on the Practical Living Program Review by 06/30/2016 as measured by an internal self-review and further by the Kentucky Department of Education.

Strategy1:

Practical Living Program Review Focus Team - The Practical Living Program Review Focus team will meet monthly to review progress and determine next steps for completion.

Category: Learning Systems

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Activity - Vertical PLC Evidence Collection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical PLCs meet every Tuesday to collect evidence and determine next steps to reach proficiency.	Academic Support Program	08/13/2014	12/18/2015	\$0 - No Funding Required	C. Bellefant

Activity - Creation of a Coordinated School Health Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A coordinated school health committee will be formed to collect and analyze data for the creation/review of the school wellness policy. This committee will use the data to guide the integration of health education instruction throughout the school environment.	Policy and Process	08/12/2015	12/16/2016	\$1650 - Title I SIG	C. Bellefant

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Activity - Program Review Monitoring Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A selected group of staff members from all content areas will form a Program Review Monitoring Committee. The group will focus on weaknesses from last year's Program Review as a priority and communicate progress and needs to Vertical PLCs	Academic Support Program	08/13/2014	12/18/2015	\$0 - Title I SIG	C. Bellefant

Measurable Objective 3:

collaborate to score proficiency on the Writing Program Review by 06/30/2016 as measured by an internal school self-assessment and further by the Kentucky Department of Education..

Strategy1:

Writing Program Review Focus Team - The Writing Program Review Focus team will meet monthly to review progress and determine next steps for completion.

Category: Learning Systems

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Activity - Vertical PLC Evidence Collection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical PLCs will meet every Tuesday to collect evidence and determine next steps to reach proficiency.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - Writing Program Review Monitoring Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A selected group of staff members from all content areas will form a Program Review Monitoring Committee. The group will focus on weaknesses from last year's Program Review as a priority and communicate progress and needs to Vertical PLCs	Academic Support Program	08/13/2014	12/18/2015	\$0 - Title I SIG	C. Bellefant

Measurable Objective 4:

collaborate to score proficiency on the World Language Program Review by 06/01/2016 as measured by an internal school self assessment and further by the Kentucky Department of Education.

Strategy1:

World Language Program Review Focus Team - The World Language Program Review Focus team will meet monthly to review progress and determine next steps for completion.

Category: Learning Systems

Research Cited:

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Activity - Vertical PLC Evidence Collection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical PLCs will meet every Tuesday to collect evidence and determine next steps to reach proficiency.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - Program Review Monitoring Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A selected group of staff members from all content areas will form a Program Review Monitoring Committee. The group will focus on weaknesses from last year's Program Review as a priority and communicate progress and needs to Vertical PLCsPr	Academic Support Program	08/12/2015	08/19/2016	\$0 - No Funding Required	C. Bellefant

Goal 5:

By June 2017, our combined average for Reading and Math will be 63.9% proficient/distinguished as measured by KPREP End-of-Course exams.

Measurable Objective 1:

45% of All Students will demonstrate a proficiency On the U.S. History End-of-Course Exam in Social Studies by 06/30/2016 as measured by 2016 School Report Card.

Strategy1:

Social Studies PLCs - World Civilizations and US History PLCs will implement the PDSA cycle to improve instruction and learning in social studies classrooms. Because the nature of the PDSA cycle is improvement, instructional leaders (i.e., principal, GCC, ERS, A.Ps) will participate and help guide PLCs through each cycle to ensure the PLCs are planning, doing, studying, and acting upon the results in order to improve instruction and student learning.

Category:

Research Cited:

Activity - "Act" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - "Do" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will teach according to curriculum map, formatively assessing frequently to guide planning and inform instruction. Teachers will modify instruction regularly based on academic needs of students as evidenced by common formative assessment data.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

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Activity - "Study" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will analyze effectiveness of instruction by performing teaching-assessing-learning "gap analysis" based on deconstructed standards, common assessments, student achievement data. This analysis will be the basis for intervention plans, instructional remediation plans, and PLC next steps. US History, specifically, will be guided through this phase during whole-day Study Days once every six weeks by the instructional leadership team.	Professional Learning	08/12/2015	12/16/2016	\$15000 - Title I SIG	C. Bellefant

Activity - "Plan" Phase of PDSA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC and instructional leaders will deconstruct the End-of-Course Sub-domains into Quality Core standards into power standards, essential skills, prerequisite knowledge, key vocabulary, learning targets, engaging instructional activities, and rigorous/appropriate assessments.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Measurable Objective 2:

51% of All Students will demonstrate a proficiency on the KPREP On-Demand Writing Test in Writing by 06/30/2016 as measured by 2016 School Report Card.

Strategy1:

English 2 PLC & English 3 PLC - English 2 and 3 PLC will implement the PDSA cycle to improve writing instruction and learning. Because the nature of the PDSA cycle is improvement, instructional leaders (i.e., principal, GCC, ERS, A.Ps) will participate and help guide PLCs through each cycle to ensure the PLCs are planning, doing, studying, and acting upon the results in order to improve instruction and student learning.

Category:

Research Cited:

Activity - "Plan" phase of PDSA cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English 2 and 3 will deconstruct the KCAS writing standards and On-Demand writing rubric into power standards, essential skills, prerequisite knowledge, key vocabulary, learning targets, engaging instructional activities, and rigorous/appropriate assessments.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

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Activity - "Act" phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - "Do" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will teach according to curriculum map, formatively assessing frequently to guide planning and inform instruction. Teachers will modify instruction regularly based on academic needs of students as evidenced by common formative assessment data.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - "Study" phase PDSA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will analyze effectiveness of instruction by performing teaching-assessing-learning "gap analysis" based on deconstructed standards, common assessments, student achievement data. This analysis will be the basis for intervention plans, instructional remediation plans, and PLC next steps. English 3, specifically, will be guided through this phase during whole-day Study Days 2-4 times throughout the year by the instructional leadership team.	Academic Support Program	08/12/2015	12/16/2016	\$15000 - Title I SIG	C. Bellefant

Measurable Objective 3:

49% of All Students will demonstrate a proficiency on the English 2 End-of-Course Test in Reading by 06/30/2016 as measured by 2016 School Report Card.

Strategy1:

English 1 PLC & English 2 PLC - English 1 and 2 PLC will implement the PDSA cycle to improve instruction and learning. Because the nature of the PDSA cycle is improvement, instructional leaders (i.e., principal, GCC, ERS, A.Ps) will participate and help guide PLCs through each cycle to ensure the PLCs are planning, doing, studying, and acting upon the results in order to improve instruction and student learning.

Category:

Research Cited:

Activity - "Do" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will teach according to curriculum map, formatively assessing frequently to guide planning and inform instruction. Teachers will modify instruction regularly based on academic needs of students as evidenced by common formative assessment data.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

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Activity - "Study" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will analyze effectiveness of instruction by performing teaching-assessing-learning "gap analysis" based on deconstructed standards, common assessments, student achievement data. This analysis will be the basis for intervention plans, instructional remediation plans, and PLC next steps. English 2, specifically, will be guided through this phase during whole-day Study Days once every six weeks by the instructional leadership team.	Professional Learning	08/12/2015	12/16/2016	\$15000 - Title I SIG	C. Bellefant

Activity - "Plan" Phase of PDSA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC and instructional leaders will deconstruct the End-of-Course Sub-domains into Quality Core (or KCAS for English 1) standards into power standards, essential skills, prerequisite knowledge, key vocabulary, learning targets, engaging instructional activities, and rigorous/appropriate assessments.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - "Act" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Measurable Objective 4:

50% of All Students will demonstrate a proficiency on the Algebra 2 End-of-Course KPREP Test in Mathematics by 06/30/2015 as measured by 2016 School Report Card.

Strategy1:

Geometry, Algebra 1 and 2 PLCs - Algebra 1(freshman-level), Geometry (sophomore-level) and Algebra 2 (junior level) PLCs will implement the PDSA cycle to improve mathematics instruction and learning. Because the nature of the PDSA cycle is improvement, instructional leaders (i.e., principal, GCC, ERS, A.Ps) will participate and help guide PLCs through each cycle to ensure the PLCs are planning, doing, studying, and acting upon the results in order to improve instruction and student learning.

Category:

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Activity - "Act" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners. PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - "Study" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will analyze effectiveness of instruction by performing teaching-assessing-learning "gap analysis" based on deconstructed standards, common assessments, student achievement data. This analysis will be the basis for intervention plans, instructional remediation plans, and PLC next steps. Algebra 2, specifically, will be guided through this phase during whole-day Study Days once every six weeks by the instructional leadership team.	Professional Learning	08/12/2015	12/16/2016	\$15000 - Title I SIG	C. Bellefant

Activity - "Plan" Phase of PDSA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC and instructional leaders will deconstruct the End-of-Course Sub-domains into Quality Core (or KCAS for Alg 1 and Geometry) standards into power standards, essential skills, prerequisite knowledge, key vocabulary, learning targets, engaging instructional activities, and rigorous/appropriate assessments. Algebra 1 and Geometry will work with a Solution Tree consultant to plan set SMART goals, create assessments, and improve collaboration, as well.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - "Do" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will teach according to curriculum map, formatively assessing frequently to guide planning and inform instruction. Teachers will modify instruction regularly based on academic needs of students as evidenced by common formative assessment data.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Measurable Objective 5:

39% of All Students will demonstrate a proficiency on the Biology End-of-Course Test in Science by 06/30/2016 as measured by the 2016 School Report Card..

Strategy1:

Science PLCs - Science PLC will implement the PDSA cycle to improve science instruction and learning. Because the nature of the PDSA cycle is improvement, instructional leaders (i.e., principal, GCC, ERS, A.Ps) will participate and help guide PLCs through each cycle to

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ensure the PLCs are planning, doing, studying, and acting upon the results in order to improve instruction and student learning.

Category:

Research Cited:

Activity - "Plan" Phase of PDSA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC and instructional leaders will deconstruct the End-of-Course Sub-domains into Quality Core (or NGSC for Int1A or 1B) standards into power standards, essential skills, prerequisite knowledge, key vocabulary, learning targets, engaging instructional activities, and rigorous/appropriate assessments.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - "Study" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will analyze effectiveness of instruction by performing teaching-assessing-learning "gap analysis" based on deconstructed standards, common assessments, student achievement data. This analysis will be the basis for intervention plans, instructional remediation plans, and PLC next steps. Biology, specifically, will be guided through this phase during whole-day Study Days once every six weeks by the instructional leadership team.	Professional Learning	08/12/2015	12/16/2016	\$15000 - Title I SIG	C. Bellefant

Activity - "Do" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will teach according to curriculum map, formatively assessing frequently to guide planning and inform instruction. Teachers will modify instruction regularly based on academic needs of students as evidenced by common formative assessment data.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - "Act" Phase of PDSA Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will respond appropriately to analysis of Study phase gap analysis, as well as student work samples and achievement data, in order to implement a three tiered system of intervention that meets the needs of all learners.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Goal 6:

By June 2017, we will reduce our drop-out rate to 4.9% (10% reduction each year)

Measurable Objective 1:

collaborate to reduce the number of freshman retentions from 8% to 7% (English 1); 24% to 20% (Algebra 1); 13% to 10% (Integrated Science 1A). by 06/30/2016 as measured by 6-week counselor report.

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Strategy1:

Transition Academy - 9th grade students or 9th grade repeaters who have demonstrated the inability to successfully function in a comprehensive classroom environment, leading to substantial absences, significant behavioral offenses, and/or unsuccessful academic performance will be referred to our Transition Academy to help get the student back on track.

Category:

Research Cited:

Activity - Social Code Switching instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be counseled on appropriate expectations for social behavior inside/outside the classroom	Behavioral Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	M. Foster

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided opportunities recover course credits through Edgenuity Learning Systems	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	A. Reece

Activity - Transition Academy Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teacher will oversee and teach students assigned to the Transition Academy	Other	08/12/2015	12/16/2016	\$66230 - Grant Funds	M. Foster

Strategy2:

Extended Learning Opportunities - Student will be provided additional learning opportunities outside the normal school day

Category:

Research Cited:

Activity - Extended School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Program (ESP) will be offered from 2:30-4:30 Monday, Wednesday, & Thursday all year for English, Math, Science, & Social Studies to target students who need an extra hour or two a week to be successful. Students will remediate specific learning targets and/or standards in ESS and will stay on track to successfully complete core content courses necessary for graduation. ESP will be also be offered from 2:30-5:00 Monday, Wednesday, & Thursday all year to target students who need credit recovery to stay on track for an on-time graduation through Edgenuity and e-school. Other ESP offerings will targets students who need intense skill remediation in math and literacy to learn and practice basic skills that are essential to their success in required courses. Students in ESP are encouraged to commit to long-term participation.	Academic Support Program	08/12/2015	12/16/2016	\$28000 - Title I Part A	A. Atkins

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Strategy3:

Freshman Academy Smaller Learning Community - All first year, incoming 9th graders will be part of a smaller learning community to orient them to Iroquois High School and facilitate their transition into high school

Category:

Research Cited:

Activity - Academic Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided transitional instruction to bridge the learning gap from middle to high school	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	R. Carroll

Activity - Freshman Academy Director	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Freshman Academy will be led by a resource teacher who will oversee all SLC planning and implementation for teachers and students	Other	08/12/2015	12/16/2016	\$66230 - District Funding	R. Carroll

Activity - Campus Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will become familiar with the high school campus	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	R. Carroll

Activity - Leadership Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be taught leadership skills to build capacity within the 9th grade class to impact our school	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	R. Carroll

Strategy4:

Remedial content recovery - We will build an additional 12-week class into our master schedule for identified 9th grade students for literacy and math support.

Category:

Research Cited:

Activity - Remedial Math Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Essential Arithmetic and Pre-Algebra Skills will be taught for 12 weeks to students identified from 8th mathematics academic data. This necessitates 1.8 additional teachers	Academic Support Program	08/12/2015	12/16/2016	\$108000 - General Fund	C. Bellefant

Goal 7:

By June 2017, our combined average for Reading and Math will be 63.8% proficient/distinguished for non-duplicated Gap groups as measured by KPREP End-of-Course exams.

Measurable Objective 1:

39% of Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency on the Biology End-of-Course Test in Science by 06/30/2016 as measured by School Report Card.

Strategy1:

Name and Claim - PLCs will create and administer a common, valid and reliable assessment (as defined in "Common Formative Assessment") that is comparable to the EOC exam. Student work and assessment results will be analyzed by PLC to identify students that have met or are within reach of meeting proficiency for specific essential standards or topics. This list of students will be monitored frequently and updated intentionally after ongoing instruction and assessment to determine which students need to be targeted for specific interventions to remediate specific standards. These assessment and intervention efforts will help the PLC meet its delivery target for the non-duplicated gap groups.

Category: Continuous Improvement

Research Cited: Chris Jakicic

Activity - Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The progress of identified students will be monitored by the PLCs and the instructional leadership team (principal, GCC, ERS, and A.P.s) for each essential standard, target, and/or skill as determined by the PLC in the PDSA cycle. This data will be used to plan multi-tiered and targeted interventions for the gap students who need them. Students will be labeled per standard/target/skill as GREEN (meeting proficiency), YELLOW (close to proficiency), or RED (not yet proficient). Data board will be purchased to monitor progress.	Other	08/12/2015	12/16/2016	\$580 - District Funding	C. Bellefant

Activity - Intervention Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on ongoing assessment data analysis, PLCs will develop tier 1, 2, & 3 intervention plans to target the identified (Name & Claim) students and will include specific activities for in-school interventions, as well as out-of-school interventions.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Measurable Objective 2:

51% of Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency on the KPREP On-Demand Writing Test in Writing by 06/30/2016 as measured by School Report Card.

Strategy1:

Name and Claim - PLCs will create and administer a common, valid and reliable assessment (as defined in "Common Formative Assessment") that is comparable to the EOC exam. Student work and assessment results will be analyzed by PLC to identify students that have met or are within reach of meeting proficiency for specific essential standards or topics. This list of students will be monitored

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frequently and updated intentionally after ongoing instruction and assessment to determine which students need to be targeted for specific interventions to remediate specific standards. These assessment and intervention efforts will help the PLC meet its delivery target for the non-duplicated gap groups.

Category: Continuous Improvement

Research Cited: Chris Jakicic

Activity - Intervention Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on ongoing assessment data analysis, PLCs will develop tier 1, 2, & 3 intervention plans to target the identified (Name & Claim) students and will include specific activities for in-school interventions, as well as out-of-school interventions.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The progress of identified students will be monitored by the PLCs and the instructional leadership team (principal, GCC, ERS, and A.P.s) for each essential standard, target, and/or skill as determined by the PLC in the PDSA cycle. This data will be used to plan multi-tiered and targeted interventions for the gap students who need them. Students will be labeled per standard/target/skill as GREEN (meeting proficiency), YELLOW (close to proficiency), or RED (not yet proficient). Data board will be purchased to monitor progress.	Other	08/12/2015	12/16/2016	\$580 - District Funding	C. Bellefant

Measurable Objective 3:

41% of Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency On the U.S. History End-of-Course Exam in Social Studies by 06/30/2016 as measured by School Report Card.

Strategy1:

Name and Claim - PLCs will create and administer a common, valid and reliable assessment (as defined in "Common Formative Assessment") that is comparable to the EOC exam. Student work and assessment results will be analyzed by PLC to identify students that have met or are within reach of meeting proficiency for specific essential standards or topics. This list of students will be monitored frequently and updated intentionally after ongoing instruction and assessment to determine which students need to be targeted for specific interventions to remediate specific standards. These assessment and intervention efforts will help the PLC meet its delivery target for the non-duplicated gap groups.

Category: Continuous Improvement

Research Cited: Chris Jakicic

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Activity - Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The progress of identified students will be monitored by the PLCs and the instructional leadership team (principal, GCC, ERS, and A.P.s) for each essential standard, target, and/or skill as determined by the PLC in the PDSA cycle. This data will be used to plan multi-tiered and targeted interventions for the gap students who need them. Students will be labeled per standard/target/skill as GREEN (meeting proficiency), YELLOW (close to proficiency), or RED (not yet proficient). Data board will be purchased to monitor progress.	Other	08/12/2015	12/16/2016	\$580 - District Funding	C. Bellefant

Activity - Intervention Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on ongoing assessment data analysis, PLCs will develop tier 1, 2, & 3 intervention plans to target the identified (Name & Claim) students and will include specific activities for in-school interventions, as well as out-of-school interventions.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Measurable Objective 4:

50% of Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency on the Algebra 2 End-of-Course Test in Mathematics by 06/30/2016 as measured by school Report Card.

Strategy1:

Name and Claim - PLCs will create and administer a common, valid and reliable assessment (as defined in "Common Formative Assessment") that is comparable to the EOC exam. Student work and assessment results will be analyzed by PLC to identify students that have met or are within reach of meeting proficiency for specific essential standards or topics. This list of students will be monitored frequently and updated intentionally after ongoing instruction and assessment to determine which students need to be targeted for specific interventions to remediate specific standards. These assessment and intervention efforts will help the PLC meet its delivery target for the non-duplicated gap groups.

Category: Continuous Improvement

Research Cited: Chris Jakicic

Activity - Intervention Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on ongoing assessment data analysis, PLCs will develop tier 1, 2, & 3 intervention plans to target the identified (Name & Claim) students and will include specific activities for in-school interventions, as well as out-of-school interventions.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

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Activity - Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The progress of identified students will be monitored by the PLCs and the instructional leadership team (principal, GCC, ERS, and A.P.s) for each essential standard, target, and/or skill as determined by the PLC in the PDSA cycle. This data will be used to plan multi-tiered and targeted interventions for the gap students who need them. Students will be labeled per standard/target/skill as GREEN (meeting proficiency), YELLOW (close to proficiency), or RED (not yet proficient). Data board will be purchased to monitor progress.	Other	08/12/2015	12/16/2016	\$580 - District Funding	C. Bellefant

Measurable Objective 5:

49% of Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency on the English 2 End-of-Course Test in Reading by 06/30/2016 as measured by 2016 School Report Card School Report Card.

Strategy1:

Name and Claim - PLCs will create and administer a common, valid and reliable assessment (as defined in "Common Formative Assessment") that is comparable to the EOC exam. Student work and assessment results will be analyzed by PLC to identify students that have met or are within reach of meeting proficiency for specific essential standards or topics. This list of students will be monitored frequently and updated intentionally after ongoing instruction and assessment to determine which students need to be targeted for specific interventions to remediate specific standards. These assessment and intervention efforts will help the PLC meet its delivery target for the non-duplicated gap groups.

Category: Continuous Improvement

Research Cited: Chris Jakicic

Activity - Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The progress of identified students will be monitored by the PLCs and the instructional leadership team (principal, GCC, ERS, and A.P.s) for each essential standard, target, and/or skill as determined by the PLC in the PDSA cycle. This data will be used to plan multi-tiered and targeted interventions for the gap students who need them. Students will be labeled per standard/target/skill as GREEN (meeting proficiency), YELLOW (close to proficiency), or RED (not yet proficient). Data board will be purchased to monitor progress.	Other	08/12/2015	12/16/2016	\$580 - District Funding	C. Bellefant

Activity - Intervention Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on ongoing assessment data analysis, PLCs will develop tier 1, 2, & 3 intervention plans to target the identified (Name & Claim) students and will include specific activities for in-school interventions, as well as out-of-school interventions.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Goal 8:

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By June 2017, we will cultivate a safe, supported, equipped, and self-efficate school for all students and staff as measured by the Comprehensive School Survey

Measurable Objective 1:

collaborate to reduce the number of hours students spend outside of classrooms for disciplinary infractions by 06/30/2016 as measured by Monthly Discipline Reports showing time spent in PAC and/or SOS.

Strategy1:

TAB - Teachers will make arrangements with a neighboring teacher to TAB a student (Take-A-Break) to their colleagues classroom under agreed upon circumstances.

Category:

Research Cited:

Activity - TAB	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TAB will give the student an opportunity to cool off and reflect on his/her actions until the opportunity arises for the teacher to conference with the student to facilitate his/her returning to the classroom.	Behavioral Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	T. Hall M. Guy

Strategy2:

Student Response Team - Students, Teachers, Administrators Response Team will operate in the capacity of an SRT (student response team).

Category: Other - Positive Behavior Intervention and Support

Research Cited:

Activity - PBIS/SRT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBIS/SRT Team will review data showing trends in disciplinary infractions (students, behaviors, teachers, etc). The purpose START will be to attempt to keep students in the classroom setting, rather than removing them due to disciplinary infractions.	Behavioral Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	T. Hall M. Guy

Measurable Objective 2:

collaborate to Optimize use of time and scheduling by 06/30/2016 as measured by TELL Survey results.

Strategy1:

Common Planning Time for HPLCs - Every effort will be made to ensure that Horizontal PLCs are provided common planning time each day to facilitate daily professional learning within grade-specific, content specific professional learning communities. Professional Learning Communities are required to collaborate during their planning time in efforts to align and calibrate planning and instructional delivery as well as to plan common assessment items in order to collectively analyze student assessment data and student work to guide instructional

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practice and intervention/remediation plans.

Category:

Research Cited:

Activity - Planning common, aligned lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will meet during their common planning time to plan common lessons that are aligned with KCAS and/or Quality Core standards.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Measurable Objective 3:

collaborate to ensure that we have 100% participation in the completion of the TELL Survey by 06/30/2016 as measured by TELL Survey results.

Strategy1:

TELL Survey Incentive - We will offer a chance to win a small prize for each staff member that successfully submits there response to the TELL Survey

Category:

Research Cited:

Activity - TELL Survey Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will encourage all teachers/staff to complete the TELL Survey	Other	08/01/2015	12/16/2016	\$0 - No Funding Required	R. Carroll

Measurable Objective 4:

collaborate to Optimize fiscal planning and budgeting by 06/30/2016 as measured by Quarterly Financial reviews with Secretary and Bookkeeper.

Strategy1:

Budget Planning - We will begin planning for our 2016-2017 school year budget since receiving the new SIG money.

Category: Management Systems

Research Cited:

Activity - Budget Proposals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All departments, clubs, organizations, and special focus groups will submit a proposed budget for the 2016-2017 school year based on 2015-16 requested budget items	Policy and Process	08/12/2015	12/30/2016	\$0 - No Funding Required	C. Perkins C. Holbrook

Measurable Objective 5:

collaborate to follow the PDSA (Plan-Do-Study-Act) Framework for our academic and non-academic turnaround efforts by 12/16/2016 as

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measured by our 30-60-90 day CSIP monitoring and Quarterly Report Data Tracking.

Strategy1:

Quarterly Report - Over the course of each three month Quarter, we will summarize our progress as evidenced through our Implementation/Focus Teams and PLC PDSA data tracking to compile our KDE Quarterly Report

Category: Professional Learning & Support

Research Cited:

Activity - CCR Progress Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Month, the CCR Specialist will update progress data for students progressing towards college readiness and/or career readiness for the Quarterly Report	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	M. Foster D. Buday

Activity - Operational Effectiveness Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month ILT leadership will update operational data for the Quarterly Report regarding Behavior interventions (Advisory, PAC/SOS, RTI, TAB, START); Safe Schools updates (Crisis Plan revisions, safety drill records, etc); Master Schedule Updates; Staffing changes; Scheduling and Space Usage; Budget monitoring; technology updates; Climate/culture survey analysis; Walk-Through data analysis; PLC implementation; Academic compliance updates; Parental communications data; PD updates; Administrative PDSA Next Steps	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Perkins C. Holbrook

Activity - Persistence to Graduation Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month, the counselors will summarize all data related to graduation, retentions, and behavior interventions on the Quarterly Report	Other	08/12/2015	12/01/2016	\$0 - No Funding Required	T. Hall

Activity - Academic Achievement Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month the Goal Clarity Coach will summarize academic proficiency data from each of the core departments based upon Common Formative Assessment Data, Diagnostic Data, and Proficiency Data for the Quarterly Report	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

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Activity - Stakeholder Engagement Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of each calendar month, an Assistant Principal will summarize (on the quarterly report) the engagement data for student Attendance, Tardies, Staff attendance and involvement, Parental Involvement, and Community Involvement in school functions	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	R. Carroll

Strategy2:

Comprehensive School Improvement Plan - The CSIP will be developed, implemented, reflected upon, and refined to ensure effective systems are in place (as measured by turnaround progress monitoring evidenced through our KDE Quarterly Report)

Category:

Research Cited:

Activity - Doing (Implementing the Plan)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CSIP will be implemented by all Iroquois staff, and led/facilitated by the Principal, Administrators (Assistant Principals, Counselors, Resource Teachers), Instructional Leadership Team (Department Chairs, Vertical/Horizontal PLC Leaders). The plan will be monitored 2-3 times each 6-week grading period and be utilized as an integral part of PLC work and improvement.	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Perkins C. Holbrook

Activity - (Re)Acting (strategic realignment of our plan and specific/intentional next step planning)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on the analysis of our 30 day data, strategic "next steps" will be planned with careful consideration of who will lead the work, timelines, how the work will develop and what will be accomplished.	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Perkins C. Holbrook

Activity - Studying (Analyzing the plan)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At least once every 30 days, we will analyze our progress data through the scope of our turnaround teams (RIPL, Citizenship, Stakeholder Engagement, College & Career Readiness) to assess our progress	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Perkins C. Holbrook

Activity - Planning (Creating the Plan)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our CSIP will be planned based upon review and analysis of the KDE school report card from the prior year, the KDE Leadership Diagnostic Assessment, the TELL Survey, and feedback from the Comprehensive School Survey and/or the AdvancED Stakeholder Survey	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Perkins C. Holbrook

Measurable Objective 6:

collaborate to ensure that we do not earn any "zeros" on our safe schools audit by 06/30/2016 as measured by Yearly Safe Schools Audit.

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Strategy1:

Safe Schools / Crisis Response Plan - We will develop, communicate, and follow our safety plan

Category:

Research Cited:

Activity - Communicating the Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The plan will be uploaded and communicated with the staff	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	M. Foster

Activity - Involve Stakeholders in the creation of a crisis plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Input from multiple sources will be gathered and considered as the Crisis Plan is developed	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	M. Foster

Activity - Safety Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will routinely practice our safety drills	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	M. Foster

Activity - Additional Security	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will hire an additional security guard to impact school safety	Other	08/12/2015	12/16/2016	\$60000 - General Fund	C. Perkins C. Holbrook

Measurable Objective 7:

collaborate to ensure that all classrooms are defined by rigorous instruction and proficient learning by 12/16/2016 as measured by classroom observations, PLC effectiveness, and student achievement data analysis.

Strategy1:

Lesson Planning - Teachers will ensure that lesson plans, classroom instructional framework, curriculum map, pacing guide, and deconstructed standards are all in alignment.

Category:

Research Cited:

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Activity - Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have daily lesson plans readily available that identify: relevant activities, essential questions, core content connections, relevancy to deconstructed standards in addition to all components identified on the Iroquois CIF. In addition to the essential elements of a lesson as outlined on the CIF, lesson plans should describe plans to differentiate learning based on unique student needs. Differentiation should reflect IEP/PSP accommodations for ECE/ESL students, as well as remediations and enrichments for all students based on performance data. Lesson plans will also describe the classroom formative and summative assessment plan as it connects to the daily lesson, and the manner in which students and parents will receive feedback from the assessments.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - Classroom Instructional Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will post and update daily, their Iroquois CIF (Classroom Instructional Framework) posters, with authentic and appropriate daily student-friendly learning targets, connections/relevancy to college & career readiness, engaging instructional strategies, and formative assessment measures (for that specific day). Learning targets will be in the form of an "I can..." statement. The learning target will be relevant and connected to the content standards. Strategies will be research-based, differentiated best practices for challenging, engaging, and empowering students to take ownership of their learning. CIF posters will be purchased and provided to each teacher	Academic Support Program	08/12/2015	12/16/2016	\$1050 - General Fund	C. Bellefant

Strategy2:

Instructional Walk-throughs - The instructional leadership team will engage in monthly dialogue and reflection of school-wide instructional walk-throughs (PowerWalks) to analyze formative instructional growth and inform next steps for professional development.

Category: Professional Learning & Support

Research Cited:

Activity - Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk-throughs to monitor patterns in instructional strengths and areas for growth will be based on the Fundament 5 Common Instructional Framework. The PowerWalk observation instrument for classroom learning environment. The PowerWalk tool will monitor effective and varied instructional practices (i.e., differentiation, technology use, use of formative assessment, etc). The data from the walkthroughs will inform PLC work, as well as provide professional development needs.	Academic Support Program	08/13/2014	12/18/2015	\$0 - No Funding Required	T. Bennett

Strategy3:

Professional Learning Community - Each department will function as a vertically aligned Professional Learning Community (VPLC) to ensure

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alignment for grades 9-12 within the respective content area. Each VPLC will be composed of same-grade/content-specific horizontally aligned PLCs (HPLCs)

Category:

Research Cited:

Activity - HPLC Weekly Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Horizontal PLCs will consist of same-grade content-specific teachers (e.g., Algebra 1, U.S. History, English 3, etc) and will meet weekly (on Tuesdays from 2:35 - 3:35) to reflect and revise within the framework of the PSDA cycles. Time for collaboration will be provided and protected in the master schedule so that H-PLCs have common planning time daily, as well as required after-school time weekly.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - VPLC Monthly Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each VPLC will meet at least once monthly on a designated Tuesday to reflect on instructional practice, ensure vertical alignment of the curriculum, identify instructional successes and target areas for instructional growth, as well as ensure that students are prepared for successful coursework at the next level.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Strategy4:

Professional Development - Professional development will be provided to the staff based on multiple sources of data, including school report card data and walkthrough data. PD facilitators and instructional leaders will also follow-up to ensure PD is being implemented to improve instruction, assessment, and student learning through the PLC process.

Category:

Research Cited:

Activity - Optional PD/ Lunch and Learn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Optional professional development will also be offered on a weekly basis from Jan-June based on walkthrough data collected from Aug-Dec. These PD sessions will be offered during teachers' lunch periods and will provide specific instructional strategies to increase student engagement in the learning process. Examples of sessions include "Implementing the Socratic Method for discussions", "Effective questioning techniques", "Activating Prior Knowledge", etc). Although teacher attendance is optional, teachers/PLCs who struggle with engaging students will be encouraged to attend.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

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Activity - Job-embedded PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During required professional development sessions, teachers and staff will learn and apply strategies that are essential to school turnaround. For example, PLC goal-setting and action planning will be job-embedded PD sessions during the first PD day before school. Throughout the year, other essential sessions will focus on improving the PDSA cycle for PLCs and improvising student literacy. Instructional leaders will follow up with PLCs to ensure that what they learned in the session is being applied to the classroom in order to improve student learning.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Strategy5:

Academic Record Keeping - All teachers are required to maintain/update accurate and current academic grades for each student on their roster at least once every three weeks.

Category:

Research Cited:

Activity - Communicating Academic Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic progress will be communicated to students at least once every three weeks. Parents of any student exhibiting unsuccessful academic performance (D or lower) will be contacted at least once every three weeks. Documentation of parental contact will be maintained in Infinite Campus. If a teacher chooses to maintain a call log in addition to Infinite Campus records, he/she may do that in addition to documentation kept in Infinite Campus	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	M. Foster

Activity - Grade Books	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grades will be recorded and maintained in the Infinite Campus academic records database.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	S. Johnson

Activity - Components of Academic grades	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grades will be in accordance with the JCPS SPP&G guidelines and will be an accurate reflection of the level of comprehension each child has demonstrated for each key standard as agreed upon by the HPLC (i.e., daily performance, formative assessments, summative assessments). Academic grades will not be a reflection of behaviors or compliant participation (e.g, effort, attention, attendance, presence, compliance, student disposition, assignment completion, etc).	Academic Support Program	08/01/2015	12/16/2016	\$0 - No Funding Required	M. Foster

Measurable Objective 8:

collaborate to Optimize our use of physical space by 06/30/2016 as measured by Monthly Scheduling & Space Committee Meetings.

KDE Comprehensive School Improvement Plan - Priority School

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Strategy1:

HPLC Proximity - Assign teachers to classrooms so that teachers within a Horizontal PLC will have proximity to one another.

Category:

Research Cited:

Activity - Classroom Assignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Proximity of HPLC classrooms	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Perkins C. Holbrook

Measurable Objective 9:

collaborate to Optimize the use of materials and technology by 06/30/2016 as measured by TELL Survey results.

Strategy1:

Adequate materials & equipment - We will secure appropriate and adequate materials and equipment to empower teachers to effectively plan, deliver, and assess instructional content while engaging students through research-proven instructional strategies.

Category:

Research Cited:

Activity - Acquire appropriate technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will ensure that each teacher is provided appropriate and adequate instructional technology to facilitate and maximize student achievement (e.g., SMARTboards (\$2836), iPads (\$17,392), Laptops, Digital projectors (\$2,920), computer labs, graphing calculators, document cameras, assessment clickers, etc)	Other	08/12/2015	12/16/2016	\$23148 - Title I SIG	C. Perkins C. Holbrook

Activity - Technology Implementation/Focus Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Technology Focus Team will meet once a month complete a technology needs assessment, oversee installation, maintenance, and updating on all technology equipment, create and implement a plan to allocate our yearly KETS allotment.	Technology	08/12/2015	12/16/2016	\$21222 - Title I Part A	C. Perkins C. Holbrook

Measurable Objective 10:

collaborate to to reduce the number of students creating disciplinary infractions that warrant suspensions to 344 (10% reduction from 382) and we will reduce the disproportionality of suspensions between African-American and Caucasian Students by 10% each Quarter by 06/30/2016 as measured by Quarterly Disciplinary Reports from Infinite Campus and the Behavior Dashboard.

Strategy1:

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Guidance Counseling Referrals - Intervention referrals will be made to guidance counselors every other week for students beginning to exhibit a pattern of inappropriate behaviors for social/emotional counseling

Category:

Research Cited:

Activity - Guidance Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors and Student Support Staff Personnel will meet with individual students as needed to do self-reflection with the student about their behaviors, attendance, academics, and emotional/social issues	Behavioral Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	T. Hall A. Reece A. Atkins

Strategy2:

Advisory Lessons - The Advisory team will develop and distribute Advisory lesson plans to promote positive behavior and responsible decision making skills

Category:

Research Cited:

Activity - Advisor/Advisee Conferencing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advisors will frequently and intentionally conference with individual students to review their progress in the areas of behavior, attendance, and academics	Behavioral Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	A. Reece

Strategy3:

Restorative Practices - We will work with students to teach them social responsibility and social appropriateness

Category:

Research Cited:

Activity - Positive Action Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PAC will serve to provide students a quiet and structured opportunity to reflect on the inappropriateness of his/her actions.	Behavioral Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	S. Johnson

Activity - Student Behavior Contracts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will meet with students with recurring disciplinary infractions and hold a conference with the student and the parent to establish agreed upon behavior expectations and appropriate consequences to serve as a framework of a behavior contract	Behavioral Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	S. Johnson C. Collins M. Foster M. Guy R. Carroll

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Activity - In-Class conferencing between teacher and student	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conference with students to address behavioral concerns, (re)clarify behavioral/social expectations for the classroom, and restore appropriate relationships. Teachers will communicate these conferences with the student's advisor and his/her parents/guardians in a timely manner and document those conversations in Infinite Campus	Behavioral Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	S. Johnson

Measurable Objective 11:

collaborate to Optimize staffing assignments by 06/30/2016 as measured by Master schedule.

Strategy1:

ECE Instructional Support - Provide adequate support and leadership for our ECE needs

Category:

Research Cited:

Activity - ECE AP & Consulting Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire an ECE Consulting Teacher to coach and model effective ECE practices and responsibilities for resource and comprehensive content teachers	Professional Learning	08/12/2015	12/16/2016	\$65863 - District Funding	C. Perkins C. Holbrook

Strategy2:

PLC Instructional Support - Utilization and acquisition of trained and qualified support staff to facilitate PLC success

Category:

Research Cited:

Activity - Data Management Research Technician	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A classified staff position will be hired to manage data from and supporting our CCR and instructional PLC work	Other	08/12/2015	12/16/2016	\$19690 - General Fund	C. Perkins

Activity - Goal Clarity Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire a Goal Clarity Coach to lead PLC work and build leadership capacity within PLCs to sustain our work. Hire additional GCC to focus on Credit Recovery and English II EOC	Professional Learning	08/12/2015	12/16/2016	\$65863 - District Funding	C. Perkins C. Holbrook

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Activity - Teacher Preps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire additional content teachers to minimize the number of class preparations that core content teachers are assigned enabling them to focus on one Horizontal Professional Learning Community (HPLC)	Professional Learning	08/12/2015	12/16/2016	\$240000 - General Fund	C. Perkins C. Holbrook

Activity - Additional Math, English, Science Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will hire additional Math, English, and/or Science Teachers to accommodate the diverse needs of our students and to lower class sizes, while protecting common planning time within HPLCs.	Other	08/12/2015	12/16/2016	\$372607 - Title I Part A	C. Perkins

Activity - Clerical Overtime	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Clerical staff will be paid overtime to free-up Administrators to focus on students and instruction instead of clerical responsibilities.	Other	08/12/2015	12/16/2016	\$5000 - General Fund	C. Perkins

Strategy3:

Semester Scheduling - Semester Scheduling will be utilized to provide multiple opportunities for students to earn the 22+ credits needed to graduate.

Category: Other - Provide Student Support for yearlong classes

Research Cited:

Activity - Additional Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2 additional intervention teachers will be hired to accommodate course offerings and provide necessary interventions for Science and ECE students	Other	08/13/2014	12/18/2015	\$120000 - Title I SIG	C. Perkins

Strategy4:

CCR oversight - Provide adequate leadership and oversight of our College-Career Readiness initiatives

Category:

Research Cited:

Activity - College & Career Readiness Assessment and Intervention Coordinator	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire a college and career readiness Specialist to oversee our CCR tracking and interventions. This staff member will also serve as the Building Assessment Coordinator for all CCR-type assessments (ACT, PLAN, COMPASS, KYOTE, ASVAB, KOSSA, ACT Work Keys (and Key Train)	Other	08/12/2015	12/16/2016	\$62914 - Title I SIG	C. Perkins

Goal 9:

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Iroquois High School will fully implement Professional Growth and Effectiveness System (PGES). The baseline data from the 2014-2015 school year will be used to set targets for the 2015-2016 school year

Measurable Objective 1:

collaborate to increase teachers' awareness and understanding of the PGES components by 06/30/2016 as measured by Surveys and additional formative assessment measures.

Strategy1:

Administrator Training - All evaluating administrators will be trained and pass the required evaluation tests for PGES through the Teachescape system.

Category:

Research Cited:

Activity - KDE Summer TPGES Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All evaluating administrators will successfully complete all required training and testing for evaluation certification	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Perkins C. Holbrook

Goal 10:

Instruction Resource Goal- Iroquois will use 100% of the instructional resources (textbooks) within two years to support student access to high quality resources

Measurable Objective 1:

collaborate to determine which textbook and instructional materials align to Kentucky Core Academic Standards based classroom practices by 12/16/2016 as measured by 100% of the funds allocated for Instructional Materials (Textbooks) being used to improve student access to high quality standards aligned resources.

Strategy1:

Instructional Resource Identification and Alignment - A committee will compare the available resources against a rubric to determine the resources that best support classroom instruction.

Category: Management Systems

Research Cited:

Activity - Purchase Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase materials after the review process	Academic Support Program	08/13/2014	12/18/2015	\$10000 - Text Books	C. Perkins

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Activity - Develop Alignment Rubric	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee will develop a rubric to be able to compare available resources to support instructional practices	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Perkins C. Holbrook

Goal 11:

By 2017, 55% of all Iroquois graduates will be College and Career Ready

Measurable Objective 1:

achieve college and career readiness A 22.5% increase of all students will demonstrate a proficiency in being College and Career Ready by 06/01/2017 as measured by as measured by ACT, Compass, and/or KYOTE..

Strategy1:

1 - ACT Benchmark interventions- Students not meeting ACT Benchmarks will be provided multiple opportunities through Compass and KYOTE assessments

Category: Career Readiness Pathways

Research Cited:

Activity - Testing Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The BAC will provide Senior Math and English teachers copies of the annual Compass and KYOTE assessment schedule along with bi-monthly communication and student progress	Other - BAC to Teacher	01/04/2016	06/01/2017	\$0 - No Funding Required	BAC

Activity - Compass Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided the tutoring and opportunity to take the Compass test in Reading or Math as needed based on recommendations of math and English teachers.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	BAC, GCC, Senior Math and English teachers

Activity - Course Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will Enroll all non-college ready seniors in the appropriate college/ready English or college-ready Math courses	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	T. Hall & D. Buday

Activity - KYOTE Math Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided the opportunity to take the KYOTE Test per trimester and retest if score is within 2 points.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	BAC, GCC, Sention English and Math teachers

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Activity - KYOTE Reading/English Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided the opportunity to take the Reading/English KYOTE test at the end of each trimester after receiving interventions	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	BAC, GCC, Senior English and Math teachers

Activity - Test Registration Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will register all "non-college-ready" seniors for the October 2015 ACT and/or the January 2016 ACT if the students have not used their testing registration fee waivers	Recruitment and Retention	08/12/2015	01/31/2016	\$0 - No Funding Required	D. Buday

Activity - Implementation/Focus Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Form an Implementation/Focus Team that will have specific roles for increasing our college readiness percentage. The team will establish and follow a set protocol to ensure efficiency and effectiveness. Teachers will be paid extended time to meet after school.	Other	01/04/2016	06/01/2016	\$4500 - SIG Grant	C. Holbrook

Activity - Student Distinction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students becoming college or career ready will be provided a special lanyard and a green I.D. card holder to signify that they are college ready and they will be permitted to be out of uniform each day. Students will also gain special access to specified activities/events	Other	08/12/2015	06/01/2016	\$800 - General Fund	T. Hall & D. Buday

Activity - CCR Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who become CCR will have their name on the announcements and an 8x10 picture framed in the hallways to notify the school of their distinction. Seniors will also wear a CCR honor cord or medal at graduation. Monthly rewards will be provided to students who achieve the CCR status.	Other	08/12/2015	06/01/2016	\$1000 - General Fund	T. Hall

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Previous year data will be monitored for students who are within 1-2 points, 3-4 points and 5 or more points within benchmarks of ACT score	Professional Learning	01/04/2016	06/01/2017	\$0 - No Funding Required	BAC-David Buday and GCC-Carmen Bellefant

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Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Support	Professional Learning	01/04/2016	06/01/2017	\$3000 - District Funding	District Provided BAC, GCC and the use of ESS funds

Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Graduation & Beyond Assurances Priority Team will identify and monitor the progress of 250 students (includes projected trackbacks) towards meeting all three benchmarks for College Readiness and track the effectiveness of interventions for those students	Other	08/12/2015	06/01/2016	\$0 - No Funding Required	D. Buday

Activity - EPAS Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conference with each senior that has not met college/readybenchmarks to review their EPAS scores, suggest appropriate interventions and support, and assist with test registration.	Recruitment and Retention	08/12/2015	06/30/2016	\$0 - No Funding Required	D. Buday

Measurable Objective 2:

achieve college and career readiness A 20% increase in Career Readiness students through our career pathways by 06/01/2017 as measured by our career pathways .

Strategy1:

2 - Industry Certification will become a focus within our Career and magnet programs. CTE Program PLCs will focus on lesson designs towards certification.

Category: Career Readiness Pathways

Research Cited:

Activity - CTE Teacher Hire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire a CAD and Robotics teachers to support our Magnet and Career Pathway courses	Direct Instruction	01/04/2016	08/01/2016	\$124000 - Perkins	Principal, District CTE Director

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data and weekly updated interventions, tests taken and monitor of student progression	Career Preparation/ Orientation	01/04/2016	06/01/2017	\$0 - No Funding Required	BAC, GCC

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Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE programs will conduct Project Based Learning activities and community partnerships for field trips and community projects.	Direct Instruction	01/04/2016	06/01/2016	\$2000 - Perkins	CTE Department

Activity - Staff Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and ILT will communicate the significance and purpose of ASVAB, Work Keys to students and staff towards CCR	Career Preparation/ Orientation	01/12/2016	06/01/2017	\$0 - No Funding Required	Administration, ILT, BAC, CTE Department

Goal 12:

Implementation System

Measurable Objective 1:

demonstrate a proficiency in all classes with the emphasis on Achievement areas by 06/01/2016 as measured by The district 9 weeks Proficiency assessments.

Strategy1:

1 - Academic Systematic Structures--All teachers, administrators and support staff will focus on student achievement in all classes by supporting the District Proficiency Assessment and PLCs.

Category: Continuous Improvement

Research Cited:

Activity - Infinite Campus Posting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All assessments must be graded and posted in Infinite Campus within one week, Grades will be published every three weeks. When a student is due to receive a failing grade on a progress report, proficiency check, trimester or any other published grade, the teacher must contact the parent or guardian. A "U" on a report card should be accompanied by a comment or explanation for the failing grade.	Policy and Process	08/10/2016	06/01/2017	\$0 - No Funding Required	All Teachers, Administration, ILT, GCC

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Standards based grading is the process by which those priority standards are assessed and a published grade is generated. All teachers will implement and maintain the school-wide standards-based grading system	Professional Learning	04/04/2016	06/01/2017	\$0 - No Funding Required	Administration, GCC, ILT, All Teachers

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Learning teams are the foundation of improved classroom instruction. Common planning periods have been constructed within the master schedule to facilitate this process. Learning teams will meet to use the following tools to insure that all teachers are focused on improved instruction and student learning:</p> <ul style="list-style-type: none"> - defining the essential skills and knowledge that students must learn - creating/giving/modifying common formative assessments, common summative assessments, and other assessments - data collection and analysis of classroom assessments - creating opportunities for intervention/enrichment - creating opportunities for reflection and celebrations <p>Agendas, minutes and Plus/Deltas will be posted to an agreed electronic file sharing system.</p> <p>All teams will meet for a minimum of one planning period per week during their common planning period, but teams may exceed this time effectively collaborating at their discretion.</p>	Professional Learning	02/01/2016	06/01/2016	\$0 - No Funding Required	All Teachers, Administrators and Support Staff

Activity - CIF-Posters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will complete the classroom instructional framework (CIF) poster on a daily basis, and reference it during the class.	Direct Instruction	01/04/2016	06/01/2017	\$0 - No Funding Required	All Teachers, ILT

Activity - Adopt a Common Grading System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All departments will use a common grading system with the same categories in Infinite Campus:</p> <ol style="list-style-type: none"> 1. Formative Evidence 2. Formative Assessment - CFA 3. Summative Assessment-CSA 4. Reflection 	Professional Learning	08/10/2016	06/01/2017	\$0 - No Funding Required	All Teachers

Activity - Rigor and Relevance Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design lessons to increase rigor in the classroom based on the Rigor and Relevance Framework.	Direct Instruction	08/10/2016	06/01/2017	\$0 - No Funding Required	Administration, GCC, ILT, All Teachers

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of standards are being assessed within the Unbridled System. All learning teams will create appropriate priority standards for their content areas. Learning targets will be derived from the standards. Teachers will create and implement effective lessons that are focused on the learning targets.	Professional Learning	04/04/2016	06/01/2017	\$0 - No Funding Required	Administration, GCC, ILT

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

Goal 1:

By 2017, 55% of all Iroquois graduates will be College and Career Ready

Measurable Objective 1:

collaborate to achieve a college-ready rate of 55% for graduating seniors to contribute to a 2015 CCR rate of 55% by 06/30/2016 as measured by Next Generation Learners Accountability Report.

Strategy1:

Graduation & Beyond Assurances Priority Team - The team will involve relevant stakeholders to work collaboratively to ensure we meet our CCR goal for the year

Category: Other - Graduation & Beyond

Research Cited:

Activity - Graduation & Beyond Assurances Priority Team Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each member of the Graduation & Beyond Assurances Team will report their individual contributions at each monthly meeting and agendas will be followed and minutes will be recorded for effectiveness monitoring.	Other	08/13/2014	12/18/2015	\$0 - No Funding Required	M. Foster D. Buday A. Reece

Activity - CCR Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Graduation & Beyond Assurances Priority Team will identify and monitor the progress of 132 students towards meeting all three benchmarks for College Readiness and track the effectiveness of interventions for those students. Data board will be purchased	Other	08/13/2014	12/18/2015	\$580 - District Funding	M. Foster D. Buday A. Reece A. Atkins

Activity - Define Graduation & Beyond Team members' roles & responsibilities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Form a Focus Team that will have specific roles for increasing our college readiness percentage. The team will establish and follow a set protocol to ensure efficiency and effectiveness. Teachers will be paid extended time to meet after school.	Other	08/13/2014	12/18/2015	\$4500 - Title I SIG	M. Foster D. Buday A. Reece A. Atkins

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Activity - Graduation & Beyond Assurances Priority Team Data determination	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Graduation & Beyond Assurances Priority Team will determine which data to collect and analyze to drive next steps for interventions	Other	08/13/2014	12/18/2015	\$0 - No Funding Required	M. Foster A. Reece D. Buday A. Atkins

Measurable Objective 2:

collaborate to ensure that 60% of our seniors get accepted to a post-secondary educational institution by 06/30/2015 as measured by KY School Report Card.

Strategy1:

College Applications - We will ensure that 100% of our seniors apply to college

Category: Other - College Readiness

Research Cited: TBD

Activity - Close the Deal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will partner with the Mayor's office and engage in the annual Close the Deal initiative to encourage and support all seniors to apply to college	Other	08/13/2014	12/18/2015	\$0 - No Funding Required	A. Reece

Activity - Senior Class Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Senior counselor and administrative support team will meet with seniors to outline the application process and timelines, in addition to College Application Week, which will target most seniors.	Other	08/13/2014	12/18/2015	\$0 - No Funding Required	A. Reece

Activity - College Room	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will maintain the six computers and continue with the redesign of the library conference room to serve as a college (and career)-prep room to conference with students and assist them with the application process.	Other	08/13/2014	12/18/2015	\$4431 - Title I SIG	A. Reece

Strategy2:

College-going Culture - We will promote the importance of attending college by providing our students with experiences and opportunities that foster a college-like atmosphere.

Category:

Research Cited: TBD

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Activity - CCR Lounge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will utilize our coffee-shop college readiness room to provide a go-to place for students looking for college information, college readiness assistance, tutoring, applications, etc	Other	08/13/2014	12/18/2015	\$30000 - Grant Funds	A. Reece

Activity - College Visitations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have met all benchmarks or are close to meeting college-ready benchmarks will be taken to at least one college for a campus tour and visitation	Field Trip	08/13/2014	12/18/2015	\$2000 - Grant Funds	A. Reece

Goal 2:

By June 2017, we will reduce our drop-out rate to 4.9% (10% reduction each year)

Measurable Objective 1:

collaborate to reduce the number of freshman retentions from 8% to 7% (English 1); 24% to 20% (Algebra 1); 13% to 10% (Integrated Science 1A). by 06/30/2016 as measured by 6-week counselor report.

Strategy1:

Freshman Academy Smaller Learning Community - All first year, incoming 9th graders will be part of a smaller learning community to orient them to Iroquois High School and facilitate their transition into high school

Category:

Research Cited:

Activity - Campus Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will become familiar with the high school campus	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	R. Carroll

Activity - Leadership Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be taught leadership skills to build capacity within the 9th grade class to impact our school	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	R. Carroll

Activity - Freshman Academy Director	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Freshman Academy will be led by a resource teacher who will oversee all SLC planning and implementation for teachers and students	Other	08/12/2015	12/16/2016	\$66230 - District Funding	R. Carroll

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Activity - Academic Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided transitional instruction to bridge the learning gap from middle to high school	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	R. Carroll

Strategy2:

Extended Learning Opportunities - Student will be provided additional learning opportunities outside the normal school day

Category:

Research Cited:

Activity - Extended School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Program (ESP) will be offered from 2:30-4:30 Monday, Wednesday, & Thursday all year for English, Math, Science, & Social Studies to target students who need an extra hour or two a week to be successful. Students will remediate specific learning targets and/or standards in ESS and will stay on track to successfully complete core content courses necessary for graduation. ESP will be also be offered from 2:30-5:00 Monday, Wednesday, & Thursday all year to target students who need credit recovery to stay on track for an on-time graduation through Edgenuity and e-school. Other ESP offerings will targets students who need intense skill remediation in math and literacy to learn and practice basic skills that are essential to their success in required courses. Students in ESP are encouraged to commit to long-term participation.	Academic Support Program	08/12/2015	12/16/2016	\$28000 - Title I Part A	A. Atkins

Strategy3:

Transition Academy - 9th grade students or 9th grade repeaters who have demonstrated the inability to successfully function in a comprehensive classroom environment, leading to substantial absences, significant behavioral offenses, and/or unsuccessful academic performance will be referred to our Transition Academy to help get the student back on track.

Category:

Research Cited:

Activity - Social Code Switching instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be counseled on appropriate expectations for social behavior inside/outside the classroom	Behavioral Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	M. Foster

Activity - Transition Academy Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teacher will oversee and teach students assigned to the Transition Academy	Other	08/12/2015	12/16/2016	\$66230 - Grant Funds	M. Foster

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Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided opportunities recover course credits through Edgenuity Learning Systems	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	A. Reece

Strategy4:

Remedial content recovery - We will build an additional 12-week class into our master schedule for identified 9th grade students for literacy and math support.

Category:

Research Cited:

Activity - Remedial Math Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Essential Arithmetic and Pre-Algebra Skills will be taught for 12 weeks to students identified from 8th mathematics academic data. This necessitates 1.8 additional teachers	Academic Support Program	08/12/2015	12/16/2016	\$108000 - General Fund	C. Bellefant

Goal 3:

By June 2017, we will cultivate a safe, supported, equipped, and self-efficate school for all students and staff as measured by the Comprehensive School Survey

Measurable Objective 1:

collaborate to Optimize our use of physical space by 06/30/2016 as measured by Monthly Scheduling & Space Committee Meetings.

Strategy1:

HPLC Proximity - Assign teachers to classrooms so that teachers within a Horizontal PLC will have proximity to one another.

Category:

Research Cited:

Activity - Classroom Assignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Proximity of HPLC classrooms	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Perkins C. Holbrook

Measurable Objective 2:

collaborate to follow the PDSA (Plan-Do-Study-Act) Framework for our academic and non-academic turnaround efforts by 12/16/2016 as measured by our 30-60-90 day CSIP monitoring and Quarterly Report Data Tracking.

Strategy1:

Comprehensive School Improvement Plan - The CSIP will be developed, implemented, reflected upon, and refined to ensure effective systems are in place (as measured by turnaround progress monitoring evidenced through our KDE Quarterly Report)

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Iroquois High

Category:

Research Cited:

Activity - (Re)Acting (strategic realignment of our plan and specific/intentional next step planning)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on the analysis of our 30 day data, strategic "next steps" will be planned with careful consideration of who will lead the work, timelines, how the work will develop and what will be accomplished.	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Perkins C. Holbrook

Activity - Studying (Analyzing the plan)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At least once every 30 days, we will analyze our progress data through the scope of our turnaround teams (RIPL, Citizenship, Stakeholder Engagement, College & Career Readiness) to assess our progress	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Perkins C. Holbrook

Activity - Doing (Implementing the Plan)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CSIP will be implemented by all Iroquois staff, and led/facilitated by the Principal, Administrators (Assistant Principals, Counselors, Resource Teachers), Instructional Leadership Team (Department Chairs, Vertical/Horizontal PLC Leaders). The plan will be monitored 2-3 times each 6-week grading period and be utilized as an integral part of PLC work and improvement.	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Perkins C. Holbrook

Activity - Planning (Creating the Plan)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our CSIP will be planned based upon review and analysis of the KDE school report card from the prior year, the KDE Leadership Diagnostic Assessment, the TELL Survey, and feedback from the Comprehensive School Survey and/or the AdvancED Stakeholder Survey	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Perkins C. Holbrook

Strategy2:

Quarterly Report - Over the course of each three month Quarter, we will summarize our progress as evidenced through our Implementation/Focus Teams and PLC PDSA data tracking to compile our KDE Quarterly Report

Category: Professional Learning & Support

Research Cited:

KDE Comprehensive School Improvement Plan - Priority School

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Activity - Stakeholder Engagement Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of each calendar month, an Assistant Principal will summarize (on the quarterly report) the engagement data for student Attendance, Tardies, Staff attendance and involvement, Parental Involvement, and Community Involvement in school functions	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	R. Carroll

Activity - CCR Progress Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Month, the CCR Specialist will update progress data for students progressing towards college readiness and/or career readiness for the Quarterly Report	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	M. Foster D. Buday

Activity - Operational Effectiveness Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month ILT leadership will update operational data for the Quarterly Report regarding Behavior interventions (Advisory, PAC/SOS, RTI, TAB, START); Safe Schools updates (Crisis Plan revisions, safety drill records, etc); Master Schedule Updates; Staffing changes; Scheduling and Space Usage; Budget monitoring; technology updates; Climate/culture survey analysis; Walk-Through data analysis; PLC implementation; Academic compliance updates; Parental communications data; PD updates; Administrative PDSA Next Steps	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Perkins C. Holbrook

Activity - Persistence to Graduation Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month, the counselors will summarize all data related to graduation, retentions, and behavior interventions on the Quarterly Report	Other	08/12/2015	12/01/2016	\$0 - No Funding Required	T. Hall

Activity - Academic Achievement Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month the Goal Clarity Coach will summarize academic proficiency data from each of the core departments based upon Common Formative Assessment Data, Diagnostic Data, and Proficiency Data for the Quarterly Report	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Measurable Objective 3:

collaborate to to reduce the number of students creating disciplinary infractions that warrant suspensions to 344 (10% reduction from 382) and we will reduce the disproportionality of suspensions between African-American and Caucasian Students by 10% each Quarter by 06/30/2016 as measured by Quarterly Disciplinary Reports from Infinite Campus and the Behavior Dashboard.

Strategy1:

Guidance Counseling Referrals - Intervention referrals will be made to guidance counselors every other week for students beginning to
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exhibit a pattern of inappropriate behaviors for social/emotional counseling

Category:

Research Cited:

Activity - Guidance Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors and Student Support Staff Personnel will meet with individual students as needed to do self-reflection with the student about their behaviors, attendance, academics, and emotional/social issues	Behavioral Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	T. Hall A. Reece A. Atkins

Strategy2:

Restorative Practices - We will work with students to teach them social responsibility and social appropriateness

Category:

Research Cited:

Activity - Student Behavior Contracts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will meet with students with recurring disciplinary infractions and hold a conference with the student and the parent to establish agreed upon behavior expectations and appropriate consequences to serve as a framework of a behavior contract	Behavioral Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	S. Johnson C. Collins M. Foster M. Guy R. Carroll

Activity - In-Class conferencing between teacher and student	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conference with students to address behavioral concerns, (re)clarify behavioral/social expectations for the classroom, and restore appropriate relationships. Teachers will communicate these conferences with the student's advisor and his/her parents/guardians in a timely manner and document those conversations in Infinite Campus	Behavioral Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	S. Johnson

Activity - Positive Action Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PAC will serve to provide students a quiet and structured opportunity to reflect on the inappropriateness of his/her actions.	Behavioral Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	S. Johnson

Strategy3:

Advisory Lessons - The Advisory team will develop and distribute Advisory lesson plans to promote positive behavior and responsible decision making skills

Category:

Research Cited:

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Activity - Advisor/Advisee Conferencing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advisors will frequently and intentionally conference with individual students to review their progress in the areas of behavior, attendance, and academics	Behavioral Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	A. Reece

Measurable Objective 4:

collaborate to Optimize fiscal planning and budgeting by 06/30/2016 as measured by Quarterly Financial reviews with Secretary and Bookkeeper.

Strategy1:

Budget Planning - We will begin planning for our 2016-2017 school year budget since receiving the new SIG money.

Category: Management Systems

Research Cited:

Activity - Budget Proposals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All departments, clubs, organizations, and special focus groups will submit a proposed budget for the 2016-2017 school year based on 2015-16 requested budget items	Policy and Process	08/12/2015	12/30/2016	\$0 - No Funding Required	C. Perkins C. Holbrook

Measurable Objective 5:

collaborate to Optimize use of time and scheduling by 06/30/2016 as measured by TELL Survey results.

Strategy1:

Common Planning Time for HPLCs - Every effort will be made to ensure that Horizontal PLCs are provided common planning time each day to facilitate daily professional learning within grade-specific, content specific professional learning communities. Professional Learning Communities are required to collaborate during their planning time in efforts to align and calibrate planning and instructional delivery as well as to plan common assessment items in order to collectively analyze student assessment data and student work to guide instructional practice and intervention/remediation plans.

Category:

Research Cited:

Activity - Planning common, aligned lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will meet during their common planning time to plan common lessons that are aligned with KCAS and/or Quality Core standards.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Measurable Objective 6:

collaborate to ensure that we do not earn any "zeros" on our safe schools audit by 06/30/2016 as measured by Yearly Safe Schools Audit.

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Strategy1:

Safe Schools / Crisis Response Plan - We will develop, communicate, and follow our safety plan

Category:

Research Cited:

Activity - Communicating the Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The plan will be uploaded and communicated with the staff	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	M. Foster

Activity - Involve Stakeholders in the creation of a crisis plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Input from multiple sources will be gathered and considered as the Crisis Plan is developed	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	M. Foster

Activity - Safety Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will routinely practice our safety drills	Other	08/12/2015	12/16/2016	\$0 - No Funding Required	M. Foster

Activity - Additional Security	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will hire an additional security guard to impact school safety	Other	08/12/2015	12/16/2016	\$60000 - General Fund	C. Perkins C. Holbrook

Measurable Objective 7:

collaborate to reduce the number of hours students spend outside of classrooms for disciplinary infractions by 06/30/2016 as measured by Monthly Discipline Reports showing time spent in PAC and/or SOS.

Strategy1:

Student Response Team - Students, Teachers, Administrators Response Team will operate in the capacity of an SRT (student response team).

Category: Other - Positive Behavior Intervention and Support

Research Cited:

Activity - PBIS/SRT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBIS/SRT Team will review data showing trends in disciplinary infractions (students, behaviors, teachers, etc). The purpose START will be to attempt to keep students in the classroom setting, rather than removing them due to disciplinary infractions.	Behavioral Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	T. Hall M. Guy

Strategy2:

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TAB - Teachers will make arrangements with a neighboring teacher to TAB a student (Take-A-Break) to their colleagues classroom under agreed upon circumstances.

Category:

Research Cited:

Activity - TAB	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TAB will give the student an opportunity to cool off and reflect on his/her actions until the opportunity arises for the teacher to conference with the student to facilitate his/her returning to the classroom.	Behavioral Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	T. Hall M. Guy

Measurable Objective 8:

collaborate to Optimize staffing assignments by 06/30/2016 as measured by Master schedule.

Strategy1:

Semester Scheduling - Semester Scheduling will be utilized to provide multiple opportunities for students to earn the 22+ credits needed to graduate.

Category: Other - Provide Student Support for yearlong classes

Research Cited:

Activity - Additional Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2 additional intervention teachers will be hired to accommodate course offerings and provide necessary interventions for Science and ECE students	Other	08/13/2014	12/18/2015	\$120000 - Title I SIG	C. Perkins

Strategy2:

ECE Instructional Support - Provide adequate support and leadership for our ECE needs

Category:

Research Cited:

Activity - ECE AP & Consulting Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire an ECE Consulting Teacher to coach and model effective ECE practices and responsibilities for resource and comprehensive content teachers	Professional Learning	08/12/2015	12/16/2016	\$65863 - District Funding	C. Perkins C. Holbrook

Strategy3:

PLC Instructional Support - Utilization and acquisition of trained and qualified support staff to facilitate PLC success

Category:

Research Cited:

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Activity - Data Management Research Technician	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A classified staff position will be hired to manage data from and supporting our CCR and instructional PLC work	Other	08/12/2015	12/16/2016	\$19690 - General Fund	C. Perkins

Activity - Clerical Overtime	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Clerical staff will be paid overtime to free-up Administrators to focus on students and instruction instead of clerical responsibilities.	Other	08/12/2015	12/16/2016	\$5000 - General Fund	C. Perkins

Activity - Teacher Preps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire additional content teachers to minimize the number of class preparations that core content teachers are assigned enabling them to focus on one Horizontal Professional Learning Community (HPLC)	Professional Learning	08/12/2015	12/16/2016	\$240000 - General Fund	C. Perkins C. Holbrook

Activity - Goal Clarity Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire a Goal Clarity Coach to lead PLC work and build leadership capacity within PLCs to sustain our work. Hire additional GCC to focus on Credit Recovery and English II EOC	Professional Learning	08/12/2015	12/16/2016	\$65863 - District Funding	C. Perkins C. Holbrook

Activity - Additional Math, English, Science Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will hire additional Math, English, and/or Science Teachers to accommodate the diverse needs of our students and to lower class sizes, while protecting common planning time within HPLCs.	Other	08/12/2015	12/16/2016	\$372607 - Title I Part A	C. Perkins

Strategy4:

CCR oversight - Provide adequate leadership and oversight of our College-Career Readiness initiatives

Category:

Research Cited:

Activity - College & Career Readiness Assessment and Intervention Coordinator	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire a college and career readiness Specialist to oversee our CCR tracking and interventions. This staff member will also serve as the Building Assessment Coordinator for all CCR-type assessments (ACT, PLAN, COMPASS, KYOTE, ASVAB, KOSSA, ACT Work Keys (and Key Train)	Other	08/12/2015	12/16/2016	\$62914 - Title I SIG	C. Perkins

Measurable Objective 9:

collaborate to ensure that all classrooms are defined by rigorous instruction and proficient learning by 12/16/2016 as measured by classroom
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observations, PLC effectiveness, and student achievement data analysis.

Strategy1:

Instructional Walk-throughs - The instructional leadership team will engage in monthly dialogue and reflection of school-wide instructional walk-throughs (PowerWalks) to analyze formative instructional growth and inform next steps for professional development.

Category: Professional Learning & Support

Research Cited:

Activity - Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk-throughs to monitor patterns in instructional strengths and areas for growth will be based on the Fundament 5 Common Instructional Framework. The PowerWalk observation instrument for classroom learning environment. The PowerWalk tool will monitor effective and varied instructional practices (i.e., differentiation, technology use, use of formative assessment, etc). The data from the walkthroughs will inform PLC work, as well as provide professional development needs.	Academic Support Program	08/13/2014	12/18/2015	\$0 - No Funding Required	T. Bennett

Strategy2:

Lesson Planning - Teachers will ensure that lesson plans, classroom instructional framework, curriculum map, pacing guide, and deconstructed standards are all in alignment.

Category:

Research Cited:

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have daily lesson plans readily available that identify: relevant activities, essential questions, core content connections, relevancy to deconstructed standards in addition to all components identified on the Iroquois CIF. In addition to the essential elements of a lesson as outlined on the CIF, lesson plans should describe plans to differentiate learning based on unique student needs. Differentiation should reflect IEP/PSP accommodations for ECE/ESL students, as well as remediations and enrichments for all students based on performance data. Lesson plans will also describe the classroom formative and summative assessment plan as it connects to the daily lesson, and the manner in which students and parents will receive feedback from the assessments.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

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Activity - Classroom Instructional Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will post and update daily, their Iroquois CIF (Classroom Instructional Framework) posters, with authentic and appropriate daily student-friendly learning targets, connections/relevancy to college & career readiness, engaging instructional strategies, and formative assessment measures (for that specific day). Learning targets will be in the form of an "I can..." statement. The learning target will be relevant and connected to the content standards. Strategies will be research-based, differentiated best practices for challenging, engaging, and empowering students to take ownership of their learning. CIF posters will be purchased and provided to each teacher	Academic Support Program	08/12/2015	12/16/2016	\$1050 - General Fund	C. Bellefant

Strategy3:

Academic Record Keeping - All teachers are required to maintain/update accurate and current academic grades for each student on their roster at least once every three weeks.

Category:

Research Cited:

Activity - Communicating Academic Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic progress will be communicated to students at least once every three weeks. Parents of any student exhibiting unsuccessful academic performance (D or lower) will be contacted at least once every three weeks. Documentation of parental contact will be maintained in Infinite Campus. If a teacher chooses to maintain a call log in addition to Infinite Campus records, he/she may do that in addition to documentation kept in Infinite Campus	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	M. Foster

Activity - Grade Books	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grades will be recorded and maintained in the Infinite Campus academic records database.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	S. Johnson

Activity - Components of Academic grades	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grades will be in accordance with the JCPS SPP&G guidelines and will be an accurate reflection of the level of comprehension each child has demonstrated for each key standard as agreed upon by the HPLC (i.e., daily performance, formative assessments, summative assessments). Academic grades will not be a reflection of behaviors or compliant participation (e.g, effort, attention, attendance, presence, compliance, student disposition, assignment completion, etc).	Academic Support Program	08/01/2015	12/16/2016	\$0 - No Funding Required	M. Foster

Strategy4:

Professional Development - Professional development will be provided to the staff based on multiple sources of data, including school report card data and walkthrough data. PD facilitators and instructional leaders will also follow-up to ensure PD is being implemented to improve instruction, assessment, and student learning through the PLC process.

Category:

Research Cited:

Activity - Optional PD/ Lunch and Learn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Optional professional development will also be offered on a weekly basis from Jan-June based on walkthrough data collected from Aug-Dec. These PD sessions will be offered during teachers' lunch periods and will provide specific instructional strategies to increase student engagement in the learning process. Examples of sessions include "Implementing the Socratic Method for discussions", "Effective questioning techniques", "Activating Prior Knowledge", etc). Although teacher attendance is optional, teachers/PLCs who struggle with engaging students will be encouraged to attend.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - Job-embedded PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During required professional development sessions, teachers and staff will learn and apply strategies that are essential to school turnaround. For example, PLC goal-setting and action planning will be job-embedded PD sessions during the first PD day before school. Throughout the year, other essential sessions will focus on improving the PDSA cycle for PLCs and improvising student literacy. Instructional leaders will follow up with PLCs to ensure that what they learned in the session is being applied to the classroom in order to improve student learning.	Professional Learning	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Strategy5:

Professional Learning Community - Each department will function as a vertically aligned Professional Learning Community (VPLC) to ensure alignment for grades 9-12 within the respective content area. Each VPLC will be composed of same-grade/content-specific horizontally aligned PLCs (HPLCs)

Category:

Research Cited:

KDE Comprehensive School Improvement Plan - Priority School

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Activity - HPLC Weekly Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Horizontal PLCs will consist of same-grade content-specific teachers (e.g., Algebra 1, U.S. History, English 3, etc) and will meet weekly (on Tuesdays from 2:35 - 3:35) to reflect and revise within the framework of the PSDA cycles. Time for collaboration will be provided and protected in the master schedule so that H-PLCs have common planning time daily, as well as required after-school time weekly.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Activity - VPLC Monthly Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each VPLC will meet at least once monthly on a designated Tuesday to reflect on instructional practice, ensure vertical alignment of the curriculum, identify instructional successes and target areas for instructional growth, as well as ensure that students are prepared for successful coursework at the next level.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Measurable Objective 10:

collaborate to Optimize the use of materials and technology by 06/30/2016 as measured by TELL Survey results.

Strategy1:

Adequate materials & equipment - We will secure appropriate and adequate materials and equipment to empower teachers to effectively plan, deliver, and assess instructional content while engaging students through research-proven instructional strategies.

Category:

Research Cited:

Activity - Technology Implementation/Focus Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Technology Focus Team will meet once a month complete a technology needs assessment, oversee installation, maintenance, and updating on all technology equipment, create and implement a plan to allocate our yearly KETS allotment.	Technology	08/12/2015	12/16/2016	\$21222 - Title I Part A	C. Perkins C. Holbrook

Activity - Acquire appropriate technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will ensure that each teacher is provided appropriate and adequate instructional technology to facilitate and maximize student achievement (e.g., SMARTboards (\$2836), iPads (\$17,392), Laptops, Digital projectors (\$2,920), computer labs, graphing calculators, document cameras, assessment clickers, etc)	Other	08/12/2015	12/16/2016	\$23148 - Title I SIG	C. Perkins C. Holbrook

Measurable Objective 11:

collaborate to ensure that we have 100% participation in the completion of the TELL Survey by 06/30/2016 as measured by TELL Survey results.

Strategy1:

TELL Survey Incentive - We will offer a chance to win a small prize for each staff member that successfully submits there response to the TELL Survey

Category:

Research Cited:

Activity - TELL Survey Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will encourage all teachers/staff to complete the TELL Survey	Other	08/01/2015	12/16/2016	\$0 - No Funding Required	R. Carroll

Goal 4:

By 2017, 55% of all Iroquois graduates will be College and Career Ready

Measurable Objective 1:

achieve college and career readiness A 22.5% increase of all students will demonstrate a proficiency in being College and Career Ready by 06/01/2017 as measured by as measured by ACT, Compass, and/or KYOTE..

Strategy1:

1 - ACT Benchmark interventions- Students not meeting ACT Benchmarks will be provided multiple opportunities through Compass and KYOTE assessments

Category: Career Readiness Pathways

Research Cited:

Activity - KYOTE Reading/English Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided the opportunity to taket the Reading/English KYOTE test at the end of each trimester after receiving interventions	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	BAC, GCC, Senior English and Math teachers

Activity - Testing Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The BAC will provide Senior Math and English teachers copies of the annual Compass and KYOTE assessment schedule along with bi-monthly communication and student progress	Other - BAC to Teacher	01/04/2016	06/01/2017	\$0 - No Funding Required	BAC

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Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Graduation & Beyond Assurances Priority Team will identify and monitor the progress of 250 students (includes projected trackbacks) towards meeting all three benchmarks for College Readiness and track the effectiveness of interventions for those students	Other	08/12/2015	06/01/2016	\$0 - No Funding Required	D. Buday

Activity - EPAS Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conference with each senior that has not met college/ready benchmarks to review their EPAS scores, suggest appropriate interventions and support, and assist with test registration.	Recruitment and Retention	08/12/2015	06/30/2016	\$0 - No Funding Required	D. Buday

Activity - Course Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will Enroll all non-college ready seniors in the appropriate college/ready English or college-ready Math courses	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	T. Hall & D. Buday

Activity - KYOTE Math Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided the opportunity to take the KYOTE Test per trimester and retest if score is within 2 points.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	BAC, GCC, Sention English and Math teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Support	Professional Learning	01/04/2016	06/01/2017	\$3000 - District Funding	District Provided BAC, GCC and the use of ESS funds

Activity - Compass Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided the tutoring and opportunity to take the Compass test in Reading or Math as needed based on recommendations of math and English teachers.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	BAC, GCC, Senior Math and English teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Previous year data will be monitored for students who are within 1-2 points, 3-4 points and 5 or more points within benchmarks of ACT score	Professional Learning	01/04/2016	06/01/2017	\$0 - No Funding Required	BAC-David Buday and GCC-Carmen Bellefant

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Activity - Implementation/Focus Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Form an Implementation/Focus Team that will have specific roles for increasing our college readiness percentage. The team will establish and follow a set protocol to ensure efficiency and effectiveness. Teachers will be paid extended time to meet after school.	Other	01/04/2016	06/01/2016	\$4500 - SIG Grant	C. Holbrook

Activity - Student Distinction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students becoming college or career ready will be provided a special lanyard and a green I.D. card holder to signify that they are college ready and they will be permitted to be out of uniform each day. Students will also gain special access to specified activities/events	Other	08/12/2015	06/01/2016	\$800 - General Fund	T. Hall & D. Buday

Activity - CCR Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who become CCR will have their name on the announcements and an 8x10 picture framed in the hallways to notify the school of their distinction. Seniors will also wear a CCR honor cord or medal at graduation. Monthly rewards will be provided to students who achieve the CCR status.	Other	08/12/2015	06/01/2016	\$1000 - General Fund	T. Hall

Activity - Test Registration Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will register all "non-college-ready" seniors for the October 2015 ACT and/or the January 2016 ACT if the students have not used their testing registration fee waivers	Recruitment and Retention	08/12/2015	01/31/2016	\$0 - No Funding Required	D. Buday

Measurable Objective 2:

achieve college and career readiness A 20% increase in Career Readiness students through our career pathways by 06/01/2017 as measured by our career pathways .

Strategy1:

2 - Industry Certification will become a focus within our Career and magnet programs. CTE Program PLCs will focus on lesson designs towards certification.

Category: Career Readiness Pathways

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data and weekly updated interventions, tests taken and monitor of student progression	Career Preparation/ Orientation	01/04/2016	06/01/2017	\$0 - No Funding Required	BAC, GCC

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Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE programs will conduct Project Based Learning activities and community partnerships for field trips and community projects.	Direct Instruction	01/04/2016	06/01/2016	\$2000 - Perkins	CTE Department

Activity - Staff Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and ILT will communicate the significance and purpose of ASVAB, Work Keys to students and staff towards CCR	Career Preparation/ Orientation	01/12/2016	06/01/2017	\$0 - No Funding Required	Administration, ILT, BAC, CTE Department

Activity - CTE Teacher Hire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire a CAD and Robotics teachers to support our Magnet and Career Pathway courses	Direct Instruction	01/04/2016	08/01/2016	\$124000 - Perkins	Principal, District CTE Director

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

Goal 1:

By 2017, 55% of all Iroquois graduates will be College and Career Ready

Measurable Objective 1:

achieve college and career readiness A 22.5% increase of all students will demonstrate a proficiency in being College and Career Ready by 06/01/2017 as measured by as measured by ACT, Compass, and/or KYOTE..

Strategy1:

1 - ACT Benchmark interventions- Students not meeting ACT Benchmarks will be provided multiple opportunities through Compass and KYOTE assessments

Category: Career Readiness Pathways

Research Cited:

Activity - KYOTE Reading/English Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided the opportunity to taket the Reading/English KYOTE test at the end of each trimester after receiving interventions	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	BAC, GCC, Senior English and Math teachers

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Iroquois High

Activity - EPAS Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conference with each senior that has not met college/ready benchmarks to review their EPAS scores, suggest appropriate interventions and support, and assist with test registration.	Recruitment and Retention	08/12/2015	06/30/2016	\$0 - No Funding Required	D. Buday

Activity - Test Registration Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will register all "non-college-ready" seniors for the October 2015 ACT and/or the January 2016 ACT if the students have not used their testing registration fee waivers	Recruitment and Retention	08/12/2015	01/31/2016	\$0 - No Funding Required	D. Buday

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Previous year data will be monitored for students who are within 1-2 points, 3-4 points and 5 or more points within benchmarks of ACT score	Professional Learning	01/04/2016	06/01/2017	\$0 - No Funding Required	BAC-David Buday and GCC-Carmen Bellefant

Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Graduation & Beyond Assurances Priority Team will identify and monitor the progress of 250 students (includes projected trackbacks) towards meeting all three benchmarks for College Readiness and track the effectiveness of interventions for those students	Other	08/12/2015	06/01/2016	\$0 - No Funding Required	D. Buday

Activity - Course Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will Enroll all non-college ready seniors in the appropriate college/ready English or college-ready Math courses	Academic Support Program	08/12/2015	06/01/2016	\$0 - No Funding Required	T. Hall & D. Buday

Activity - Compass Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided the tutoring and opportunity to take the Compass test in Reading or Math as needed based on recommendations of math and English teachers.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	BAC, GCC, Senior Math and English teachers

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Activity - Student Distinction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students becoming college or career ready will be provided a special lanyard and a green I.D. card holder to signify that they are college ready and they will be permitted to be out of uniform each day. Students will also gain special access to specified activities/events	Other	08/12/2015	06/01/2016	\$800 - General Fund	T. Hall & D. Buday

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Support	Professional Learning	01/04/2016	06/01/2017	\$3000 - District Funding	District Provided BAC, GCC and the use of ESS funds

Activity - KYOTE Math Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided the opportunity to take the KYOTE Test per trimester and retest if score is within 2 points.	Academic Support Program	01/04/2016	06/01/2017	\$0 - No Funding Required	BAC, GCC, Sention English and Math teachers

Activity - CCR Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who become CCR will have their name on the announcements and an 8x10 picture framed in the hallways to notify the school of their distinction. Seniors will also wear a CCR honor cord or medal at graduation. Monthly rewards will be provided to students who achieve the CCR status.	Other	08/12/2015	06/01/2016	\$1000 - General Fund	T. Hall

Activity - Testing Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The BAC will provide Senior Math and English teachers copies of the annual Compass and KYOTE assessment schedule along with bi-monthly communication and student progress	Other - BAC to Teacher	01/04/2016	06/01/2017	\$0 - No Funding Required	BAC

Activity - Implementation/Focus Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Form an Implementation/Focus Team that will have specific roles for increasing our college readiness percentage. The team will establish and follow a set protocol to ensure efficiency and effectiveness. Teachers will be paid extended time to meet after school.	Other	01/04/2016	06/01/2016	\$4500 - SIG Grant	C. Holbrook

Measurable Objective 2:

achieve college and career readiness A 20% increase in Career Readiness students through our career pathways by 06/01/2017 as measured by our career pathways .

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Strategy1:

2 - Industry Certification will become a focus within our Career and magnet programs. CTE Program PLCs will focus on lesson designs towards certification.

Category: Career Readiness Pathways

Research Cited:

Activity - CTE Teacher Hire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire a CAD and Robotics teachers to support our Magnet and Career Pathway courses	Direct Instruction	01/04/2016	08/01/2016	\$124000 - Perkins	Principal, District CTE Director

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data and weekly updated interventions, tests taken and monitor of student progression	Career Preparation/ Orientation	01/04/2016	06/01/2017	\$0 - No Funding Required	BAC, GCC

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE programs will conduct Project Based Learning activities and community partnerships for field trips and community projects.	Direct Instruction	01/04/2016	06/01/2016	\$2000 - Perkins	CTE Department

Activity - Staff Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and ILT will communicate the significance and purpose of ASVAB, Work Keys to students and staff towards CCR	Career Preparation/ Orientation	01/12/2016	06/01/2017	\$0 - No Funding Required	Administration, ILT, BAC, CTE Department

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

Goal 1:

By June 2017, all areas of the Program Review: Arts & Humanities, Practical Living / Career Studies, and Writing will demonstrate an overall score of proficiency.

Measurable Objective 1:

collaborate to score proficiency on the World Language Program Review by 06/01/2016 as measured by an internal school self assessment and further by the Kentucky Department of Education.

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Strategy1:

World Language Program Review Focus Team - The World Language Program Review Focus team will meet monthly to review progress and determine next steps for completion.

Category: Learning Systems

Research Cited:

Activity - Program Review Monitoring Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A selected group of staff members from all content areas will form a Program Review Monitoring Committee. The group will focus on weaknesses from last year's Program Review as a priority and communicate progress and needs to Vertical PLCsPr	Academic Support Program	08/12/2015	08/19/2016	\$0 - No Funding Required	C. Bellefant

Activity - Vertical PLC Evidence Collection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical PLCs will meet every Tuesday to collect evidence and determine next steps to reach proficiency.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Measurable Objective 2:

collaborate to score proficiency on the Arts & Humanities Program Review by 06/30/2016 as measured by an internal school self-assessment and further by the Kentucky Department of Education..

Strategy1:

Arts and Humanities Program Review Focus Team - The Arts and Humanities program review focus team will meet in monthly to review progress and determine next steps for completion.

Category: Integrated Methods for Learning

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Activity - Vertical PLC Evidence Collection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical PLCs meet every Tuesday to collect evidence and determine next steps to reach proficiency.	Academic Support Program	08/12/2015	12/30/2016	\$0 - No Funding Required	C. Bellefant

Activity - Program Review Monitoring Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A selected group of staff members from all content areas will form a Program Review Monitoring Committee. The group will focus on weaknesses from last year's Program Review as a priority and communicate progress and needs to Vertical PLCs	Academic Support Program	08/12/2015	12/16/2016	\$5500 - Title I SIG	C. Bellefant

Measurable Objective 3:

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collaborate to score proficiency on the Writing Program Review by 06/30/2016 as measured by an internal school self-assessment and further by the Kentucky Department of Education..

Strategy1:

Writing Program Review Focus Team - The Writing Program Review Focus team will meet monthly to review progress and determine next steps for completion.

Category: Learning Systems

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Activity - Writing Program Review Monitoring Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A selected group of staff members from all content areas will form a Program Review Monitoring Committee. The group will focus on weaknesses from last year's Program Review as a priority and communicate progress and needs to Vertical PLCs	Academic Support Program	08/13/2014	12/18/2015	\$0 - Title I SIG	C. Bellefant

Activity - Vertical PLC Evidence Collection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical PLCs will meet every Tuesday to collect evidence and determine next steps to reach proficiency.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	C. Bellefant

Measurable Objective 4:

collaborate to score proficiency on the Practical Living Program Review by 06/30/2016 as measured by an internal self-review and further by the Kentucky Department of Education.

Strategy1:

Practical Living Program Review Focus Team - The Practical Living Program Review Focus team will meet monthly to review progress and determine next steps for completion.

Category: Learning Systems

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Activity - Program Review Monitoring Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A selected group of staff members from all content areas will form a Program Review Monitoring Committee. The group will focus on weaknesses from last year's Program Review as a priority and communicate progress and needs to Vertical PLCs	Academic Support Program	08/13/2014	12/18/2015	\$0 - Title I SIG	C. Bellefant

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Activity - Creation of a Coordinated School Health Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A coordinated school health committee will be formed to collect and analyze data for the creation/review of the school wellness policy. This committee will use the data to guide the integration of health education instruction throughout the school environment.	Policy and Process	08/12/2015	12/16/2016	\$1650 - Title I SIG	C. Bellefant

Activity - Vertical PLC Evidence Collection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical PLCs meet every Tuesday to collect evidence and determine next steps to reach proficiency.	Academic Support Program	08/13/2014	12/18/2015	\$0 - No Funding Required	C. Bellefant

Goal 2:

Implementation System

Measurable Objective 1:

demonstrate a proficiency in all classes with the emphasis on Achievement areas by 06/01/2016 as measured by The district 9 weeks Proficiency assessments.

Strategy1:

1 - Academic Systematic Structures--All teachers, administrators and support staff will focus on student achievement in all classes by supporting the District Proficiency Assessment and PLCs.

Category: Continuous Improvement

Research Cited:

Activity - Adopt a Common Grading System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All departments will use a common grading system with the same categories in Infinite Campus: 1. Formative Evidence 2. Formative Assessment - CFA 3. Summative Assessment-CSA 4. Reflection	Professional Learning	08/10/2016	06/01/2017	\$0 - No Funding Required	All Teachers

Activity - CIF-Posters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will complete the classroom instructional framework (CIF) poster on a daily basis, and reference it during the class.	Direct Instruction	01/04/2016	06/01/2017	\$0 - No Funding Required	All Teachers, ILT

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Activity - Infinite Campus Posting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All assessments must be graded and posted in Infinite Campus within one week, Grades will be published every three weeks. When a student is due to receive a failing grade on a progress report, proficiency check, trimester or any other published grade, the teacher must contact the parent or guardian. A "U" on a report card should be accompanied by a comment or explanation for the failing grade.	Policy and Process	08/10/2016	06/01/2017	\$0 - No Funding Required	All Teachers, Administration, ILT, GCC

Activity - Rigor and Relevance Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design lessons to increase rigor in the classroom based on the Rigor and Relevance Framework.	Direct Instruction	08/10/2016	06/01/2017	\$0 - No Funding Required	Administration, GCC, ILT, All Teachers

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Standards based grading is the process by which those priority standards are assessed and a published grade is generated. All teachers will implement and maintain the school-wide standards-based grading system	Professional Learning	04/04/2016	06/01/2017	\$0 - No Funding Required	Administration, GCC, ILT, All Teachers

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of standards are being assessed within the Unbridled System. All learning teams will create appropriate priority standards for their content areas. Learning targets will be derived from the standards. Teachers will create and implement effective lessons that are focused on the learning targets.	Professional Learning	04/04/2016	06/01/2017	\$0 - No Funding Required	Administration, GCC, ILT

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Learning teams are the foundation of improved classroom instruction. Common planning periods have been constructed within the master schedule to facilitate this process. Learning teams will meet to use the following tools to insure that all teachers are focused on improved instruction and student learning:</p> <ul style="list-style-type: none"> - defining the essential skills and knowledge that students must learn - creating/giving/modifying common formative assessments, common summative assessments, and other assessments - data collection and analysis of classroom assessments - creating opportunities for intervention/enrichment - creating opportunities for reflection and celebrations <p>Agendas, minutes and Plus/Deltas will be posted to an agreed electronic file sharing system.</p> <p>All teams will meet for a minimum of one planning period per week during their common planning period, but teams may exceed this time effectively collaborating at their discretion.</p>	Professional Learning	02/01/2016	06/01/2016	\$0 - No Funding Required	All Teachers, Administrators and Support Staff

KDE Assurances - School

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	Comprehensive needs assessment completed and it included review of academic achievement data for all students.	

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	Iroquois High School planned and developed a schoolwide research-based instructional reform plan to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	

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	Iroquois High School has a research-based instructional plan that provides additional instructional time for students experiencing the greatest degree of difficulty mastering state academic achievement standards.	

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

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	Appropriate financial records are in place for the use of all Title I, Part A programs and activities.	

KDE Comprehensive School Improvement Plan - Priority School

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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	Iroquois High School has developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results including the development and implementation of a parent compact and a parent involvement policy.	

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	Multiple professional development activities are planned and provided for all staff members who will serve students.	

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	A meeting was held to address the implementation of the CSIP and student achievement results to inform changes.	

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.	N/A		

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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.	N/A		

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.	N/A		

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.	N/A		

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

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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		

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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		

The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

The Principal's Advisory Council is made up of Clay Holbrook (principal), Don Bacon (teacher), David Buday (teacher), Carrie Johmman (teacher), Tuesday Rashad (parent) and Michele Bard (parent).

Relationship Building

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	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.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

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

Communications

Overall Rating: 2.86

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

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

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

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

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

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

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	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: 2.57

	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.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

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Iroquois High

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

Overall Rating: 2.67

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

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

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 2.5

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

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

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 3.0

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

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

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

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

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

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

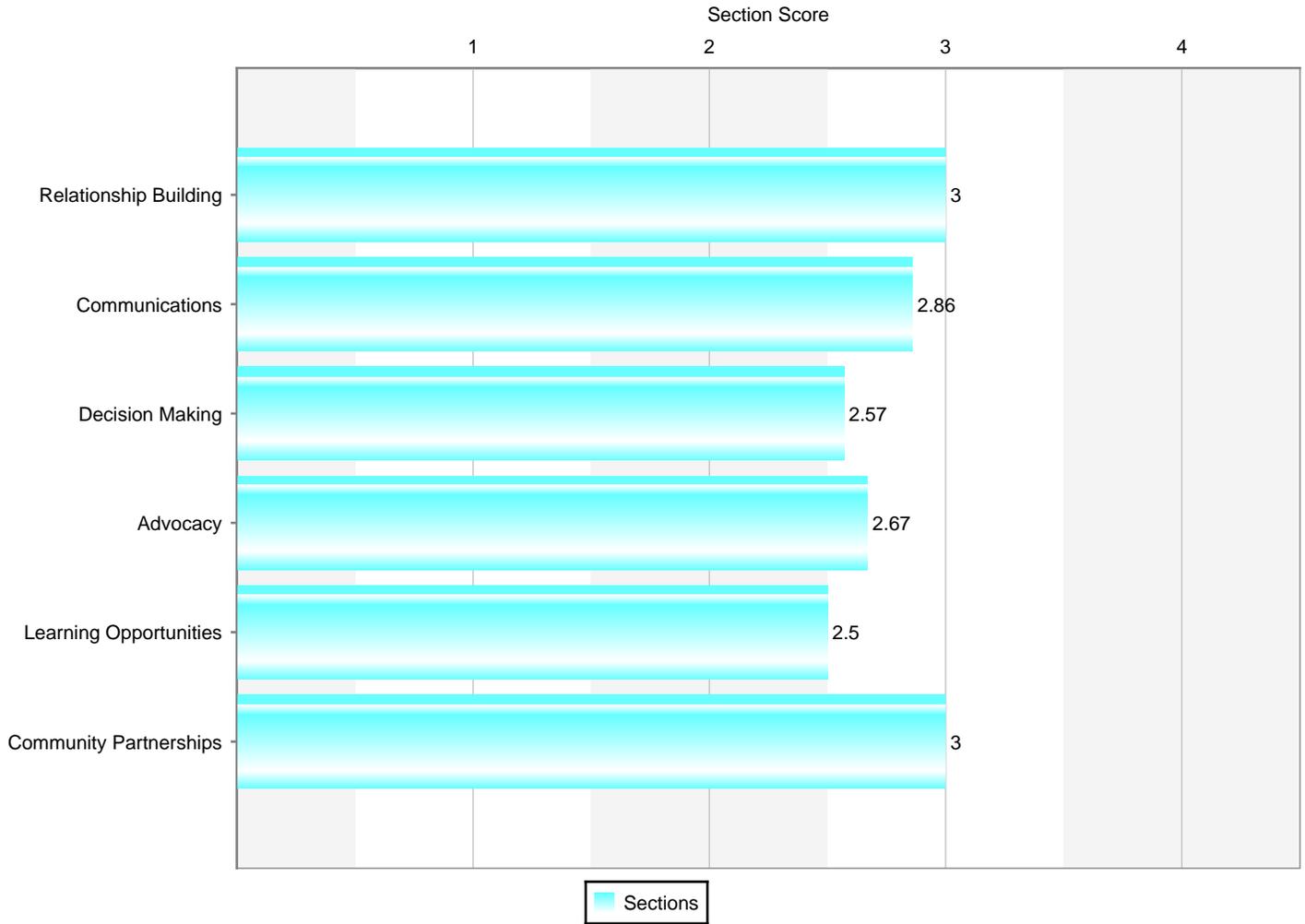
Reflection

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

While we know that parent communication and parent involvement tend to be an area where we struggle the most as a school, we have taken several steps to improve the communication. These steps include the addition of stakeholders groups over the past year, such as the Principal's Cabinet and the Principal's Advisory Council, which include community members and parents. In addition we have added some student advisory groups, such as Principal's Student Advisory Council and Peer Accountability Board, to involve our students more in decision making for their school. Community mentoring programs and opportunities for students to participate in community involvement and service are flourishing and continue to grow at Iroquois. We have also taken steps to meet the 21st century communications needs of our parents by sending information to parents and guardians using Infinite Campus Messenger, Twitter, email communications, postcards, and normal posted mail. One Call Now allows us to communicate swiftly and efficiently with all stakeholders in the school. Home visits are an important part of the work shouldered by our FRYSC. School-based interpreters are always on hand to communicate with parents and guardians who may struggle with communication in the English language. We have provided bus transportation to all students who are involved in after school intervention programs, and offered parents bus transportation when we set up celebrations and meetings at our school. An area we do consider a strength is community involvement. Alumni and community partners are very involved in the school and take a great deal of time to further opportunities for students. Community partners attend the Principal's Cabinet meetings regularly and are very involved in the progress of the school, improvement of student achievement, and in providing community based opportunities for students to do hands-on learning, volunteer work, mentoring, and for employment. The community is very proud of the great things that are happening at Iroquois, and they are becoming more involved each year in being part of the improvement because they see the value of the school to the community. The Principal's Advisory Council is becoming more involved in the decision making processes at the school. When our school went through the original Leadership Audit, we lost our SBDM council. The Principal's Advisory Council is slowly learning to fulfill the capacity of the SBDM, and eventually will take on the role of a SBDM Council. Parents, teachers, and administrators who are part of this council are actively involved in progress monitoring and decision making for the school. With new Council members, we are in the process of receiving district and state level training for SBDM. We also involve our PLC Leaders, ILT, School-based Response Team, and Administrators Team in decision making for the best interests of the school and the students. Decisions for progress are not taken lightly, and multiple perspectives and inputs are considered before a final decision is made. We have a strong advocacy program in place for students at Iroquois. Students have the opportunities to work with adult mentors in several capacities at Iroquois. Iroquois has student mentoring programs in place for our career focused students where they are matched with a community mentor in their line of industry. Our most at risk students based on behavior and attendance are assigned a faculty or staff mentor who talks with that student on a very regular basis to keep students on track and to make them see that their success is of highest priority at this school.

Report Summary

Scores By Section



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.

The Administration Team, ILT, PLC Leaders, School-based Response Team, Principal's Advisory Council, Educational Recovery team, and entire faculty are included in developing the school improvement plan for Iroquois High School. The School Report Card was used to develop goals for the school improvement plan. Data from the School Report Card was discussed with the entire faculty during a Gold Day professional development session, and school-wide SMART Goals related to this data were formed with whole faculty input. These schoolwide SMART Goals inform the CSIP Goals. Stakeholders are informed of their roles prior to meeting to develop activities and strategies to accomplish goals in the school improvement plan. Meetings for each of these teams are scheduled months in advance and an agenda for the meeting is sent at least 24 hours prior to meeting so stakeholders can come with ideas in hand.

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

The Administration Team is made up of all the administrators in the school. The Admin Team was responsible for the first breakdown of the School Report Card data and planning of professional development session to share/analyze data with the faculty. The school faculty then met on Gold Day to analyze data as a whole school and as individual departments/grade levels to determine school-wide SMART Goals as well as individual content/grade level SMART Goals based on the data. This information was collected by Admin Team and shaped into SMART Goals for the school. School SMART Goals were reviewed by ILT, School-based Response Team, ER Team, PLC Leaders, and the Principal's Advisory Council for feedback. Feedback was collected by Admin. Admin revised SMART Goals as necessary to incorporate input from all stakeholders. These goals were then used to inform CSIP goals. Once CSIP goals were set, they were introduced to all stakeholder groups for input on activities and strategies to achieve those goals. Stakeholders offer feedback through meetings dedicated to the CSIP process, activities and strategies are drafted, revised, and set. The CSIP is then shared with all stakeholder groups during a scheduled meeting, and goals will be shared with all parents and guardians through multiple means of communication including posted mail and school newsletter.

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 has been developed by all stakeholder groups, representing the ideas, input, and commitments of the entire staff and school community. Upon final approval by SBDM and official submission to AdvancED, the CSIP will be published on our school website. Updates on progress towards the goals and the impact of the strategies will be communicated in accordance with our school communication plan.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	No	Iroquois currently has an Advisory Council and a new principal.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	08/10/2015	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	08/01/2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	08/11/2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	08/11/2015	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	09/15/15	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	Data analysis completed with administrative team.	

What are the barriers identified?

Limited number of potential highly-qualified teacher candidates, particularly in Math and Science for high school.

What sources of data were used to determine the barriers?

School Report Card 2014-2015, EOY 2015 MUNIS file, JCPS Data Books 2015-2016, Candidate List for vacancies provided by JCPS Human Resources/Teacher Recruitment.

What are the root causes of those identified barriers?

Nationwide teacher shortage in areas of math and science, district level recruitment and retention of new teachers, professional development focused on best practices for teaching students who fall into identified GAP areas such as low income, minority, ESL, and ECE.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

TPGES is still in initial stages of implementation, and most teachers are in the first full year of implementation, but based on current completed observations and teacher self-reflections, Fairdale has primarily developing and accomplished teachers with few indicating needs for intensive support.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

Nearly 88% of Iroquois students fall into one or more GAP areas; therefore, ALL teachers in the building are responsible for the education of students who might fall in the minority or low income status.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Nearly 88% of Iroquois students fall into one or more identified GAP areas; therefore, ALL teachers are responsible for educating students identified as GAP. In addition, Iroquois High School has a strong focus on collaboration and supports a collaborative teaching structure with ESL and ECE teachers in the classroom in all core content areas.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

Student achievement data is analyzed to determine successful teaching methods in the classrooms for all students. Student achievement data tells us which teachers and which methods are most successful with our students; therefore, when a vacancy occurs we look for candidates that possess teaching philosophies and experiences in line with what we find to be successful for our students in our school.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

The school district does the recruitment of teachers. The school is selective in whom they hire from the available candidates to meet the needs of diverse learners including minority students, low income students, ESL, and ECE at Iroquois High School. Iroquois has a very clear mission and vision, and we require a great deal in terms of collective commitments to meet the needs of our students. Teachers hired at Iroquois must be committed to collaboration, constant improvement in instruction, and focused on common goals of preparedness for postsecondary education.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

regularly, and remind ourselves that we are in this together and that teachers make the biggest impact on student success. The PLC process is at the core of our school culture. All actions and decisions are based in student success and what is best for the students in our school. We commit to diligently creating and maintaining lines of communication with all stakeholders. Our leadership is supportive of innovation and creativity to meet the needs of students in our school. New teachers are supported by veterans who are successful with high needs students in our community. All faculty have a common instructional point of view, and through the PLC process, teacher coaching, and advisement all teachers are supported in meeting the high expectations of teaching in our school.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

In addition to district level first year teacher induction, new teachers at Iroquois high school are supported through their content/course specific PLCs, instructional coaches assigned to each teacher, and administrators. We are committed to being a model for teaching and learning; therefore, we use our instructional coaching to meet the individual needs of new teachers (or teachers who are new to our school) by helping them determine where they may have gaps in their instructional processes, gaps in their curriculum knowledge, and seeking appropriate professional development opportunities to fill those gaps.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

Individualized instructional coaching addresses all effectiveness ratings and allows teachers to grow from where they are to where they need to go.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

TELL survey results and Comprehensive Survey results are analyzed each year by administration to address identified areas of weaknesses in working conditions and desired professional development for teacher retention. Additionally, the principal meets with each faculty and staff member each Spring to discuss his/her concerns with workplace, class assignments, professional learning needs, and strengths/weaknesses in leadership at the school. Faculty and staff feedback is analyzed by administration to make changes and decisions for the coming school year.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

All CSIP goals for achievement, GAP achievement, and organizational goals with accompanying strategies and activities are aligned to supporting the retention of high-quality teachers in our school.