



KDE Comprehensive School Improvement Plan - Priority School

Valley High School

Jefferson County

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Louisville, KY 40272

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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?

Community Information:

Valley is located in Louisville, KY in the southwest end of Louisville, KY. Valley is surrounded by one elementary school, community library, and local restaurants. It has an average income of \$44,045 and 762 of Valley's students lives in the Valley Station area.

Staff Information:

There are 112 teachers on staff at Valley and 78 of those teachers have a masters degree or higher. The school has a teacher retention rate of 75% and a attendance teacher rate of 93%.

Student/School Information:

Enrollment has increased significantly over the last 3 years from 840 to 1019. Diversity and free and reduce lunch populations have also increased during that same time. Student population is 60% white 36% African American and 4% other. Free and reduced lunch is 79%. Valley is a generational school where many of the students have parents, grandparents and other relatives who went through the school. A recent \$26 million dollar construction and renovation project, as well as restructuring to a medical magnet school, has resulted in considerable media and community attention. The percentage of stakeholder support has improved as seen in an increase from 84 members to 267 in Valley's PTSA. The school has also had a huge increase in the number of alumni that are participating in the Valley Alumni Association. The school has had a total of 30 participants inducted into the school's Hall of Fame in the past three years. The career pathway programs and resources have greatly enhanced the school's ability to meet college and career readiness goals. Major challenges include: increasing parental involvement, reducing the dropout rate, improving daily attendance, improving reading and writing skills for all students, increasing the effectiveness of Professional Learning Communities (PLC), and improving the communication between the school and parents.

Unique Features & Challenges

This is the second year that Valley has become a 7th-12th grade school, which means that Valley has included a Middle School Prep Academy into the building. The middle school is located inside the school building and it has its own wing with two assistant principals, a counselor, and 26 certified middle school teachers. Valley is the only school in JCPS that offers this 7th-12th grade make-up.

Both Valley High and Valley Prep are both Title 1 schools and identified as persistently low achieving schools. With the blending of both schools in one facility, physical space has been a major challenge for both the high and middle school and the high school has had to reduce physical classrooms and labs.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

School Vision: Valley will be an elite school for students pursuing career preparation in the fields of Medicine, Health, the Environment, and Liberal Studies.

School Mission: The community of Valley is committed to meeting the needs of all students and providing them with the 21st century skills to become proficient learners and to succeed in any post-secondary endeavor.

School Purpose:

The school exists to meet the emotional, psychological and cognitive needs of the child so that they can focus on achieving college and career readiness and learn the 21st century skills necessary to succeed in any post-secondary endeavor. We believe that due to high school restructuring, major investments, partnerships and renovation work that we can become an "elite school for students pursuing career preparation in the fields of medicine, health, and the environment." Valley also provides a full liberal arts curriculum and the opportunity to complete Navy JROTC.

We strive to embody the whole student by equipping students with the necessary skills to overcome both social and emotional obstacles with additional resources in our building. The Family Resource Center provides both student and families with resources to help their child succeed the resources include: mental health counselor, college and career coaches, health care resources, LEEP Program, Home-School coordinator, ECE resource teachers, ATTAIN, AmeriCORPS coach, PTSA, Alumni Association, sports and extra curricular activities, and other community resources.

Valley has also implemented an Advisory period on Mondays to ensure additional support and resources for our students in small groups. We strive to reduce barriers and increase opportunities for our students. During Advisory, lessons are presented for our students to become self-sufficient, college and career ready, problem solvers and decision makers. The additional adult mentors during this period have increased the staff awareness of our student needs and personal relationships have been built and formed with our students and staff.

To ensure the middle school and high school students are prepared for the upcoming school year, Valley offered summer ATTAIN for both middle and high school students. During the summer the current and incoming middle school students attend classes for core content and high school students focused on course recovery and other elective courses. This allowed them to recover credit and get additional course credit to cover more high school required credits.

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.

Our college readiness program "Close the Deal" has resulted in 90% of seniors receiving college acceptance letters. Class scholarship total for the last two years has been 1.2 million and 1.8 million. Achievement results have been mixed with a slight increase in ACT composite score after three (3) consecutive years of composite increases. Valley has met their AMO goal for the past three years and is looking to get out of priority status this school year. Two years ago the school received a recognition letter from the state education commissioner for significant increases in reading, math, science, and social studies. Results from last year's testing indicated a significant drop in scores on end of course exams. Our major areas of emphasis for this school year is: increase the number of students scoring proficient on the end of course exams, improve reading in all content areas, and continue to increase the number of students who are college and career ready. This is our second year for our middle school students to be part of Valley and some of our goals and areas of improvement will be fluent.

Notable Achievements for Valley High

- *Third year meeting AMO
- *Increase number of scoring proficient in biology by 10%
- *Number of students meeting college and career readiness has increased to 160 students
- *Received all our points on program review
- *A slight increase in attendance by .1%
- *PTSA membership increased
- *Alumni Association membership involvement and increased participation
- *Increase in number of students participating in extra-curricular activities
- *Slight increase in ACT .5%
- *Only JCPS school with a biomedical program
- *Additional medical program added - Vet Tech
- *Data days were implemented in EOC courses
- *PLC had more focus on students not meeting standards and providing interventions
- *Middle school has an additional 100 students enrolled over the district projected enrollment
- *Middle school is the only school in the region with SMART TVs for all classrooms
- *Tested all students for baseline reading using the Reading Plus software and identified areas of measurable improvement of all Valley students
- *Individual student conferencing with 10th, 11th and 12th graders

Areas of Improvement

- *Improve parental communication
- *HS - EOC improve the number of students meeting proficiency in reading, writing, math, social studies and science
- *Improve rigor in the classroom by incorporating embedded PD, learning walks and PGES.
- *Improve reading levels of all students by 2 according to Reading Plus data
- *HS - Improve graduation rate by 5%
- *HS - Increase our college and career readiness and meet our goal of 120 students
- *PLCs to be focused on analyzing data to improve classroom instruction

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- *Decrease suspensions and classroom disruptions by 10%
- *Increase student participation in extra curricular activities
- *Improve parental support with communication, conferences, parent portal, and attending events
- *Attendance increase by 3%
- *Increase the number of partnerships and dual credit opportunities for students in the medical magnet program
- *Improve school culture by implementing school culture school-wide
- *Middle school will implement Second Steps
- *Staff will receive professional development on cultural competency
- *All students participate in individual student conferencing at least once a year
- *Additional focus in Freshman Academy on protocols and procedures

Additional Information

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

There is a focus to increase student and parent participation at Valley. PTSA members has increased from 84 last year to 267 for the current school year. Valley is increasing the number of clubs, athletic teams, and after school activities in an attempt to increase community and school spirit and pride in the Valley Station area. Valley has added monthly family nights to showcase student work while enhancing parental participation and involvement. The Valley alumni association continues to grow in both membership and support of the work at Valley.

2015/2016 Valley High & Valley Prep

Overview

Plan Name

2015/2016 Valley High & Valley Prep

Plan Description

Final draft

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	ELA: Valley High will increase the percent of students scoring proficient/distinguished in Reading from 27.6 in 2015 to 61.9 in 2019 as measured by KPREP exam.	Objectives: 1 Strategies: 5 Activities: 20	Academic	\$116000
2	Math: Valley High will increase the percent of all student scoring proficient/distinguished in Math from 7.4 in 2015 to 56.5 in 2019 as measured by KPREP (EOC) exam.	Objectives: 1 Strategies: 4 Activities: 18	Academic	\$119000
3	Increase the average freshmen graduation rate from 81.4 in 2015 to 82.9 by 2016.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$10000
4	Science: Valley High will increase the percent of students scoring proficient/distinguished in Science from 15.5 in 2015 to 57.5 in 2019 as measured by KREP.	Objectives: 1 Strategies: 4 Activities: 16	Academic	\$19000
5	Social Studies: Valley High will increase the percent of students scoring proficient/distinguished in Social Studies from 30.5 in 2015 to 62.7 in 2019 as measured by KREP.	Objectives: 1 Strategies: 4 Activities: 19	Academic	\$100000
6	Valley Prep Academy will increase the percent of all students scoring proficient/distinguished in Core Content areas in order to meet their achievement delivery targets by 2019 as measured by KPREP: RD 51.1%; MA 43.7%; SC 57.5%; Soc St 50.5%; WR 43.5%.	Objectives: 5 Strategies: 8 Activities: 31	Organizational	\$206745
7	Novice Reduction: Valley High will decrease the percent of students scoring at the novice level in ELA and Math by half based on the 2014/2015 KPREP scores.	Objectives: 2 Strategies: 4 Activities: 7	Academic	\$0
8	CCR: Increase the percentage of students who are college and career-ready from 52.0 in 2014/2015 to 56.0 in 2015/2016 based on CCR data.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$41045
9	Valley Prep Academy collaborates to ensure Writing Program Review Plan is fully implemented across all content areas and all teachers implement instructions strategies that provide quality experiences, variety of activities and access for all students.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

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10	Writing: Valley High will increase the percent of students scoring at the proficient/distinguished level in Writing from 14.3 in 2014/2015 to 59.6 in 2019 as measured by KPREP data.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
11	PGES: Valley HS/Valley Prep Academy will increase the percentage of effective teachers from 75% in 2015 to 100% in 2020.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
12	Instructional Resources Goal: Valley High/Valley Prep Academy will use 100% of the Instructional Resources (textbook) within two years to support student access to high quality resources.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
13	Program Review: School will implement the World Language Program Review concept into all Spanish classes.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$50000
14	Valley Prep Academy will decrease suspensions and behavior referrals in both grades by June 2016.	Objectives: 1 Strategies: 4 Activities: 15	Organizational	\$92000
15	Valley Prep Academy will increase the percentage of students who are college and career ready from 12.3% to 47.4% by 2019.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0
16	Valley Prep Academy will reduce novice students in reading and math for all non-duplicated gap groups.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
17	Valley Prep Academy will meet the combined reading and math proficiency ratings for all 7th and 8th grade students in the non-duplicated gap group from 12.3% in 2015 to 47.4% by 2019 as measured by the Unbridled Learning Accountability Model.	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$2000

Goal 1: ELA: Valley High will increase the percent of students scoring proficient/distinguished in Reading from 27.6 in 2015 to 61.9 in 2019 as measured by KPREP exam.

Measurable Objective 1:

39% of Tenth grade students will demonstrate a proficiency in English 10 by 06/03/2016 as measured by KREP.

Strategy 1:

Reading and Writing the Viking Way - To improve reading in all areas

Category: Learning Systems

Research Cited: Reading Plus, National Writing Project

Activity - Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will utilize Reading Plus to determine the reading level for the students. This will determine which students need intervention and will also serve as a baseline data for determining growth. Students will assess three times a year.	Academic Support Program	12/09/2015	12/08/2016	\$2000	SIG Grant	Brian Meers

Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize "TREES" for common language in teaching writing. English teachers will be provided with lessons and strategies vetted by the National Writing Project.	Academic Support Program	12/09/2015	12/16/2016	\$0	No Funding Required	Brian Meers ELA teachers

Strategy 2:

Interventions - The English Department will use a variety of instructional strategies to ensure that students are reaching proficiency.

Category: Continuous Improvement

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Activity - EOC Intervention Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring at the novice or apprentice level will be placed in an intervention course during the school day.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Dawn Roy Emerald Lawler English 2 teachers Leslie Mears

Activity - Stephenson's Kids	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All EOC teachers will identify students in which to focus on growth. These students will meet with Mr. Stephenson, Mrs. Roy, and their EOC teachers for conferencing. Teachers will use intentional questioning to ensure that the Stephenson's Kids are showing growth.	Academic Support Program	12/09/2015	12/16/2016	\$0	No Funding Required	EOC teachers Rob Stephenson Dawn Roy

Activity - Intervention Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be intentionally placed into intervention classes such as Ramp Up based on Assessment Data.	Academic Support Program, Direct Instruction	12/09/2015	12/16/2016	\$0	No Funding Required	Counselors

Activity - ATTAIN and ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who fail to meet standards in their courses will be provided with an invitation to attend ATTAIN and/or ESS	Academic Support Program	12/09/2015	12/16/2016	\$100000	District Funding	Gossett, Ernwine, Ellison, teachers

Strategy 3:

Instructional Quality - Teachers will engage in professional development for assessment, differentiated instruction and PLCs in order to maximize instructional effectiveness.

Category: Continuous Improvement

Research Cited: ASCD, Solution Tree

Activity - Common Assessment and Assessment Literacy Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create and implement weekly common assessments. Common assessments will be analyzed for student understanding and to drive instruction. Teachers will be sent to assessment literacy training provided by JCPS.	Professional Learning, Direct Instruction	12/09/2015	12/16/2016	\$3000	District Funding	Dawn Roy Stephanie Bard Whitney Weaver Emerald Lawler

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend Differentiated Instruction training and bring strategies back to share with all teachers. Teachers will implement these strategies in their classrooms.	Professional Learning, Direct Instruction	12/09/2015	12/16/2016	\$3000	District Funding	Dawn Roy Leslie Mears Joyce Charlesworth Stephanie Bard

Activity - KCAS Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers will be sure to implement a curriculum aligned with KCAS.	Professional Learning, Academic Support Program, Direct Instruction	12/09/2015	12/16/2016	\$0	No Funding Required	PLC Leads All Teachers
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Strategy 4:

Professional Learning Communities - All content area teams will collaborate to ensure that that instruction is of high quality through the work of PLCs.

Category: Professional Learning & Support

Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC teams will meet weekly. During PLCs the teams will deconstruct the standards, analyze data, develop common assessments, Name and Claim students, submit a PLC feedback form and assessment analysis form, and discuss diagnostic and proficiency exams and data.	Professional Learning, Academic Support Program	12/09/2015	12/16/2016	\$0	No Funding Required	Dawn Roy Stephanie Bard Rob Stephenson All PLC leads

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will develop common assessments in which to guide instruction and analyze data. Teachers will use the assessment analysis form to Name and Claim students based on formative assessments and district diagnostic and proficiency exams.	Professional Learning, Academic Support Program	12/09/2015	12/16/2016	\$0	No Funding Required	Dawn Roy Stephanie Bard Rob Stephenson All PLC leads

Activity - Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will record data on google docs, star charts, etc. to track student achievement according to standard.	Policy and Process, Academic Support Program	12/09/2015	12/16/2016	\$0	No Funding Required	All Teachers
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Activity - Administrative Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All administrators will be assigned a PLC to facilitate and monitor. All Administrators will conduct weekly walk-throughs based on a rotating PLC schedule.	Professional Learning, Academic Support Program	12/09/2015	12/16/2016	\$0	No Funding Required	Administration

Strategy 5:

Communication - Each department will increase the quantity of parent contacts, methods of communication and frequency of communication in order to increase parental and stakeholder engagement in student learning.

Category: Stakeholder Engagement

Activity - Parent Contact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will make calls to five (5) parents per week. Teachers will record communications in the Parent-Teacher Contact Log in Infinite Campus.	Behavioral Support Program, Parent Involvement, Community Engagement, Academic Support Program, Recruitment and Retention	12/09/2015	12/16/2016	\$0	No Funding Required	All Teachers

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Activity - Family Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Department will host Family Night bi-monthly on a rotating basis. Family Night will engage students and parents into the school community as well as introducing career options associated with each department.	Behavioral Support Program, Parent Involvement, Career Preparation/Orientation, Academic Support Program, Extra Curricular, Recruitment and Retention	12/09/2015	12/16/2016	\$0	No Funding Required	All Teachers, Department Heads, Ellen Smith

Activity - One Call Now, Website, Newsletters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will utilize One Call Now to notify parents/stakeholders of news, events and other types of important information to community members about the personnel at VHS and current events taking place at the school. Valley High School will distribute a bi-monthly newsletter via USPS to parents. Each department will submit an informational or instructional article to the newsletter on a rotating schedule.	Behavioral Support Program, Parent Involvement, Community Engagement, Academic Support Program, Recruitment and Retention	12/09/2015	12/16/2016	\$0	No Funding Required	Linda Ernwine, Dennis Williams, Jenny Cotton, Department Heads.

Activity - Advisory Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students will participate in an Advisory class once per week to build positive and supportive relationships with their peers and an adult in the building to learn "soft" skills necessary for academic, social, career and personal success; and receive information and support in post-secondary planning.	Behavioral Support Program, Other, Career Preparation/Orientation, Academic Support Program	12/09/2015	12/16/2016	\$2000	Other	Jennie Currin
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Activity - Student Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have a one-on-one conference with a teacher, coach or administrator to discuss academic expectations, assessment results, career goals and to foster positive relationship with the adults in the building.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program, Recruitment and Retention	12/09/2015	12/16/2016	\$6000	Grant Funds	Jennie Currin

Activity - Class Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will meet with each class in order to communicate academic and behavioral expectations, rewards and successes, and student recognition for positive behaviors and academic performances.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program, Extra Curricular	12/09/2015	12/16/2016	\$0	No Funding Required	Rob Stephenson

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Activity - Parental Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents will be surveyed twice during the school year using the TELL survey and Comprehensive School Survey.	Parent Involvement	12/09/2015	12/09/2016	\$0	No Funding Required	Jennie Currin

Goal 2: Math: Valley High will increase the percent of all student scoring proficient/distinguished in Math from 7.4 in 2015 to 56.5 in 2019 as measured by KPREP (EOC) exam.

Measurable Objective 1:

30% of Eleventh grade students will demonstrate a proficiency in Mathematics by 06/03/2016 as measured by KPREP.

Strategy 1:

Interventions - Instructional Interventions - The math department will use a variety of instructional strategies to ensure that students are reaching proficiency.

Category: Continuous Improvement

Activity - EOC Intervention Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring at the novice or apprentice level will be placed in an intervention course during the school day.	Academic Support Program	01/04/2016	12/31/2016	\$0	No Funding Required	Dawn Roy Ron Hennig - Algebra 2

Activity - Stephenson's Kids	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All EOC teachers will identify students in which to focus on growth. These students will meet with Mr. Stephenson, Mrs. Roy and their EOC teachers for conferencing. Teachers will use intentional questioning to ensure that the Stephenson's Kids are showing growth.	Academic Support Program	12/09/2015	12/15/2016	\$0	No Funding Required	All EOC Teachers Dawn Roy Rob Stephenson

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Activity - Intervention Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be intentionally placed into intervention classes such as Pre-Algebra and Ramp-Up based on assessment data.	Academic Support Program, Direct Instruction	12/09/2015	12/16/2016	\$0	No Funding Required	Counselors

Activity - ATTAIN and ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are not meeting the standards in their courses will be provided invitations to attend ATTAIN	Academic Support Program	12/09/2015	12/16/2016	\$100000	District Funding	Gossett, Ernwine, Ellison, Teachers

Strategy 2:

Instructional Quality - Teachers will engage in professional development for assessment, differentiated instruction and PLCs in order to maximize instructional effectiveness.

Category: Continuous Improvement

Research Cited: ASCD, Solution Tree

Activity - Common Assessment and Assessment Literacy Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create and implement weekly common assessments. Common assessments will be analyzed for student understanding and to drive instruction. Selected teachers will attend district level PD on assessment literacy training in mathematics.	Professional Learning, Direct Instruction	12/09/2015	12/16/2016	\$3000	District Funding	Dawn Roy Stephanie Bard Math - Katie LeRoy Math - Charmaine Cureton Ron Hennig

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Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend Differentiated Instruction training and bring strategies back to share with the teachers. Teachers will implement these strategies in their classrooms.	Professional Learning, Direct Instruction	12/09/2015	12/16/2016	\$3000	District Funding	Dawn Roy Stephanie Bard ELA - Leslie Mears Math - Joyce Charlesworth

Activity - KCAS Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be sure to implement a curriculum aligned with KCAS.	Professional Learning, Academic Support Program, Direct Instruction	12/09/2015	12/16/2016	\$0	No Funding Required	PLC Leads All Teachers

Strategy 3:

Professional Learning Communities - All content area teams will collaborate to ensure that instruction is of high quality and effective through the work of PLCs.

Category: Professional Learning & Support

Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC teams will meet weekly. During PLCs the teams will deconstruct standards, analyze data, develop common assessments, Name and Claim students, submit a PLC feedback form and assessment analysis form, and discuss diagnostic and proficiency exams and data.	Professional Learning, Academic Support Program	12/09/2015	12/16/2016	\$0	No Funding Required	Dawn Roy Stephanie Bard Rob Stephenson PLC Leads

KDE Comprehensive School Improvement Plan - Priority School

Valley High School

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will develop common assessments in which to guide instruction and analyze data. Teachers will use the assessment analysis form to Name and Claim students based on formative assessments and district diagnostic and proficiency exams.	Professional Learning, Academic Support Program	12/09/2015	12/16/2016	\$0	No Funding Required	Dawn Roy Stephanie Bard Rob Stephenson All PLC leads

Activity - Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will record data on google docs, star charts, etc to track student achievement according to standard.	Policy and Process, Academic Support Program	12/09/2015	12/16/2016	\$0	No Funding Required	All Teachers

Activity - Administrative Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All administrators will be assigned a PLC to facilitate and monitor. All Administrators will conduct weekly walk-throughs based on a rotating PLC schedule.	Professional Learning, Academic Support Program	12/09/2015	12/16/2016	\$0	No Funding Required	Administration

Strategy 4:

Communication - Each department will increase the quantity of parent contacts, methods of communication and frequency of communication in order to increase parental and stakeholder engagement in student learning.

Category: Stakeholder Engagement

Research Cited: NA

KDE Comprehensive School Improvement Plan - Priority School

Valley High School

Activity - Parent Contact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will make calls to five (5) parents per week. Teachers will record communications in Parent-Teacher Contact Log in Infinite Campus.	Behavioral Support Program, Parent Involvement, Community Engagement, Academic Support Program, Recruitment and Retention	12/09/2015	12/16/2016	\$0	No Funding Required	All Teachers

Activity - Family Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Department will host Family Night bi-monthly on a rotating basis. Family Night will engage students and parents into the school community as well as introducing career options associated with each department.	Professional Learning, Behavioral Support Program, Parent Involvement, Career Preparation/Orientation, Academic Support Program, Extra Curricular, Recruitment and Retention	12/09/2015	12/16/2016	\$5000	Title I SIG	All Teachers, Department Heads, Ellen Smith,

Activity - One Call Now, Website, Newsletters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan - Priority School

Valley High School

Teachers and staff will utilize One Call Now to notify parents/stakeholders of news, events and other types of important information. Valley High School will maintain and update a school website providing information to community members about the personnel at VHS and current events taking place at the school. Valley High School will distribute a bi-monthly newsletter via USPS to parents. Each department will submit an informational or instructional article to the newsletter on a rotating schedule.	Behavioral Support Program, Parent Involvement, Community Engagement, Academic Support Program, Recruitment and Retention	12/09/2015	12/16/2016	\$0	IDEA	Linda Ernwine, Dennis Williams, Jenny Cotton, Department Heads
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Activity - Advisory Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in an Advisory class once per week to build positive and supportive relationships with their peers and an adult in the building, learn "soft" skills necessary for academic, social, career, and personal success; and receive information and support in post-secondary planning.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program	12/09/2015	12/16/2016	\$2000	Other	Jennie Currin, Advisory Committee teachers

Activity - Student Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have a one-on-one conference with a teacher, coach or administrator to discuss academic expectations, assessment results, career goals, academic goals and to foster positive relationships with the adults in the building.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program, Recruitment and Retention	12/09/2015	12/16/2016	\$6000	Grant Funds	Jennie Currin

KDE Comprehensive School Improvement Plan - Priority School

Valley High School

Activity - Class Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will meet with each class in order to communicate academic and behavioral expectations, rewards and successes, and student recognition for positive behaviors and academic performances.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program, Extra Curricular, Recruitment and Retention	12/09/2015	12/16/2016	\$0	No Funding Required	Rob Stephenson

Activity - Parental Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents will be surveyed twice during the school year using the TELL survey and Comprehensive School Survey.	Parent Involvement	12/09/2015	12/09/2016	\$0	No Funding Required	Jennie Currin

Goal 3: Increase the average freshmen graduation rate from 81.4 in 2015 to 82.9 by 2016.**Measurable Objective 1:**

A 80% increase of All Students will improve graduation rate in Career & Technical by 06/03/2016 as measured by the school report card..

Strategy 1:

Attendance Interventions - School will use surveys and other data to improve attendance of all students.

Category: Continuous Improvement

KDE Comprehensive School Improvement Plan - Priority School

Valley High School

Activity - Attendance Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance Committee will meet on a regular basis to examine data and determine the reasons for low attendance and what would motivate students to come to school.	Recruitment and Retention	12/09/2015	12/09/2016	\$0	No Funding Required	Dennis Williams

Activity - Counseling Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors will meet with truant students on a regular basis to ensure that students are coming to school and improving their attendance.	Recruitment and Retention	12/09/2015	12/09/2016	\$0	No Funding Required	Judy Birkhead Dianna Mueller Tressa Crawford

Strategy 2:

Social/Emotional/Academic Interventions - Students will be provided with a variety of resources that will help foster their social/emotional and academic needs.

Category: Continuous Improvement

Activity - Social Services Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration Team, FRYSC Coordinator, LEEP Coordinator, and Title V Coordinator will work together to identify and target students using the DIPP document. Students will be referred and provided the services they need in order to be academically successful.	Recruitment and Retention	12/09/2015	12/09/2016	\$0	No Funding Required	Rob Stephenson Ellen Smith Lisa Carter

Activity - JCHS/Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are struggling academically will be referred to the Jefferson County High School program and credit recovery through Edgenunity.	Academic Support Program	12/09/2015	12/09/2016	\$10000	District Funding	Judy Birkhead Dianna Mueller Tressa Crawford

Goal 4: Science: Valley High will increase the percent of students scoring proficient/distinguished in Science from 15.5 in 2015 to 57.5 in 2019 as measured by KREP.

Measurable Objective 1:

32% of Eleventh grade students will demonstrate a proficiency in Science by 06/03/2016 as measured by KPREP.

Strategy 1:

Interventions - Instructional Interventions: The science department will use a variety of instructional strategies to ensure that students are reaching proficiency.

Category: Continuous Improvement

Activity - EOC Intervention Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are scoring at the novice or apprentice level will be placed in an intervention course during the school day.	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	Dawn Roy Renee Schuler

Activity - Stephenson's Kids	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All EOC teachers will identify students in which to focus on growth. These students will meet with Mr. Stephenson, Mrs. Roy and/or their EOC teachers for informal conferencing. Teachers will use intentional questioning to insure that the Stephenson's Kids are showing growth.	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	All EOC teachers Dawn Roy Rob Stephenson

Strategy 2:

KDE Comprehensive School Improvement Plan - Priority School

Valley High School

Instructional Quality - Teachers will engage in professional development for assessment, differentiated instruction and PLC's in order to maximize instructional effectiveness.

Category: Continuous Improvement

Activity - Common Assessment and Assessment Literacy Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create and implement weekly common assessments. Common assessments will be analyzed for student understanding and to drive instruction.	Professional Learning, Direct Instruction	12/09/2015	12/09/2016	\$3000	District Funding	Dawn Roy Renee Schueler

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend Differentiated Instruction training and bring strategies back to share with the teachers. Teachers will implement these strategies in their classrooms.	Professional Learning, Direct Instruction	12/09/2015	12/09/2016	\$3000	District Funding	Dawn Roy Stephanie Bard

Activity - KCAS Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will ensure the implementation of a curriculum aligned with KCAS.	Professional Learning, Academic Support Program, Direct Instruction	12/09/2015	12/16/2016	\$0	No Funding Required	PLC Leads, all teachers

Strategy 3:

Professional Learning Communities - All content area teams will collaborate to ensure that instruction is of high quality and effective through the work of PLC's.

Category: Learning Systems

KDE Comprehensive School Improvement Plan - Priority School

Valley High School

Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC teams will meet weekly. During PLC's the teams will deconstruct standards, analyze data, develop common assessments, name and claim students, discuss diagnostic and proficiency exams/data, and submit a PLC feedback form and assessment analysis forms.	Professional Learning, Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	Dawn Roy Stephanie Bard Rob Stephenson PLC Leads

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will develop common assessments in which to guide instruction and analyze data. Teachers will name and claim students based on based on common assessments and district diagnostic and proficiency exams.	Professional Learning, Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	Dawn Roy Stephanie Bard Rob Stephenson All PLC Leads

Activity - Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will record data on Google docs, star charts, etc. to track student achievement data according to content standards.	Policy and Process, Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	All teachers

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

Valley High School

All administrators will be assigned a PLC to facilitate and monitor. All Administrators will conduct weekly walk-throughs based on a rotating PLC schedule.	Professional Learning, Academic Support Program	12/09/2015	12/16/2016	\$0	No Funding Required	Administration
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Strategy 4:

Communication - Each department will increase the quantity of parent contact, methods of communication and frequency of communication in order to increase parental and stakeholder engagement in student learning.

Category: Stakeholder Engagement

Activity - Parent Contact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will contact 5 parents per week and log these contacts into Infinite Campus, Parent/Teacher Contact Log.	Behavioral Support Program, Parent Involvement, Community Engagement, Academic Support Program, Recruitment and Retention	12/09/2015	12/09/2016	\$0	No Funding Required	All teachers

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

Valley High School

<p>Each department will host a Family Night on a bi-monthly rotating basis. Family Night will engage students and parents into the school community as well as introducing career options associated with each department.</p>	<p>Behavioral Support Program, Parent Involvement, Community Engagement, Career Preparation/Orientation, Academic Support Program, Recruitment and Retention</p>	<p>12/09/2015</p>	<p>12/09/2016</p>	<p>\$5000</p>	<p>Title I SIG</p>	<p>All Teachers Department Chairpersons Ellen Smith</p>
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Activity - One Call Now, School Website, Newsletters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers and staff will utilize One Call Now to notify parents/stakeholders of news, events, and other types of important information. Valley High School will maintain and update a school website providing information to community members about the personnel at VHS and current events taking place at the school. Valley High School will distribute a bi-monthly newsletter via USPS to parents. Each department will submit an informational or instructional article to the newsletter on a rotating basis.</p>	<p>Behavioral Support Program, Parent Involvement, Community Engagement, Career Preparation/Orientation, Academic Support Program, Extra Curricular, Recruitment and Retention</p>	<p>12/09/2015</p>	<p>12/09/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Linda Ernwine Dennis Williams Jenny Cotton Department Heads</p>

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

Valley High School

All students will participate in an advisory class once a week to build positive and supportive relationships with their peers and an another adult in the building. Students will learn "soft" skills necessary for academic, social, career, and personal success, and receive information and support in post-secondary planning.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program	12/09/2015	12/09/2016	\$2000	Other	Jennie Currin Advisory Committee
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Activity - Student Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have a one-on-one conference with a teacher, coach or administrator to discuss academic expectations, assessment results, career goals, academic goals and to foster positive relationships with the adults in the building.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program, Recruitment and Retention	12/09/2015	12/09/2016	\$6000	Grant Funds	Jennie Curin

Activity - Class Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will meet with each class in order to communicate academic and behavioral expectations, rewards and successes, and student recognition for positive behaviors and academic performances.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program, Recruitment and Retention	12/09/2015	12/09/2016	\$0	No Funding Required	Rob Stephenson

KDE Comprehensive School Improvement Plan - Priority School

Valley High School

Activity - Parental Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents will be surveyed twice during the school year using the TELL survey and Comprehensive School Survey.	Parent Involvement	12/09/2015	12/09/2016	\$0	No Funding Required	Jennie Currin

Goal 5: Social Studies: Valley High will increase the percent of students scoring proficient/distinguished in Social Studies from 30.5 in 2015 to 62.7 in 2019 as measured by KREP.

Measurable Objective 1:

40% of Twelfth grade students will demonstrate a proficiency in Social Studies by 06/03/2016 as measured by KREP.

Strategy 1:

Interventions - The Social Studies will use a variety of instructional strategies to ensure that students are reaching proficiency.

Category: Continuous Improvement

Activity - EOC Intervention Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring at the novice or apprentice level will be placed in an intervention course during the school day.	Academic Support Program	12/09/2015	12/16/2016	\$0	No Funding Required	Dawn Roy Vincent Tinker

Activity - Stephenson's Kids	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All EOC teachers will identify students in which to focus on growth. These students will meet with Mr. Stephenson, Mrs. Roy and their EOC teachers for conferencing. Teachers will use intentional questioning to ensure that the Stephenson's Kids are showing growth.	Academic Support Program	12/09/2015	12/16/2016	\$0	No Funding Required	Dawn Roy Rob Stephenson EOC Teachers

KDE Comprehensive School Improvement Plan - Priority School

Valley High School

Activity - ATTAIN and ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are not meeting the standards in their courses will be provided invitations to attend ATTAIN	Academic Support Program	12/09/2015	12/16/2016	\$100000	District Funding	Gossett, Ernwine, Ellison, Teachers

Strategy 2:

Instructional Quality - Teachers will engage in professional development for assessment, differentiated instruction and PLCs in order to maximize instructional effectiveness.

Category: Continuous Improvement

Research Cited: ASCD, Solution Tree

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create and implement weekly common assessments. Common assessments will be analyzed for student understanding and to drive instruction.	Direct Instruction	12/09/2015	12/16/2016	\$0	No Funding Required	Teachers PLC Leads

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend Differentiated Instruction training and bring strategies back to share with all teachers. Teachers will implement these strategies in their classrooms.	Professional Learning, Direct Instruction	12/09/2015	12/16/2016	\$0	No Funding Required	Dawn Roy Leslie Mears Joyce Charlesworth All teachers

KDE Comprehensive School Improvement Plan - Priority School

Valley High School

Activity - KCAS Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be sure to implement a curriculum aligned with KCAS.	Academic Support Program, Direct Instruction	12/09/2015	12/16/2016	\$0	No Funding Required	All Teachers

Strategy 3:

Professional Learning Communities - All Content area teams will collaborate to ensure that instruction is of high quality and effective through the work of PLCs.

Category: Professional Learning & Support

Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC teams will meet weekly. During PLCs the teams will deconstruct standards, analyze data, develop common assessments, Name and Claim students, submit a PLC feedback form and assessment analysis form, and discuss diagnostic and proficiency exams and data.	Professional Learning, Academic Support Program	12/09/2015	12/16/2016	\$0	No Funding Required	Dawn Roy Stephanie Bard Rob Stephenson ALL PLC leads

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will develop common assessments in which to guide instruction and analyze data. Teachers will use the assessment analysis form to Name and Claim students based on formative assessments and district diagnostic and proficiency exams.	Professional Learning, Academic Support Program	12/09/2015	12/16/2016	\$0	No Funding Required	PLC Leads All Teachers Dawn Roy Stephanie Bard Rob Stephenson

KDE Comprehensive School Improvement Plan - Priority School

Valley High School

Activity - Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will record data on google docs, star charts, etc. to track student achievement according to standard.	Policy and Process, Academic Support Program	12/09/2015	12/16/2016	\$0	No Funding Required	All Teachers

Activity - Administrative Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All administrators will be assigned a PLC to facilitate and monitor. All Administrators will conduct weekly walk-throughs based on a rotating PLC schedule.	Professional Learning, Academic Support Program	12/09/2015	12/16/2016	\$0	No Funding Required	Administrations

Activity - Charts and Graphs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All social studies teachers will incorporate chart and graph readings and analysis into classroom instruction.	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	Nick Braun Vincent Tinker

Activity - Essay Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All social studies will incorporate essay writing on a weekly basis into their classroom instruction.	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	Nick Braun Vincent Tinker

Strategy 4:

Communication - Each department will increase the quantity of parent contacts, methods of communication and frequency of communication in order to increase parental and stakeholder engagement in student learning.

KDE Comprehensive School Improvement Plan - Priority School

Valley High School

Category: Stakeholder Engagement

Activity - Parent Contact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will make calls to five (5) parents per week. Teachers will record communications in the Parent-Teacher Contact Log in Infinite Campus.	Behavioral Support Program, Parent Involvement, Academic Support Program, Recruitment and Retention	12/09/2015	12/16/2016	\$0	No Funding Required	All Teachers

Activity - Family Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Department will host Family Night bi-monthly on a rotating basis. Family Night will engage students and parents into the school community as well as introducing career options associated with each department.	Behavioral Support Program, Parent Involvement, Career Preparation/Orientation, Academic Support Program, Extra Curricular, Recruitment and Retention	12/09/2015	12/16/2016	\$0	No Funding Required	Teachers, Department Heads, Ellen Smith

Activity - One Call Now, Website, Newsletter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan - Priority School

Valley High School

<p>Teachers and staff will utilize One Call Now to notify parents/stakeholders of news, events and other types of important information. Valley High School will maintain and update a school website providing information to community members about the personnel at VHS and current events taking place at the school. Valley High School will distribute a bi-monthly newsletter via USPS to parents. Each department will submit an informational or instructional article to the newsletter on a rotating schedule.</p>	<p>Behavioral Support Program, Policy and Process, Parent Involvement, Community Engagement, Career Preparation/Orientation, Academic Support Program, Extra Curricular, Recruitment and Retention</p>	<p>12/09/2015</p>	<p>12/16/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Linda Ernwine, Dennis Williams, Jenny Cotton, All Department Heads</p>
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Activity - Advisory Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All students will participate in an Advisory class once per week to build positive and supportive relationships with their peers and an adult in the building learn "soft" skills necessary for academic, social, career, and personal success; and receive information and support in post-secondary planning.</p>	<p>Behavioral Support Program, Career Preparation/Orientation, Academic Support Program, Recruitment and Retention</p>	<p>12/09/2015</p>	<p>12/16/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Jennie Currin, Advisory Committee Teachers</p>

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

Valley High School

All students will have a one-on-one conference with a teacher, coach or administrator to discuss academic expectations, assessment results, career goals, academic goals and to foster positive relationships with the adults in the building.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program, Recruitment and Retention	12/09/2015	12/16/2016	\$0	No Funding Required	Jennie Currin
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Activity - Class Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will meet with each class in order to communicate academic and behavioral expectations, rewards and successes, and student recognition for positive behaviors and academic performances.	Professional Learning, Behavioral Support Program, Career Preparation/Orientation, Academic Support Program, Extra Curricular	12/09/2015	12/16/2016	\$0	No Funding Required	Rob Stephenson

Activity - Parent Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents will be surveyed twice during the school year using the TELL survey and Comprehensive School Survey.	Parent Involvement	12/09/2015	12/16/2016	\$0	No Funding Required	Jennie Currin

Goal 6: Valley Prep Academy will increase the percent of all students scoring proficient/distinguished in Core Content areas in order to meet their achievement delivery targets

by 2019 as measured by KPREP: RD 51.1%; MA 43.7%; SC 57.5%; Soc St 50.5%; WR 43.5%.

Measurable Objective 1:

demonstrate a proficiency of 26.7% in Reading for all 7th and 8th grade students by 06/06/2016 as measured by KPREP exam.

Strategy 1:

Ensuring Student Learning Reading - All 7th and 8th grade students at VPA will be assessed three times yearly to establish grade-level reading baselines and monitor student growth.

Category: Continuous Improvement

Activity - Reading Plus Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Reading Plus on 7th grade Crusader team with a designated Reading Teacher beginning September 2015.	Academic Support Program	12/18/2015	12/18/2016	\$62000	General Fund	S. Nehring, Reading Teacher

Activity - Reading Plus Insight Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 7th and 8th grade students at VPA will be tested three times yearly to establish grade-level reading baselines and monitor student growth throughout the year.	Academic Support Program	12/18/2015	12/18/2016	\$9750	Title I School Improvement (ISI)	B. Meers, Literacy Coach

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Activity - Lexia Core 5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Lexia Core 5 in ECE self-contained classrooms.	Academic Support Program	12/18/2015	12/18/2016	\$9750	Title I School Improvement (ISI)	ECE classroom teachers

Activity - Student Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement plan for 7th and 8th grade student conferences to review individual student data and set reading goals at end of first semester.	Academic Support Program	12/18/2015	12/18/2016	\$0	No Funding Required	Office of Teacher Support staff

Activity - Targeted Reading PLUS/Lexia Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement ReadingPlus/Lexia for targeted 7th and 8th grade students based on current performance data.	Academic Support Program	12/18/2015	12/18/2016	\$0	No Funding Required	B. Meers, Literacy Coach; Office of Teacher Support staff

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train targeted 7th and 8th grade teachers in Reading Plus/Lexia implementation.	Professional Learning	12/18/2015	12/18/2016	\$500	General Fund	B. Meers, Literacy Coach

Activity - Schoolwide Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement interventions school-wide and monitor student growth through standards-based recovery and the ATTAIN program.	Academic Support Program	12/18/2015	12/18/2016	\$118045	Other	Danny Clemons

Strategy 2:

Reading Block - Provide all students with a daily reading block to focus on reading strategies, skills, and exposure to varied texts in order to gain confidence and stamina for district proficiency assessments and KPREP assessments..

Category: Continuous Improvement

Activity - Reading Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coach will provide reading lessons and units for all content area teachers to implement during reading class to support independent reading and focus on vocabulary and comprehension.	Professional Learning	12/09/2015	12/09/2016	\$900	Title I Schoolwide	B. Meers, Literacy Coach; Office of Teacher Support Staff

Activity - Literacy PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers participate in embedded professional development on the three shift of literacy: complex text, academic language, and text-based evidence; and building knowledge through content-rich nonfiction.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	R. Stephenson, Principal; B. Meers, Literacy Coach

Activity - Content Area Reading Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide current event articles through Scholastic Magazine to be used in all content area classrooms.	Academic Support Program	12/09/2015	12/09/2016	\$5800	Title I School Improvement (ISI)	B. Meers, Literacy Coach

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Activity - 25 Book Campaign	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to enroll in the 25 Book Campaign which provides scaffolded incentives to promote independent reading.	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	B. Meers, Literacy Coach; L. Ernwine, Media Specialist

(shared) Strategy 3:

Data Days - Content area teachers and support staff will use data sessions to analyze student performance data to make instructional adjustments for Tier 1 and Tier 2 interventions to meet the individual needs of targeted students.

Category: Professional Learning & Support

Activity - Student Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will review and reflect on instructional, assessment and student performance gaps.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Ediston, Goal Clarity Coach

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Revise reading lessons to include differentiation to meet individual student needs as identified by performance data.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Edison, Goal Clarity Coach

(shared) Strategy 4:

Professional Learning Community - Implementing a continuous improvement protocol to plan, study and act upon improving student achievement.

Category: Professional Learning & Support

KDE Comprehensive School Improvement Plan - Priority School

Valley High School

Activity - Core Standards Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with content area teachers to deconstruct core Kentucky Core Academic Standards (KCAS) in professional learning community opportunities.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Ediston, Goal Clarity Coach

Activity - Student Performance Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analysis of student performance including all data sets and student work to determine needed interventions and enrichments.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Edison, Goal Clarity Coach

Activity - Name and Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will collaborate to identify students who can demonstrate proficiency or above based on assessment trends and performance data.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Edison, Goal Clarity Coach and classroom teachers

Activity - Data Storage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement use of Data Binder to organize and facilitate professional learning community work, including student performance data.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Ediston, Goal Clarity Coach and content area teachers

(shared) Strategy 5:

Professional Development - Collaborate with teaching staff to utilize inquiry based learning to deepen student understanding.

Category: Professional Learning & Support

KDE Comprehensive School Improvement Plan - Priority School

Valley High School

Activity - Standards-based Unit Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate to co-plan a standards-based unit and provide critical feedback to ensure teacher and student growth.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	J. Proffitt, Asst. Principal; Office of Teacher Support staff

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches provide model lessons within content-area and reading classrooms at both 7th and 8th grade levels with classroom teacher collaboration which may include the following for math teachers: "Fostering Algebraic Thinking" and "Increasing Effective use of Calculators in Math Classrooms."	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	B. Meers, Literacy Coach; K. Edison, Goal Clarity Coach; Office of Teacher Support Staff;

Activity - Literacy across Content Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide school-wide professional development sessions focused on literacy techniques, such as annotations, summarizing, and academic vocabulary strategies.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	B. Meers, Literacy Coach; K. Edison, Goal Clarity Coach; and Office of Teacher Support staff

(shared) Strategy 6:

Extended Response Strategy - English/Language Arts teachers will develop and extended response Question Organization strategy and collaborate with all content

SY 2015-2016

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Valley High School

area teachers to implement the RATE strategy within classroom instruction.

Category: Continuous Improvement

Activity - RATE strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RATE strategy shared with whole faculty during embedded PD session and content area teachers collaborate to discuss how to implement with fidelity in classroom instruction.	Academic Support Program	12/09/2015	12/09/2015	\$0	No Funding Required	L. Hennig, ELA department chair; Office of Teacher Support staff

Measurable Objective 2:

demonstrate a proficiency of 15.5% in math for all 7th and 8th grade students by 06/06/2016 as measured by KPREP exam.

(shared) Strategy 1:

Data Days - Content area teachers and support staff will use data sessions to analyze student performance data to make instructional adjustments for Tier 1 and Tier 2 interventions to meet the individual needs of targeted students.

Category: Professional Learning & Support

Activity - Student Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will review and reflect on instructional, assessment and student performance gaps.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Ediston, Goal Clarity Coach

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Revise reading lessons to include differentiation to meet individual student needs as identified by performance data.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Edison, Goal Clarity Coach
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(shared) Strategy 2:

Professional Learning Community - Implementing a continuous improvement protocol to plan, study and act upon improving student achievement.

Category: Professional Learning & Support

Activity - Core Standards Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with content area teachers to deconstruct core Kentucky Core Academic Standards (KCAS) in professional learning community opportunities.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Edison, Goal Clarity Coach

Activity - Student Performance Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analysis of student performance including all data sets and student work to determine needed interventions and enrichments.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Edison, Goal Clarity Coach

Activity - Name and Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will collaborate to identify students who can demonstrate proficiency or above based on assessment trends and performance data.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Edison, Goal Clarity Coach and classroom teachers

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Valley High School

Activity - Data Storage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement use of Data Binder to organize and facilitate professional learning community work, including student performance data.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Ediston, Goal Clarity Coach and content area teachers

(shared) Strategy 3:

Professional Development - Collaborate with teaching staff to utilize inquiry based learning to deepen student understanding.

Category: Professional Learning & Support

Activity - Standards-based Unit Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate to co-plan a standards-based unit and provide critical feedback to ensure teacher and student growth.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	J. Proffitt, Asst. Principal; Office of Teacher Support staff

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches provide model lessons within content-area and reading classrooms at both 7th and 8th grade levels with classroom teacher collaboration which may include the following for math teachers: "Fostering Algebraic Thinking" and "Increasing Effective use of Calculators in Math Classrooms."	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	B. Meers, Literacy Coach; K. Edison, Goal Clarity Coach; Office of Teacher Support Staff;

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Valley High School

Activity - Literacy across Content Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide school-wide professional development sessions focused on literacy techniques, such as annotations, summarizing, and academic vocabulary strategies.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	B. Meers, Literacy Coach; K. Edison, Goal Clarity Coach; and Office of Teacher Support staff

(shared) Strategy 4:

Extended Response Strategy - English/Language Arts teachers will develop and extended response Question Organization strategy and collaborate with all content area teachers to implement the RATE strategy within classroom instruction.

Category: Continuous Improvement

Activity - RATE strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RATE strategy shared with whole faculty during embedded PD session and content area teachers collaborate to discuss how to implement with fidelity in classroom instruction.	Academic Support Program	12/09/2015	12/09/2015	\$0	No Funding Required	L. Hennig, ELA department chair; Office of Teacher Support staff

Strategy 5:

Student Engagement - Increase student engagement in mathematics using a variety of best practice instructional activities.

Category: Continuous Improvement

Activity - Mathematical Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create math "look-for's" aligned to mathematical practices to demonstrate how students will be engaged in classroom instruction.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Edison, Goal Clarity Coach

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Activity - Peer Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will observe peer classrooms using the observation tool assigned to determine level of student engagement and discussion of Next Steps.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Edison, Goal Clarity Coach

Activity - Conceptual Understanding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom math teachers will implement math manipulative and concrete models to build conceptual understanding for students.	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	K. Edison, Goal Clarity Coach and classroom math teachers

Activity - Critical Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will provide critical feedback in questioning techniques and opportunities to move student thinking forward and engage in math dialogue.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Edison, Goal Clarity Coach and Office of Teacher Support staff

Measurable Objective 3:

demonstrate a proficiency for 7th grade students of 32% in Science by 06/06/2016 as measured by district proficiency exams.

(shared) Strategy 1:

Data Days - Content area teachers and support staff will use data sessions to analyze student performance data to make instructional adjustments for Tier 1 and Tier 2 interventions to meet the individual needs of targeted students.

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Category: Professional Learning & Support

Activity - Student Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will review and reflect on instructional, assessment and student performance gaps.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Ediston, Goal Clarity Coach

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Revise reading lessons to include differentiation to meet individual student needs as identified by performance data.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Edison, Goal Clarity Coach

(shared) Strategy 2:

Professional Learning Community - Implementing a continuous improvement protocol to plan, study and act upon improving student achievement.

Category: Professional Learning & Support

Activity - Core Standards Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with content area teachers to deconstruct core Kentucky Core Academic Standards (KCAS) in professional learning community opportunities.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Ediston, Goal Clarity Coach

Activity - Student Performance Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analysis of student performance including all data sets and student work to determine needed interventions and enrichments.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Edison, Goal Clarity Coach

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Valley High School

Activity - Name and Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will collaborate to identify students who can demonstrate proficiency or above based on assessment trends and performance data.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Edison, Goal Clarity Coach and classroom teachers

Activity - Data Storage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement use of Data Binder to organize and facilitate professional learning community work, including student performance data.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Ediston, Goal Clarity Coach and content area teachers

(shared) Strategy 3:

Professional Development - Collaborate with teaching staff to utilize inquiry based learning to deepen student understanding.

Category: Professional Learning & Support

Activity - Standards-based Unit Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate to co-plan a standards-based unit and provide critical feedback to ensure teacher and student growth.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	J. Proffitt, Asst. Principal; Office of Teacher Support staff

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Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches provide model lessons within content-area and reading classrooms at both 7th and 8th grade levels with classroom teacher collaboration which may include the following for math teachers: "Fostering Algebraic Thinking" and "Increasing Effective use of Calculators in Math Classrooms."	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	B. Meers, Literacy Coach; K. Edison, Goal Clarity Coach; Office of Teacher Support Staff;

Activity - Literacy across Content Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide school-wide professional development sessions focused on literacy techniques, such as annotations, summarizing, and academic vocabulary strategies.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	B. Meers, Literacy Coach; K. Edison, Goal Clarity Coach; and Office of Teacher Support staff

(shared) Strategy 4:

Extended Response Strategy - English/Language Arts teachers will develop and extended response Question Organization strategy and collaborate with all content area teachers to implement the RATE strategy within classroom instruction.

Category: Continuous Improvement

Activity - RATE strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RATE strategy shared with whole faculty during embedded PD session and content area teachers collaborate to discuss how to implement with fidelity in classroom instruction.	Academic Support Program	12/09/2015	12/09/2015	\$0	No Funding Required	L. Hennig, ELA department chair; Office of Teacher Support staff

Measurable Objective 4:

demonstrate a proficiency for 8th grade students in Social Studies of 25.7% by 06/06/2016 as measured by KPREP exam.

(shared) Strategy 1:

Data Days - Content area teachers and support staff will use data sessions to analyze student performance data to make instructional adjustments for Tier 1 and Tier 2 interventions to meet the individual needs of targeted students.

Category: Professional Learning & Support

Activity - Student Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will review and reflect on instructional, assessment and student performance gaps.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Ediston, Goal Clarity Coach

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Revise reading lessons to include differentiation to meet individual student needs as identified by performance data.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Edison, Goal Clarity Coach

(shared) Strategy 2:

Professional Learning Community - Implementing a continuous improvement protocol to plan, study and act upon improving student achievement.

Category: Professional Learning & Support

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

Valley High School

Collaborate with content area teachers to deconstruct core Kentucky Core Academic Standards (KCAS) in professional learning community opportunities.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Ediston, Goal Clarity Coach
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Activity - Student Performance Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analysis of student performance including all data sets and student work to determine needed interventions and enrichments.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Edison, Goal Clarity Coach

Activity - Name and Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will collaborate to identify students who can demonstrate proficiency or above based on assessment trends and performance data.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Edison, Goal Clarity Coach and classroom teachers

Activity - Data Storage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement use of Data Binder to organize and facilitate professional learning community work, including student performance data.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Ediston, Goal Clarity Coach and content area teachers

(shared) Strategy 3:

Professional Development - Collaborate with teaching staff to utilize inquiry based learning to deepen student understanding.

Category: Professional Learning & Support

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Activity - Standards-based Unit Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate to co-plan a standards-based unit and provide critical feedback to ensure teacher and student growth.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	J. Proffitt, Asst. Principal; Office of Teacher Support staff

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches provide model lessons within content-area and reading classrooms at both 7th and 8th grade levels with classroom teacher collaboration which may include the following for math teachers: "Fostering Algebraic Thinking" and "Increasing Effective use of Calculators in Math Classrooms."	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	B. Meers, Literacy Coach; K. Edison, Goal Clarity Coach; Office of Teacher Support Staff;

Activity - Literacy across Content Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide school-wide professional development sessions focused on literacy techniques, such as annotations, summarizing, and academic vocabulary strategies.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	B. Meers, Literacy Coach; K. Edison, Goal Clarity Coach; and Office of Teacher Support staff

(shared) Strategy 4:

Extended Response Strategy - English/Language Arts teachers will develop and extended response Question Organization strategy and collaborate with all content area teachers to implement the RATE strategy within classroom instruction.

Category: Continuous Improvement

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Activity - RATE strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RATE strategy shared with whole faculty during embedded PD session and content area teachers collaborate to discuss how to implement with fidelity in classroom instruction.	Academic Support Program	12/09/2015	12/09/2015	\$0	No Funding Required	L. Hennig, ELA department chair; Office of Teacher Support staff

Measurable Objective 5:

demonstrate a proficiency of 15.7% in On-Demand Writing for all eighth graders by 06/06/2016 as measured by KPREP exam.

(shared) Strategy 1:

Data Days - Content area teachers and support staff will use data sessions to analyze student performance data to make instructional adjustments for Tier 1 and Tier 2 interventions to meet the individual needs of targeted students.

Category: Professional Learning & Support

Activity - Student Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will review and reflect on instructional, assessment and student performance gaps.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Ediston, Goal Clarity Coach

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Revise reading lessons to include differentiation to meet individual student needs as identified by performance data.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Edison, Goal Clarity Coach

(shared) Strategy 2:

Professional Learning Community - Implementing a continuous improvement protocol to plan, study and act upon improving student achievement.

Category: Professional Learning & Support

Activity - Core Standards Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with content area teachers to deconstruct core Kentucky Core Academic Standards (KCAS) in professional learning community opportunities.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Ediston, Goal Clarity Coach

Activity - Student Performance Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analysis of student performance including all data sets and student work to determine needed interventions and enrichments.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Edison, Goal Clarity Coach

Activity - Name and Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will collaborate to identify students who can demonstrate proficiency or above based on assessment trends and performance data.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Edison, Goal Clarity Coach and classroom teachers

Activity - Data Storage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Implement use of Data Binder to organize and facilitate professional learning community work, including student performance data.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Ediston, Goal Clarity Coach and content area teachers
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(shared) Strategy 3:

Professional Development - Collaborate with teaching staff to utilize inquiry based learning to deepen student understanding.

Category: Professional Learning & Support

Activity - Standards-based Unit Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate to co-plan a standards-based unit and provide critical feedback to ensure teacher and student growth.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	J. Proffitt, Asst. Principal; Office of Teacher Support staff

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches provide model lessons within content-area and reading classrooms at both 7th and 8th grade levels with classroom teacher collaboration which may include the following for math teachers: "Fostering Algebraic Thinking" and "Increasing Effective use of Calculators in Math Classrooms."	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	B. Meers, Literacy Coach; K. Edison, Goal Clarity Coach; Office of Teacher Support Staff;

Activity - Literacy across Content Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide school-wide professional development sessions focused on literacy techniques, such as annotations, summarizing, and academic vocabulary strategies.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	B. Meers, Literacy Coach; K. Edison, Goal Clarity Coach; and Office of Teacher Support staff
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Strategy 4:

Writing Assessment Plan - Develop a writing assessment plan and training protocol to ensure On-Demand Writing is an integral part of classroom instruction for all content area teachers.

Category: Continuous Improvement

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer three benchmark On-Demand Writing assessments per school year (both Stand-Alone and Passage-Based) to all 7th and 8th grade students.	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	B. Meers, Literacy Coach

Activity - On-Demand Writing Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training in all aspects of On-Demand Writing for all VPA teachers with a focus on assessment blueprint and scoring criteria.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	B. Meers, Literacy Coach and Office of Teacher Support staff

Activity - Schoolwide ODW Organizational Strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Adopt a school-wide organizational strategy for On-Demand Writing to be implemented school-wide, e.g., SPAM (Situation/Purpose/Audience/Mode) and provide posters for instructional use in classrooms.	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	B. Meers, Literacy Coach
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Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze scored On-Demand Writing student responses to inform classroom instruction/Next Steps.	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	B. Meers, Literacy Coach; Office of Teaching Support staff

Activity - Intentional Classroom Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement intentional classroom focus on ODW instruction in ELA classrooms, such as prompt analysis, graphic organizers, idea development, chunking and genres.	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	B. Meers, Literacy Coach and Office of Teacher Support staff

Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaching staff and administration will conduct live scoring sessions in classrooms to support student growth in ODW skills.	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	B. Meers, Literacy Coach and Office of Teaching Support staff

Goal 7: Novice Reduction: Valley High will decrease the percent of students scoring at the novice level in ELA and Math by half based on the 2014/2015 KPREP scores.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency in Math and in English Language Arts by 06/03/2016 as measured by KREP.

Strategy 1:

Response to Intervention (RTI) - Advisory teachers will identify students who are in danger of failing or having behavior/attendance issues and monitor their progress on a continuous basis.

Category: Learning Systems

Activity - Identify "Watch-List" Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Advisory teacher will be the point person for 5-10 students in their Advisory Class, regardless of subject area or specific student academic deficits/needs. • Advisory Teachers will be responsible for keeping and updating documentation on their RTI "WatchList" students (Interventions, Concerns, Assessments)	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	Jennie Currin

Activity - RTI Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisory Teachers will use JCPS Online BbLearn (Blackboard) as a forum to communicate with their WatchList students' teachers, and to post documentation. Advisory Teachers will be responsible for using Universal Screener data and Secondary Factor information to place a student on or remove a student from the RTI WatchList	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	Jennie Currin

Strategy 2:

Intervention Periods/Lunches - Students will assigned to lunch interventions on a daily basis.

Category: Continuous Improvement

Activity - Intervention Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be taken out of elective courses to be placed in Intervention Periods.	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	Counselors Jennie Currin Dawn Roy

Activity - Lunch Periods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified for lunch interventions via PLC's. Students will bring their school provided lunch with them to the intervention. They will receive a ticket to present to their fourth period teacher to leave the classroom 1 minute early so that they can beat the rush to the cafeteria and arrive at the intervention site with plenty of time to complete their work. If the student does not have the pass, they cannot leave class early.	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	Jennie Currin Leslie Mears English Teacher Math Teacher

Strategy 3:

CCR Intervention - To provide intense instruction to students in the area of college and career readiness skills with intense focus on ACT, COMPASS, KYOTE formats and Graduation Requirements.

Category: Career Readiness Pathways

Activity - CCR Intervention Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Senior students will be dispersed into 2 separate CCR Intervention classes that will rotate between 2 teachers based on need.	Career Preparation/Orientation	12/09/2015	12/09/2016	\$0	No Funding Required	Marla Paschal Leslie Mears Dallas Cureton
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Activity - CCR Pull-Outs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are close to reaching ACT benchmark will be pulled by Math Interventionist to help them prepare for the ACT, COMPASS, and KYOTE testing.	Career Preparation/Orientation	12/09/2015	12/09/2016	\$0	No Funding Required	Marla Paschal

Measurable Objective 2:

33% of Economically Disadvantaged students will demonstrate a proficiency in Mathematics by 06/03/2016 as measured by KPREP scores.

Strategy 1:

School-wide Interventions - Struggling students will be identified and provided Tier I, Tier II, and Tier III interventions as stated in the school wide intervention plan.

Category:

Activity - RTI Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet monthly in grade level RTI teams to discuss concerns and formulate plans of action for each student on the "watch list".	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	Jennie Currin Jeff Gossett

Status	Progress Notes	Created On	Created By
In Progress	Teachers meet monthly to discuss "watch-list" students. Some students have been removed off the list and others have been added, based on grades, attendance, and behavior.	March 25, 2013	Gary Hurt

Goal 8: CCR: Increase the percentage of students who are college and career-ready from 52.0 in 2014/2015 to 56.0 in 2015/2016 based on CCR data.

Measurable Objective 1:

56% of Twelfth grade students will demonstrate a proficiency in Career & Technical by 06/03/2016 as measured by ACT, KYOTE, ASVAB, and TEDS scores.

Strategy 1:

CCR Data - School will use a comprehensive tracking system to determine college and career readiness.

Category: Persistence to Graduation

Activity - Valley Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All college and career readiness data will be tracked using google docs. Data will be tracked for Explore, PLAN, ACT, COMPASS, and KYOTE scores and intervention for 9th-12th grades.	Academic Support Program	12/09/2015	12/16/2016	\$0	No Funding Required	Marla Paschal Claire Humes

Activity - CCR Celebrations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Recognition of CCR students will include: pictures of CCR students in the main hall, slide show of weekly CCR newcomers on the monitors, a slide show of CCR students to be presented during the junior and senior class meetings, CCR bulletin board that identifies each student as they meet college and career readiness, CCR students will receive a free prom ticket and t-shirt.	Academic Support Program	12/09/2015	12/16/2016	\$0	No Funding Required	Marla Paschal

Strategy 2:

College and Career Readiness Interventions - Students not meeting benchmark on the ACT will be involved in a variety of College and Career Readiness Interventions.

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Category: Career Readiness Pathways

Activity - Intervention Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seniors identified as Tier 1, Tier 2 and Tier 3 and the top 60 Tier 3 students will be scheduled into intervention classes. Names will be given to the counselors and based on ACT scores.	Direct Instruction	12/09/2015	12/16/2016	\$0	No Funding Required	Marla Paschal Claire Humes

Activity - Pull-Out Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not enrolled in an intervention course will be involved in CCR pull-outs during the school year.	Direct Instruction	12/09/2015	12/16/2016	\$0	No Funding Required	Marla Paschal

Activity - ACT/COMPASS Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive intervention within their senior English and Applied Math courses. Each of these teachers of these classes has been given the standards which are tested with COMPASS.	Direct Instruction	12/09/2015	12/16/2016	\$0	No Funding Required	Marla Paschal Senior English Teachers Senior Math Teachers

Strategy 3:

Career and Technical Education - All Career and Technical teachers will use Carl Perkins funds appropriately to enhance classroom instruction.

Category: Career Readiness Pathways

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

Valley High School

Health, Science, Business, and content specific teachers will attend conferences and work with local businesses to enhance career preparation in the school of study (SOS).	Community Engagement, Career Preparation/Orientation	12/09/2015	12/09/2016	\$20000	Grant Funds	Mike Campbell Rob Stephenson Jeff Gossett
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Activity - CTE Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE data updated on Valley CCR data for tracking ASVAB, KOSSA, etc., career pathways, and courses completed with the number of credit hours attained for 9th-12th grade. All students on career pathways will be entered into the TEDS system.	Career Preparation/Orientation	12/09/2015	12/09/2016	\$0	No Funding Required	Mike Campbell Rob Stephenson Jeff Gossett

Activity - Community Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career Pathways/Programs will work with local businesses to provide students with opportunities to work on field hours.	Career Preparation/Orientation	12/09/2015	12/09/2016	\$21045	Grant Funds	Mike Campbell Rob Stephenson Jeff Gossett

Goal 9: Valley Prep Academy collaborates to ensure Writing Program Review Plan is fully implemented across all content areas and all teachers implement instructions strategies that provide quality experiences, variety of activities and access for all students.

Measurable Objective 1:

collaborate to ensure a Writing Program Review Plan by 06/06/2016 as measured by Program Review Scoring Rubric.

Strategy 1:

Writing to Learn and Writing to Demonstrate - All teachers incorporate Writing to Learn and Writing to Demonstrate Learning in all content areas.

Category: Integrated Methods for Learning

Activity - Writing Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will develop a variety of writing pieces including writing to learn, writing to demonstrate learning and published writing and will compile a Writing Folder that includes the 8 required pieces.	Direct Instruction	12/09/2015	12/09/2016	\$0	No Funding Required	J. Proffitt- Assistant Principal B. Meers- Literacy Lead All teachers

Activity - Writing Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Professional Development to share Writing Program expectations with the entire staff.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	J. Proffitt, B. Cobb- Assistant Principal B. Meers- Literacy Lead

Activity - Progress Monitoring of Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop 30 day protocols to monitor progress toward full implementation of the Writing Program	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	J. Proffitt, B. Cobb- Assistant Principal B. Meers- Literacy Lead

Goal 10: Writing: Valley High will increase the percent of students scoring at the proficient/distinguished level in Writing from 14.3 in 2014/2015 to 59.6 in 2019 as measured by KPREP data.

Measurable Objective 1:

35% of Eleventh and Twelfth grade students will demonstrate a proficiency in Writing by 06/03/2016 as measured by KPREP.

Strategy 1:

Writing Plan - With the help of the Literacy Coach, all teachers will implement writing plan to improve quality and fluency of student writing.

Category: Continuous Improvement

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA and Social Studies teachers will have students write using the three (3) modes of writing. (Argument, Narrative and Informational). All content teachers will use "TREES" in daily writing.	Direct Instruction	12/09/2015	12/16/2016	\$0	No Funding Required	ELA Teachers Social Studies Teachers

Activity - On Demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will complete three (3) On-Demand Writing pieces per semester based on the curriculum guides. Stand-alone and Passage-based ODW will be utilized for the 3 On-Demand Writing pieces per semester. Students will participate in On-Demand Writing 101 with Literacy Coach.	Direct Instruction	12/09/2015	12/16/2016	\$0	No Funding Required	ELA Teachers, Brian Meers

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Activity - Writing Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will maintain a working writing folder in ELA classrooms. The Literacy Coach will work with teachers to ensure completion of the writing folders. The folders will be promoted with the student to the next grade. Grade 12 will write a a resume and college entrance letter including a personal statement. Grade 12 will create a Senior Thesis (research paper) in English class.	Academic Support Program, Direct Instruction	12/09/2015	12/16/2016	\$0	No Funding Required	ELA teachers, Brian Meers, Leslie Mears

Activity - Writing Seminars with Literacy Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coach with conduct writing seminars will 10th and 11th grade students.	Academic Support Program, Direct Instruction	12/09/2015	12/16/2016	\$0	No Funding Required	Brian Meers

Goal 11: PGES: Valley HS/Valley Prep Academy will increase the percentage of effective teachers from 75% in 2015 to 100% in 2020.

Measurable Objective 1:

collaborate to identify the teachers' professional development needs by 12/09/2016 as measured by observations (principal(s) & peer) and data collection.

Strategy 1:

PGES Implementation - All teachers will be involved in the PGES evaluation system.

Category: Principal PGES

Activity - Professional & Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers will be trained on writing Professional Growth Goals and Students Growth Goals.	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	Stephanie Bard
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Activity - Observations (Peer/Mini/Formal)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be involved in observations (peer/mini/formal) depending what cycle they are in on the evaluation rotation.	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	Stephanie Bard

Goal 12: Instructional Resources Goal: Valley High/Valley Prep Academy will use 100% of the Instructional Resources (textbook) within two years to support student access to high quality resources.

Measurable Objective 1:

collaborate to to determine which textbooks and instructional materials align to Kentucky Core Academic Standards by 12/09/2016 as measured by 100% of the funds allocated for instructional materials (textbooks) are being used to improve student access to high quality standards and aligned resources.

Strategy 1:

Resource Identification and Alignment - The Advisory Council 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
The Advisory Council will develop and implement a rubric that will compare the available resources to support instructional practices.	Policy and Process	12/09/2015	12/09/2016	\$0	No Funding Required	Rob Stephenson

Goal 13: Program Review: School will implement the World Language Program Review concept into all Spanish classes.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in World Languages by 06/03/2016 as measured by Program Review.

Strategy 1:

World Language - School will implement world language courses into the daily schedule.

Category: Continuous Improvement

Activity - World Languages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will implement a World Language Program (Spanish) into the master schedule.	Academic Support Program	12/09/2015	12/09/2016	\$50000	District Funding	Rob Stephenson

Goal 14: Valley Prep Academy will decrease suspensions and behavior referrals in both grades by June 2016.

Measurable Objective 1:

collaborate to decrease suspensions and referrals for both the 7th and 8th grades. by 06/06/2016 as measured by Suspensions at the 7th and 8th grade levels will decrease by 10% and behavior referrals by 20%.

Strategy 1:

CHAMPS Program - This strategy will allow expectations in classrooms and common areas to be implemented building-wide for students to know and follow the expectations. With the expectations being followed then referrals and suspensions numbers should lower.

Category: Management Systems

Activity - CHAMPS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the CHAMPS Foundations program.	Behavioral Support Program	08/10/2015	06/06/2016	\$0	No Funding Required	J. Proffitt and B. Cobb - Assistant Principal Team Leaders

Activity - Teachers Implement the Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will implement and support CHAMPS expectations throughout the day in classrooms and common areas.	Behavioral Support Program	08/10/2015	06/06/2016	\$0	No Funding Required	All Teachers

Activity - CHAMPS Posters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Post CHAMPS expectations in the classrooms and throughout the building.	Behavioral Support Program	08/10/2015	06/06/2016	\$0	No Funding Required	All teachers

Strategy 2:

School Response Team - The SRT team will respond to classrooms to correct behavior prior to a referral being written for a level 1 or 2 behavior. This will lower the amount of referrals.

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Category: Management Systems

Activity - Training for SRT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Name and train support staff and security for 2015-2016 school year.	Behavioral Support Program	08/10/2015	06/06/2016	\$0	No Funding Required	B. Cobb - Assistant Principal

Activity - Train Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training the teacher for utilizing the SRT program	Behavioral Support Program	08/10/2015	06/06/2016	\$0	No Funding Required	B. Cobb - Assistant Principal

Activity - Reflection Sheets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and use student reflection sheets to implement change in student behavior.	Behavioral Support Program	08/10/2015	06/06/2016	\$0	No Funding Required	B. Cobb - Assistant Principal

Activity - Reward Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide emotional, behavioral and physical support through the Home School Coordinator (Focus Reward Program, Family Communication and Link to Community Resources.	Behavioral Support Program	08/10/2015	06/06/2016	\$0	No Funding Required	B. Cobb - Assistant Principal

Strategy 3:

Positive Behavior Intervention System - Positive programs and reward systems to acknowledge good behavior, good academics and to award those with improvements

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to behavior and academics.

Category: Continuous Improvement

Activity - Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Recognize positive student behaviors through a systematic approach	Behavioral Support Program, Academic Support Program	08/10/2015	06/06/2016	\$0	No Funding Required	D. Clemens - Counselor

Activity - Behavior Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire a behavior coach to focus on implementing PBIS	Behavioral Support Program	12/01/2015	06/06/2016	\$62000	SIG Grant	R. Stephenson

Activity - Incentives for good behavior	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Incentives for positive behavior (Good Citizenship, Perfect Attendance, Academic Achievement)	Behavioral Support Program	08/10/2015	06/06/2016	\$0	No Funding Required	D. Clemens - Counselor

Activity - Men of Quality	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement the Men of Quality Program	Behavioral Support Program, Academic Support Program	08/10/2015	06/06/2016	\$0	No Funding Required	D. Clemens - Counselor D. Trusty - HSC

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Activity - Phone Calls Home	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers to make a minimum of 2 phone calls home per day focusing on the positive.	Behavioral Support Program, Academic Support Program	08/10/2015	06/06/2016	\$0	No Funding Required	D. Clemens - Counselor All Teachers

Activity - PBIS High School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will post behavioral expectations in all classrooms.	Behavioral Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	Cindy Howard Cathy Tinsley

Strategy 4:

Transition Room Program - The transition room will allow students entering from another school program, students struggling academically or socially or in a traditional classroom to transition from this program and teacher back to a regular classroom.

Category: Continuous Improvement

Activity - Support Academically	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The transition room will provide the students struggling academically to be provide class periods to recover grades and get on appropriate academic and social levels with their peers.	Academic Support Program	08/10/2015	06/06/2016	\$30000	General Fund	D. Clemens - Counselor J. Proffitt and B. Cobb - Assistant Principal Transition Teacher

Activity - Support for CHAMPS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Transition program will reteach the CHAMPS procedures for those struggling to meet the regular classroom expectations.	Behavioral Support Program	08/10/2015	06/06/2016	\$0	No Funding Required	D. Clemens - Counselor J. Proffitt and B. Cobb - Assistant Principal

Goal 15: Valley Prep Academy will increase the percentage of students who are college and career ready from 12.3% to 47.4% by 2019.

Measurable Objective 1:

21% of All Students will achieve college and career readiness from 12.3% to 21.1% proficiency score by 2016 in a combined score with math and reading. in Reading by 06/06/2016 as measured by KPREP.

Strategy 1:

Develop an 8th grade high level math class - Identify high level 7th grade students that ended the 2014-2015 year. This will provide a high level 8th grade math for the students identified to take high school credit math.

Category: Continuous Improvement

Activity - Name and Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Identify high level math performing students at the end of 7th grade to have the opportunity to take high school credit as an 8th grader.	Academic Support Program	06/01/2015	08/12/2016	\$0	No Funding Required	K. Edison - Math Goal Clarity Coach J. Proffitt and B. Cobb - Assistant Principal
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Activity - Algebra 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide the opportunity for targeted students to take Algebra 1 for high school credit at the 8th grade level.	Academic Support Program	08/10/2015	06/06/2016	\$0	No Funding Required	K. Edison - Math Goal Clarity Coach 8th grade math teachers and identified high school math teacher J. Proffitt and B. Cobb - Assistant Principal

Activity - Monitor Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor progress of Algebra 1 8th grade students through grading system and district assessment system.	Academic Support Program	08/10/2015	06/06/2016	\$0	No Funding Required	K. Edison - Math Goal Clarity Coach 8th grade math teachers and identified high school teachers J. Proffitt and B. Cobb - Assistant Principal

Strategy 2:

Enrichment Opportunities - Teachers provide classroom enrichment activities that will assist in bringing the College and Career Readiness percentage higher by June of 2016.

Category: Continuous Improvement

Activity - Classroom enrichment opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide classroom enrichment opportunities through reading assignments, tiered assignments and ACT/SAT-like bell-ringers.	Academic Support Program	08/10/2015	06/06/2016	\$0	No Funding Required	Classroom Teachers

Activity - Extension Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide extension activities for students who have achieved their learning targets and will enrich their studies of the content.	Academic Support Program	08/10/2015	06/06/2016	\$0	No Funding Required	Classroom Teachers

Goal 16: Valley Prep Academy will reduce novice students in reading and math for all non-duplicated gap groups.

Measurable Objective 1:

collaborate to decrease novice for all students with disabilities in Reading (67.44%) and Math (64.32%) by 06/06/2016 as measured by KPREP exam.

Strategy 1:

Response to Intervention Support - Identified students will receive additional math or reading instruction daily to improve on basic skills as well as pre-teach and re-teach grade level content.

Category: Continuous Improvement

Activity - Tier 3 Rtl Math Opportunity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified (Name and Claim) and placed in Rtl math opportunity that offers additional academic support in math for 7th and 8th graders when possible. Classes will be progress monitored based on mastery of standards/skills. Teachers will focus on fundamental math skills and identified focus standards that are identified as weaknesses.for targeted students.	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	K. Edison and Office of Teacher Support Staff

Activity - Tier 3 Reading Opportunity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified and placed in Rtl Reading class that offers additional academic support in reading for 7th and 8th grade students when possible. Classes will be progress monitored based on mastery of standards/skills. Teachers will focus on fundamental math skills and identified focus standards that are identified as weaknesses for targeted students.	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	B. Meers and Office of Teacher Support staff

Activity - Tier 2 Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide academic support to targeted students based on identified need during a daily intervention period. Teachers will focus on fundamental core area skills as well as re-teaching and pre-teaching content.	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	Classroom teachers

Goal 17: Valley Prep Academy will meet the combined reading and math proficiency ratings for all 7th and 8th grade students in the non-duplicated gap group from 12.3% in 2015 to 47.4% by 2019 as measured by the Unbridled Learning Accountability Model.

Measurable Objective 1:

22% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency increase from 12.3% in 2015 in combined reading and math for all students in the non-duplicated gap group in Reading by 06/06/2016 as measured by KPREP exam.

Strategy 1:

Culture of Collaboration - All teachers will participate in weekly professional learning community meetings to ensure student achievement is taking place.

Category: Professional Learning & Support

Activity - Instructional Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All VPA teachers will meet in PLC's each week to plan standards-based instruction through deconstruction of core KCAS standards.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	J. Proffitt and B. Cobb, Asst. Principals

Activity - Assessment Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All VPA teachers will develop common formative and summative assessments aligned to the core KCAS standards to monitor student mastery/growth.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	R. Stephenson, Principal; J. Proffitt and B. Cobb, Asst. Principals

Activity - Analysis of Student Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Student results on classroom and district diagnostic and proficiency assessments will be used to analyze student performance on standards in 9-week cycles to look for trends and make adjustments in instruction and create intervention and enrichment plans in PLC's.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	K. Edison, Goal Clarity Coach
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Strategy 2:

Ensuring Student Learning in Math - 25% of Valley Prep Academy students will advance one or more performance levels as measured by common assessments or district math proficiency assessments.

Category: Continuous Improvement

Activity - Common Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 7th and 8th grade VPA students will be assessed in math proficiency at least three years throughout the school year through district assessments.	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	K. Edison

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily flex period will be provide for both intervention and enrichment opportunities. Math teachers, including ECE teachers, will develop a plan of action that will ensure students are meeting academic standards.	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	J. Proffitt and B. Cobb, Asst. Principals

Activity - Calculator skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All VPA students will be provided appropriate instruction in the use of calculators in core math classrooms.	Academic Support Program	12/09/2015	12/09/2015	\$0	No Funding Required	K. Edison and Office of Teacher Support staff

Strategy 3:

Ensuring Student Learning in Reading - 40% of Valley Prep students will advance 2 or more grade level reading levels in reading comprehension through implementation of Reading Plus and Lexia with fidelity during the Reading period provided on a daily basis.

Category: Continuous Improvement

Activity - Reading Plus Insight Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be tested three times throughout the year on the Reading Plus software to identify needs of targeted GAP students.	Academic Support Program	12/09/2015	12/09/2016	\$2000	SIG Grant	B. Meers, Literacy Coach

Activity - Reading Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily schedule will include a reading period in order to allow for intervention opportunities to focus on standards mastery for targeted GAP students.	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	R. Stephenson, Principal

Activity - Literacy Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided a print-rich environment in every core classroom, i.e., classroom libraries that include age and gender appropriate titles, scholastic magazines for core areas, and daily newspapers in addition to classroom novel sets.	Academic Support Program	12/09/2015	12/09/2016	\$0	Title I School Improvement (ISI)	B. Meers, Literacy Coach

Activity - Media Center Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students will have the opportunity to visit the media center to check out reading materials at least once every two weeks.	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	L. Ernwine, Media Specialist
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Strategy 4:

Professional Learning - Special education teachers will participate in professional learning based on research-based reading and math strategies, including Lexia, a web-based reading program designed for students reading below the 3rd grade level.

Category: Professional Learning & Support

Activity - Research Based Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will receive job-embedded professional development opportunities designed to implement reading and math research-based strategies within all content areas.	Professional Learning	12/09/2015	12/09/2016	\$0	No Funding Required	Instructional coaches

Activity - Lexia Core 5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will be trained on the skills and strategies to improve student reading through the Lexia/Reading Plus program and how to assist student in raising their reading level through the use of these strategies.	Academic Support Program	12/09/2015	12/09/2016	\$0	No Funding Required	B. Meers, Literacy Coach

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I SIG

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Night	Each Department will host Family Night bi-monthly on a rotating basis. Family Night will engage students and parents into the school community as well as introducing career options associated with each department.	Professional Learning, Behavioral Support Program, Parent Involvement, Career Preparation/Orientation, Academic Support Program, Extra Curricular, Recruitment and Retention	12/09/2015	12/16/2016	\$5000	All Teachers, Department Heads, Ellen Smith,
Family Night	Each department will host a Family Night on a bi-monthly rotating basis. Family Night will engage students and parents into the school community as well as introducing career options associated with each department.	Behavioral Support Program, Parent Involvement, Community Engagement, Career Preparation/Orientation, Academic Support Program, Recruitment and Retention	12/09/2015	12/09/2016	\$5000	All Teachers Department Chairpersons Ellen Smith
Total					\$10000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ATTAIN and ESS	Students who are not meeting the standards in their courses will be provided invitations to attend ATTAIN	Academic Support Program	12/09/2015	12/16/2016	\$100000	Gossett, Ernwine, Ellison, Teachers
Differentiated Instruction	Teachers will attend Differentiated Instruction training and bring strategies back to share with all teachers. Teachers will implement these strategies in their classrooms.	Professional Learning, Direct Instruction	12/09/2015	12/16/2016	\$3000	Dawn Roy Leslie Mears Joyce Charlesworth Stephanie Bard
Common Assessment and Assessment Literacy Training	Teachers will create and implement weekly common assessments. Common assessments will be analyzed for student understanding and to drive instruction. Selected teachers will attend district level PD on assessment literacy training in mathematics.	Professional Learning, Direct Instruction	12/09/2015	12/16/2016	\$3000	Dawn Roy Stephanie Bard Math - Katie LeRoy Math - Charmaine Cureton Ron Hennig
World Languages	School will implement a World Language Program (Spanish) into the master schedule.	Academic Support Program	12/09/2015	12/09/2016	\$50000	Rob Stephenson
Common Assessment and Assessment Literacy Training	Teachers will create and implement weekly common assessments. Common assessments will be analyzed for student understanding and to drive instruction.	Professional Learning, Direct Instruction	12/09/2015	12/09/2016	\$3000	Dawn Roy Renee Schueler
Differentiated Instruction	Teachers will attend Differentiated Instruction training and bring strategies back to share with the teachers. Teachers will implement these strategies in their classrooms.	Professional Learning, Direct Instruction	12/09/2015	12/09/2016	\$3000	Dawn Roy Stephanie Bard
ATTAIN and ESS	Students who fail to meet standards in their courses will be provided with an invitation to attend ATTAIN and/or ESS	Academic Support Program	12/09/2015	12/16/2016	\$100000	Gossett, Ernwine, Ellison, teachers
ATTAIN and ESS	Students who are not meeting the standards in their courses will be provided invitations to attend ATTAIN	Academic Support Program	12/09/2015	12/16/2016	\$100000	Gossett, Ernwine, Ellison, Teachers
Common Assessment and Assessment Literacy Training	Teachers will create and implement weekly common assessments. Common assessments will be analyzed for student understanding and to drive instruction. Teachers will be sent to assessment literacy training provided by JCPS.	Professional Learning, Direct Instruction	12/09/2015	12/16/2016	\$3000	Dawn Roy Stephanie Bard Whitney Weaver Emerald Lawler

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Differentiated Instruction	Teachers will attend Differentiated Instruction training and bring strategies back to share with the teachers. Teachers will implement these strategies in their classrooms.	Professional Learning, Direct Instruction	12/09/2015	12/16/2016	\$3000	Dawn Roy Stephanie Bard ELA - Leslie Mears Math - Joyce Charlesworth
JCHS/Credit Recovery	Students who are struggling academically will be referred to the Jefferson County High School program and credit recovery through Edgenuity.	Academic Support Program	12/09/2015	12/09/2016	\$10000	Judy Birkhead Dianna Mueller Tressa Crawford
Total					\$378000	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Resources	Students will be provided a print-rich environment in every core classroom, i.e., classroom libraries that include age and gender appropriate titles, scholastic magazines for core areas, and daily newspapers in addition to classroom novel sets.	Academic Support Program	12/09/2015	12/09/2016	\$0	B. Meers, Literacy Coach
Reading Plus Insight Assessment	All 7th and 8th grade students at VPA will be tested three times yearly to establish grade-level reading baselines and monitor student growth throughout the year.	Academic Support Program	12/18/2015	12/18/2016	\$9750	B. Meers, Literacy Coach
Content Area Reading Resources	Provide current event articles through Scholastic Magazine to be used in all content area classrooms.	Academic Support Program	12/09/2015	12/09/2016	\$5800	B. Meers, Literacy Coach
Lexia Core 5	Implement Lexia Core 5 in ECE self-contained classrooms.	Academic Support Program	12/18/2015	12/18/2016	\$9750	ECE classroom teachers
Total					\$25300	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advisory Period	All students will participate in an Advisory class once per week to build positive and supportive relationships with their peers and an adult in the building, learn "soft" skills necessary for academic, social, career, and personal success; and receive information and support in post-secondary planning.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program	12/09/2015	12/16/2016	\$2000	Jennie Currin, Advisory Committee teachers

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Schoolwide Intervention	Implement interventions school-wide and monitor student growth through standards-based recovery and the ATTAIN program.	Academic Support Program	12/18/2015	12/18/2016	\$118045	Danny Clemons
Advisory Period	All students will participate in an advisory class once a week to build positive and supportive relationships with their peers and an another adult in the building. Students will learn "soft" skills necessary for academic, social, career, and personal success, and receive information and support in post-secondary planning.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program	12/09/2015	12/09/2016	\$2000	Jennie Currin Advisory Committee
Advisory Period	All students will participate in an Advisory class once per week to build positive and supportive relationships with their peers and an adult in the building to learn "soft" skills necessary for academic, social, career and personal success; and receive information and support in post-secondary planning.	Behavioral Support Program, Other, Career Preparation/Orientation, Academic Support Program	12/09/2015	12/16/2016	\$2000	Jennie Currin
Total					\$124045	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Conferencing	All students will have a one-on-one conference with a teacher, coach or administrator to discuss academic expectations, assessment results, career goals, academic goals and to foster positive relationships with the adults in the building.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program, Recruitment and Retention	12/09/2015	12/09/2016	\$6000	Jennie Curin
Schools of Studies	Health, Science, Business, and content specific teachers will attend conferences and work with local businesses to enhance career preparation in the school of study (SOS).	Community Engagement, Career Preparation/Orientation	12/09/2015	12/09/2016	\$20000	Mike Campbell Rob Stephenson Jeff Gossett

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Student Conferencing	All students will have a one-on-one conference with a teacher, coach or administrator to discuss academic expectations, assessment results, career goals and to foster positive relationship with the adults in the building.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program, Recruitment and Retention	12/09/2015	12/16/2016	\$6000	Jennie Currin
Community Partnerships	Career Pathways/Programs will work with local businesses to provide students with opportunities to work on field hours.	Career Preparation/Orientation	12/09/2015	12/09/2016	\$21045	Mike Campbell Rob Stephenson Jeff Gossett
Student Conferencing	All students will have a one-on-one conference with a teacher, coach or administrator to discuss academic expectations, assessment results, career goals, academic goals and to foster positive relationships with the adults in the building.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program, Recruitment and Retention	12/09/2015	12/16/2016	\$6000	Jennie Currin
Total					\$59045	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training	Train targeted 7th and 8th grade teachers in Reading Plus/Lexia implementation.	Professional Learning	12/18/2015	12/18/2016	\$500	B. Meers, Literacy Coach
Support Academically	The transition room will provide the students struggling academically to be provide class periods to recover grades and get on appropriate academic and social levels with their peers.	Academic Support Program	08/10/2015	06/06/2016	\$30000	D. Clemens - Counselor J. Proffitt and B. Cobb - Assistant Principal Transition Teacher
Reading Plus Implementation	Implement Reading Plus on 7th grade Crusader team with a designated Reading Teacher beginning September 2015.	Academic Support Program	12/18/2015	12/18/2016	\$62000	S. Nehring, Reading Teacher
Total					\$92500	

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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Lessons	Literacy Coach will provide reading lessons and units for all content area teachers to implement during reading class to support independent reading and focus on vocabulary and comprehension.	Professional Learning	12/09/2015	12/09/2016	\$900	B. Meers, Literacy Coach; Office of Teacher Support Staff
Total					\$900	

SIG Grant

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior Coach	Hire a behavior coach to focus on implementing PBIS	Behavioral Support Program	12/01/2015	06/06/2016	\$62000	R. Stephenson
Reading	ELA teachers will utilize Reading Plus to determine the reading level for the students. This will determine which students need intervention and will also serve as a baseline data for determining growth. Students will assess three times a year.	Academic Support Program	12/09/2015	12/08/2016	\$2000	Brian Meers
Reading Plus Insight Assessment	All students will be tested three times throughout the year on the Reading Plus software to identify needs of targeted GAP students.	Academic Support Program	12/09/2015	12/09/2016	\$2000	B. Meers, Literacy Coach
Total					\$66000	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
One Call Now, Website, Newsletters	Teachers and staff will utilize One Call Now to notify parents/stakeholders of news, events and other types of important information. Valley High School will maintain and update a school website providing information to community members about the personnel at VHS and current events taking place at the school. Valley High School will distribute a bi-monthly newsletter via USPS to parents. Each department will submit an informational or instructional article to the newsletter on a rotating schedule.	Behavioral Support Program, Parent Involvement, Community Engagement, Academic Support Program, Recruitment and Retention	12/09/2015	12/16/2016	\$0	Linda Ernwine, Dennis Williams, Jenny Cotton, Department Heads
Total					\$0	

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No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parental Feedback	All parents will be surveyed twice during the school year using the TELL survey and Comprehensive School Survey.	Parent Involvement	12/09/2015	12/09/2016	\$0	Jennie Currin
Student Conferences	Develop and implement plan for 7th and 8th grade student conferences to review individual student data and set reading goals at end of first semester.	Academic Support Program	12/18/2015	12/18/2016	\$0	Office of Teacher Support staff
RTI Communication	Advisory Teachers will use JCPS Online BbLearn (Blackboard) as a forum to communicate with their WatchList students' teachers, and to post documentation. Advisory Teachers will be responsible for using Universal Screener data and Secondary Factor information to place a student on or remove a student from the RTI WatchList	Academic Support Program	12/09/2015	12/09/2016	\$0	Jennie Currin
Analysis of Student Results	Student results on classroom and district diagnostic and proficiency assessments will be used to analyze student performance on standards in 9-week cycles to look for trends and make adjustments in instruction and create intervention and enrichment plans in PLC's.	Professional Learning	12/09/2015	12/09/2016	\$0	K. Edison, Goal Clarity Coach
Peer Observation	Teachers will observe peer classrooms using the observation tool assigned to determine level of student engagement and discussion of Next Steps.	Professional Learning	12/09/2015	12/09/2016	\$0	K. Edison, Goal Clarity Coach
CCR Pull-Outs	Students who are close to reaching ACT benchmark will be pulled by Math Interventionist to help them prepare for the ACT, COMPASS, and KYOTE testing.	Career Preparation/Orientation	12/09/2015	12/09/2016	\$0	Marla Paschal
KCAS Alignment	All teachers will be sure to implement a curriculum aligned with KCAS.	Academic Support Program, Direct Instruction	12/09/2015	12/16/2016	\$0	All Teachers
On Demand Writing	ELA teachers will complete three (3) On-Demand Writing pieces per semester based on the curriculum guides. Stand-alone and Passage-based ODW will be utilized for the 3 On-Demand Writing pieces per semester. Students will participate in On-Demand Writing 101 with Literacy Coach.	Direct Instruction	12/09/2015	12/16/2016	\$0	ELA Teachers, Brian Meers
Student Assessment Analysis	Content area teachers will review and reflect on instructional, assessment and student performance gaps.	Professional Learning	12/09/2015	12/09/2016	\$0	K. Ediston, Goal Clarity Coach
Stephenson's Kids	All EOC teachers will identify students in which to focus on growth. These students will meet with Mr. Stephenson, Mrs. Roy, and their EOC teachers for conferencing. Teachers will use intentional questioning to ensure that the Stephenson's Kids are showing growth.	Academic Support Program	12/09/2015	12/16/2016	\$0	EOC teachers Rob Stephenson Dawn Roy

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EOC Intervention Course	Students scoring at the novice or apprentice level will be placed in an intervention course during the school day.	Academic Support Program	01/04/2016	12/31/2016	\$0	Dawn Roy Ron Hennig - Algebra 2
Administrative Support	All administrators will be assigned a PLC to facilitate and monitor. All Administrators will conduct weekly walk-throughs based on a rotating PLC schedule.	Professional Learning, Academic Support Program	12/09/2015	12/16/2016	\$0	Administration
Professional & Student Growth Goals	All teachers will be trained on writing Professional Growth Goals and Students Growth Goals.	Academic Support Program	12/09/2015	12/09/2016	\$0	Stephanie Bard
Stephenson's Kids	All EOC teachers will identify students in which to focus on growth. These students will meet with Mr. Stephenson, Mrs. Roy and their EOC teachers for conferencing. Teachers will use intentional questioning to ensure that the Stephenson's Kids are showing growth.	Academic Support Program	12/09/2015	12/16/2016	\$0	Dawn Roy Rob Stephenson EOC Teachers
Common Assessments	Teams will develop common assessments in which to guide instruction and analyze data. Teachers will use the assessment analysis form to Name and Claim students based on formative assessments and district diagnostic and proficiency exams.	Professional Learning, Academic Support Program	12/09/2015	12/16/2016	\$0	Dawn Roy Stephanie Bard Rob Stephenson All PLC leads
CCR Celebrations	Recognition of CCR students will include: pictures of CCR students in the main hall, slide show of weekly CCR newcomers on the monitors, a slide show of CCR students to be presented during the junior and senior class meetings, CCR bulletin board that identifies each student as they meet college and career readiness, CCR students will receive a free prom ticket and t-shirt.	Academic Support Program	12/09/2015	12/16/2016	\$0	Marla Paschal
Data Tracking	Teachers will record data on Google docs, star charts, etc. to track student achievement data according to content standards.	Policy and Process, Academic Support Program	12/09/2015	12/09/2016	\$0	All teachers
Writing Program	Provide Professional Development to share Writing Program expectations with the entire staff.	Professional Learning	12/09/2015	12/09/2016	\$0	J. Proffitt, B. Cobb- Assistant Principal B. Meers- Literacy Lead
Incentives for good behavior	Provide Incentives for positive behavior (Good Citizenship, Perfect Attendance, Academic Achievement)	Behavioral Support Program	08/10/2015	06/06/2016	\$0	D. Clemens - Counselor
Recognition	Recognize positive student behaviors through a systematic approach	Behavioral Support Program, Academic Support Program	08/10/2015	06/06/2016	\$0	D. Clemens - Counselor

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Reading Block	Daily schedule will include a reading period in order to allow for intervention opportunities to focus on standards mastery for targeted GAP students.	Academic Support Program	12/09/2015	12/09/2016	\$0	R. Stephenson, Principal
Parent Contact	Teachers will make calls to five (5) parents per week. Teachers will record communications in Parent-Teacher Contact Log in Infinite Campus.	Behavioral Support Program, Parent Involvement, Community Engagement, Academic Support Program, Recruitment and Retention	12/09/2015	12/16/2016	\$0	All Teachers
Benchmark Assessments	Administer three benchmark On-Demand Writing assessments per school year (both Stand-Alone and Passage-Based) to all 7th and 8th grade students.	Academic Support Program	12/09/2015	12/09/2016	\$0	B. Meers, Literacy Coach
Name and Claim	Identify high level math performing students at the end of 7th grade to have the opportunity to take high school credit as an 8th grader.	Academic Support Program	06/01/2015	08/12/2016	\$0	K. Edison - Math Goal Clarity Coach J. Proffitt and B. Cobb - Assistant Principal
Weekly PLC Meetings	PLC teams will meet weekly. During PLCs the teams will deconstruct the standards, analyze data, develop common assessments, Name and Claim students, submit a PLC feedback form and assessment analysis form, and discuss diagnostic and proficiency exams and data.	Professional Learning, Academic Support Program	12/09/2015	12/16/2016	\$0	Dawn Roy Stephanie Bard Rob Stephenson All PLC leads
Response to Intervention	Daily flex period will be provide for both intervention and enrichment opportunities. Math teachers, including ECE teachers, will develop a plan of action that will ensure students are meeting academic standards.	Academic Support Program	12/09/2015	12/09/2016	\$0	J. Proffitt and B. Cobb, Asst. Principals
Data Tracking	Teachers will record data on google docs, star charts, etc. to track student achievement according to standard.	Policy and Process, Academic Support Program	12/09/2015	12/16/2016	\$0	All Teachers
Intervention Period	Students will be taken out of elective courses to be placed in Intervention Periods.	Academic Support Program	12/09/2015	12/09/2016	\$0	Counselors Jennie Currin Dawn Roy
Critical Feedback	Instructional coaches will provide critical feedback in questioning techniques and opportunities to move student thinking forward and engage in math dialogue.	Professional Learning	12/09/2015	12/09/2016	\$0	K. Edison, Goal Clarity Coach and Office of Teacher Support staff

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Intervention Classes	Students will be intentionally placed into intervention classes such as Ramp Up based on Assessment Data.	Academic Support Program, Direct Instruction	12/09/2015	12/16/2016	\$0	Counselors
Standards-based Unit Planning	Collaborate to co-plan a standards-based unit and provide critical feedback to ensure teacher and student growth.	Professional Learning	12/09/2015	12/09/2016	\$0	J. Proffitt, Asst. Principal; Office of Teacher Support staff
Weekly PLC Meetings	PLC teams will meet weekly. During PLC's the teams will deconstruct standards, analyze data, develop common assessments, name and claim students, discuss diagnostic and proficiency exams/data, and submit a PLC feedback form and assessment analysis forms.	Professional Learning, Academic Support Program	12/09/2015	12/09/2016	\$0	Dawn Roy Stephanie Bard Rob Stephenson PLC Leads
Parent Contact	Teachers will contact 5 parents per week and log these contacts into Infinite Campus, Parent/Teacher Contact Log.	Behavioral Support Program, Parent Involvement, Community Engagement, Academic Support Program, Recruitment and Retention	12/09/2015	12/09/2016	\$0	All teachers
Monitor Progress	Monitor progress of Algebra 1 8th grade students through grading system and district assessment system.	Academic Support Program	08/10/2015	06/06/2016	\$0	K. Edison - Math Goal Clarity Coach 8th grade math teachers and identified high school teachers J. Proffitt and B. Cobb - Assistant Principal
25 Book Campaign	Students will have the opportunity to enroll in the 25 Book Campaign which provides scaffolded incentives to promote independent reading.	Academic Support Program	12/09/2015	12/09/2016	\$0	B. Meers, Literacy Coach; L. Ernwine, Media Specialist

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Intervention Class	Seniors identified as Tier 1, Tier 2 and Tier 3 and the top 60 Tier 3 students will be scheduled into intervention classes. Names will be given to the counselors and based on ACT scores.	Direct Instruction	12/09/2015	12/16/2016	\$0	Marla Paschal Claire Humes
Observations (Peer/Mini/Formal)	All teachers will be involved in observations (peer/mini/formal) depending what cycle they are in on the evaluation rotation.	Academic Support Program	12/09/2015	12/09/2016	\$0	Stephanie Bard
Research Based Strategies	Special education teachers will receive job-embedded professional development opportunities designed to implement reading and math research-based strategies within all content areas.	Professional Learning	12/09/2015	12/09/2016	\$0	Instructional coaches
Writing Folders	All students will develop a variety of writing pieces including writing to learn, writing to demonstrate learning and published writing and will compile a Writing Folder that includes the 8 required pieces.	Direct Instruction	12/09/2015	12/09/2016	\$0	J. Proffitt- Assistant Principal B. Meers- Literacy Lead All teachers
Valley Data	All college and career readiness data will be tracked using google docs. Data will be tracked for Explore, PLAN, ACT, COMPASS, and KYOTE scores and intervention for 9th-12th grades.	Academic Support Program	12/09/2015	12/16/2016	\$0	Marla Paschal Claire Humes
Develop Alignment Rubric	The Advisory Council will develop and implement a rubric that will compare the available resources to support instructional practices.	Policy and Process	12/09/2015	12/09/2016	\$0	Rob Stephenson
Name and Claim	Content area teachers will collaborate to identify students who can demonstrate proficiency or above based on assessment trends and performance data.	Professional Learning	12/09/2015	12/09/2016	\$0	K. Edison, Goal Clarity Coach and classroom teachers
Data Tracking	Teachers will record data on google docs, star charts, etc. to track student achievement according to standard.	Policy and Process, Academic Support Program	12/09/2015	12/16/2016	\$0	All Teachers
Differentiated Instruction	Teachers will attend Differentiated Instruction training and bring strategies back to share with all teachers. Teachers will implement these strategies in their classrooms.	Professional Learning, Direct Instruction	12/09/2015	12/16/2016	\$0	Dawn Roy Leslie Mears Joyce Charlesworth All teachers
Men of Quality	Continue to implement the Men of Quality Program	Behavioral Support Program, Academic Support Program	08/10/2015	06/06/2016	\$0	D. Clemens - Counselor D. Trusty - HSC

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Writing Seminars with Literacy Coach	Literacy Coach with conduct writing seminars will 10th and 11th grade students.	Academic Support Program, Direct Instruction	12/09/2015	12/16/2016	\$0	Brian Meers
Essay Writing	All social studies will incorporate essay writing on a weekly basis into their classroom instruction.	Academic Support Program	12/09/2015	12/09/2016	\$0	Nick Braun Vincent Tinker
Student Conferencing	All students will have a one-on-one conference with a teacher, coach or administrator to discuss academic expectations, assessment results, career goals, academic goals and to foster positive relationships with the adults in the building.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program, Recruitment and Retention	12/09/2015	12/16/2016	\$0	Jennie Currin
Assessment Development	All VPA teachers will develop common formative and summative assessments aligned to the core KCAS standards to monitor student mastery/growth.	Professional Learning	12/09/2015	12/09/2016	\$0	R. Stephenson, Principal; J. Proffitt and B. Cobb, Asst. Principals
Writing Instruction	ELA and Social Studies teachers will have students write using the three (3) modes of writing. (Argument, Narrative and Informational). All content teachers will use "TREES" in daily writing.	Direct Instruction	12/09/2015	12/16/2016	\$0	ELA Teachers Social Studies Teachers
Counseling Interventions	Counselors will meet with truant students on a regular basis to ensure that students are coming to school and improving their attendance.	Recruitment and Retention	12/09/2015	12/09/2016	\$0	Judy Birkhead Dianna Mueller Tressa Crawford
CHAMPS Training	Teachers will be trained in the CHAMPS Foundations program.	Behavioral Support Program	08/10/2015	06/06/2016	\$0	J. Proffitt and B. Cobb - Assistant Principal Team Leaders
Student Performance Analysis	Analysis of student performance including all data sets and student work to determine needed interventions and enrichments.	Professional Learning	12/09/2015	12/09/2016	\$0	K. Edison, Goal Clarity Coach
Parent Feedback	All parents will be surveyed twice during the school year using the TELL survey and Comprehensive School Survey.	Parent Involvement	12/09/2015	12/16/2016	\$0	Jennie Currin

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RATE strategy	RATE strategy shared with whole faculty during embedded PD session and content area teachers collaborate to discuss how to implement with fidelity in classroom instruction.	Academic Support Program	12/09/2015	12/09/2015	\$0	L. Hennig, ELA department chair; Office of Teacher Support staff
Family Night	Each Department will host Family Night bi-monthly on a rotating basis. Family Night will engage students and parents into the school community as well as introducing career options associated with each department.	Behavioral Support Program, Parent Involvement, Career Preparation/Orientation, Academic Support Program, Extra Curricular, Recruitment and Retention	12/09/2015	12/16/2016	\$0	All Teachers, Department Heads, Ellen Smith
Intentional Classroom Focus	Implement intentional classroom focus on ODW instruction in ELA classrooms, such as prompt analysis, graphic organizers, idea development, chunking and genres.	Academic Support Program	12/09/2015	12/09/2016	\$0	B. Meers, Literacy Coach and Office of Teacher Support staff
KCAS Alignment	All teachers will ensure the implementation of a curriculum aligned with KCAS.	Professional Learning, Academic Support Program, Direct Instruction	12/09/2015	12/16/2016	\$0	PLC Leads, all teachers
Parent Contact	Teachers will make calls to five (5) parents per week. Teachers will record communications in the Parent-Teacher Contact Log in Infinite Campus.	Behavioral Support Program, Parent Involvement, Community Engagement, Academic Support Program, Recruitment and Retention	12/09/2015	12/16/2016	\$0	All Teachers
PBIS High School	All teachers will post behavioral expectations in all classrooms.	Behavioral Support Program	12/09/2015	12/09/2016	\$0	Cindy Howard Cathy Tinsley

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Student Work Analysis	Analyze scored On-Demand Writing student responses to inform classroom instruction/Next Steps.	Academic Support Program	12/09/2015	12/09/2016	\$0	B. Meers, Literacy Coach; Office of Teaching Support staff
Administrative Support	All administrators will be assigned a PLC to facilitate and monitor. All Administrators will conduct weekly walk-throughs based on a rotating PLC schedule.	Professional Learning, Academic Support Program	12/09/2015	12/16/2016	\$0	Administration s
Live Scoring	Instructional coaching staff and administration will conduct live scoring sessions in classrooms to support student growth in ODW skills.	Academic Support Program	12/09/2015	12/09/2016	\$0	B. Meers, Literacy Coach and Office of Teaching Support staff
Targeted Reading PLUS/Lexia Implementation	Implement ReadingPlus/Lexia for targeted 7th and 8th grade students based on current performance data.	Academic Support Program	12/18/2015	12/18/2016	\$0	B. Meers, Literacy Coach; Office of Teacher Support staff
Weekly PLC Meetings	PLC teams will meet weekly. During PLCs the teams will deconstruct standards, analyze data, develop common assessments, Name and Claim students, submit a PLC feedback form and assessment analysis form, and discuss diagnostic and proficiency exams and data.	Professional Learning, Academic Support Program	12/09/2015	12/16/2016	\$0	Dawn Roy Stephanie Bard Rob Stephenson ALL PLC leads
Lexia Core 5	Special education teachers will be trained on the skills and strategies to improve student reading through the Lexia/Reading Plus program and how to assist student in raising their reading level through the use of these strategies.	Academic Support Program	12/09/2015	12/09/2016	\$0	B. Meers, Literacy Coach
Administrative Support	All administrators will be assigned a PLC to facilitate and monitor. All Administrators will conduct weekly walk-throughs based on a rotating PLC schedule.	Professional Learning, Academic Support Program	12/09/2015	12/16/2016	\$0	Administration .
Reflection Sheets	Develop and use student reflection sheets to implement change in student behavior.	Behavioral Support Program	08/10/2015	06/06/2016	\$0	B. Cobb - Assistant Principal
EOC Intervention Course	Students scoring at the novice or apprentice level will be placed in an intervention course during the school day.	Academic Support Program	12/09/2015	12/16/2016	\$0	Dawn Roy Vincent Tinker
Data Tracking	Teachers will record data on google docs, star charts, etc to track student achievement according to standard.	Policy and Process, Academic Support Program	12/09/2015	12/16/2016	\$0	All Teachers

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KCAS Alignment	All teachers will be sure to implement a curriculum aligned with KCAS.	Professional Learning, Academic Support Program, Direct Instruction	12/09/2015	12/16/2016	\$0	PLC Leads All Teachers
KCAS Alignment	All teachers will be sure to implement a curriculum aligned with KCAS.	Professional Learning, Academic Support Program, Direct Instruction	12/09/2015	12/16/2016	\$0	PLC Leads All Teachers
One Call Now, School Website, Newsletters	Teachers and staff will utilize One Call Now to notify parents/stakeholders of news, events, and other types of important information. Valley High School will maintain and update a school website providing information to community members about the personnel at VHS and current events taking place at the school. Valley High School will distribute a bi-monthly newsletter via USPS to parents. Each department will submit an informational or instructional article to the newsletter on a rotating basis.	Behavioral Support Program, Parent Involvement, Community Engagement, Career Preparation/Orientation, Academic Support Program, Extra Curricular, Recruitment and Retention	12/09/2015	12/09/2016	\$0	Linda Ernwine Dennis Williams Jenny Cotton Department Heads
Administrative Support	All administrators will be assigned a PLC to facilitate and monitor. All Administrators will conduct weekly walk-throughs based on a rotating PLC schedule.	Professional Learning, Academic Support Program	12/09/2015	12/16/2016	\$0	Administration
Family Night	Each Department will host Family Night bi-monthly on a rotating basis. Family Night will engage students and parents into the school community as well as introducing career options associated with each department.	Behavioral Support Program, Parent Involvement, Career Preparation/Orientation, Academic Support Program, Extra Curricular, Recruitment and Retention	12/09/2015	12/16/2016	\$0	Teachers, Department Heads, Ellen Smith

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Social Services Interventions	Administration Team, FRYSC Coordinator, LEEP Coordinator, and Title V Coordinator will work together to identify and target students using the DIPP document. Students will be referred and provided the services they need in order to be academically successful.	Recruitment and Retention	12/09/2015	12/09/2016	\$0	Rob Stephenson Ellen Smith Lisa Carter
Tier 2 Intervention	Teachers will provide academic support to targeted students based on identified need during a daily intervention period. Teachers will focus on fundamental core area skills as well as re-teaching and pre-teaching content.	Academic Support Program	12/09/2015	12/09/2016	\$0	Classroom teachers
Weekly PLC Meetings	PLC teams will meet weekly. During PLCs the teams will deconstruct standards, analyze data, develop common assessments, Name and Claim students, submit a PLC feedback form and assessment analysis form, and discuss diagnostic and proficiency exams and data.	Professional Learning, Academic Support Program	12/09/2015	12/16/2016	\$0	Dawn Roy Stephanie Bard Rob Stephenson PLC Leads
Literacy across Content Areas	Provide school-wide professional development sessions focused on literacy techniques, such as annotations, summarizing, and academic vocabulary strategies.	Professional Learning	12/09/2015	12/09/2016	\$0	B. Meers, Literacy Coach; K. Edison, Goal Clarity Coach; and Office of Teacher Support staff
Phone Calls Home	Teachers to make a minimum of 2 phone calls home per day focusing on the positive.	Behavioral Support Program, Academic Support Program	08/10/2015	06/06/2016	\$0	D. Clemens - Counselor All Teachers
Extension Activities	Teachers will provide extension activities for students who have achieved their learning targets and will enrich their studies of the content.	Academic Support Program	08/10/2015	06/06/2016	\$0	Classroom Teachers
Pull-Out Interventions	Students not enrolled in an intervention course will be involved in CCR pull-outs during the school year.	Direct Instruction	12/09/2015	12/16/2016	\$0	Marla Paschal
Calculator skills	All VPA students will be provided appropriate instruction in the use of calculators in core math classrooms.	Academic Support Program	12/09/2015	12/09/2015	\$0	K. Edison and Office of Teacher Support staff
Train Teachers	Training the teacher for utilizing the SRT program	Behavioral Support Program	08/10/2015	06/06/2016	\$0	B. Cobb - Assistant Principal

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One Call Now, Website, Newsletters	Teachers and staff will utilize One Call Now to notify parents/stakeholders of news, events and other types of important information to community members about the personnel at VHS and current events taking place at the school. Valley High School will distribute a bi-monthly newsletter via USPS to parents. Each department will submit an informational or instructional article to the newsletter on a rotating schedule.	Behavioral Support Program, Parent Involvement, Community Engagement, Academic Support Program, Recruitment and Retention	12/09/2015	12/16/2016	\$0	Linda Ernwine, Dennis Williams, Jenny Cotton, Department Heads.
Reward Program	Provide emotional, behavioral and physical support through the Home School Coordinator (Focus Reward Program, Family Communication and Link to Community Resources.	Behavioral Support Program	08/10/2015	06/06/2016	\$0	B. Cobb - Assistant Principal
Media Center Support	All students will have the opportunity to visit the media center to check out reading materials at least once every two weeks.	Academic Support Program	12/09/2015	12/09/2016	\$0	L. Ernwine, Media Specialist
Charts and Graphs	All social studies teachers will incorporate chart and graph readings and analysis into classroom instruction.	Academic Support Program	12/09/2015	12/09/2016	\$0	Nick Braun Vincent Tinker
Class Meetings	Principal will meet with each class in order to communicate academic and behavioral expectations, rewards and successes, and student recognition for positive behaviors and academic performances.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program, Extra Curricular	12/09/2015	12/16/2016	\$0	Rob Stephenson
Support for CHAMPS	The Transition program will reteach the CHAMPS procedures for those struggling to meet the regular classroom expectations.	Behavioral Support Program	08/10/2015	06/06/2016	\$0	D. Clemens - Counselor J. Proffitt and B. Cobb - Assistant Principal
ACT/COMPASS Intervention	Students will receive intervention within their senior English and Applied Math courses. Each of these teachers of these classes has been given the standards which are tested with COMPASS.	Direct Instruction	12/09/2015	12/16/2016	\$0	Marla Paschal Senior English Teachers Senior Math Teachers
Instructional Planning	All VPA teachers will meet in PLC's each week to plan standards-based instruction through deconstruction of core KCAS standards.	Professional Learning	12/09/2015	12/09/2016	\$0	J. Proffitt and B. Cobb, Asst. Principals

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Common Assessments	Teams will develop common assessments in which to guide instruction and analyze data. Teachers will use the assessment analysis form to Name and Claim students based on formative assessments and district diagnostic and proficiency exams.	Professional Learning, Academic Support Program	12/09/2015	12/16/2016	\$0	Dawn Roy Stephanie Bard Rob Stephenson All PLC leads
Common Assessments	Teachers will create and implement weekly common assessments. Common assessments will be analyzed for student understanding and to drive instruction.	Direct Instruction	12/09/2015	12/16/2016	\$0	Teachers PLC Leads
Class Meetings	Principal will meet with each class in order to communicate academic and behavioral expectations, rewards and successes, and student recognition for positive behaviors and academic performances.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program, Extra Curricular, Recruitment and Retention	12/09/2015	12/16/2016	\$0	Rob Stephenson
CTE Data	CTE data updated on Valley CCR data for tracking ASVAB, KOSSA, etc., career pathways, and courses completed with the number of credit hours attained for 9th-12th grade. All students on career pathways will be entered into the TEDS system.	Career Preparation/Orientation	12/09/2015	12/09/2016	\$0	Mike Campbell Rob Stephenson Jeff Gossett
Schoolwide ODW Organizational Strategy	Adopt a school-wide organizational strategy for On-Demand Writing to be implemented school-wide, e.g., SPAM (Situation/Purpose/Audience/Mode) and provide posters for instructional use in classrooms.	Academic Support Program	12/09/2015	12/09/2016	\$0	B. Meers, Literacy Coach
Intervention Classes	Students will be intentionally placed into intervention classes such as Pre-Algebra and Ramp-Up based on assessment data.	Academic Support Program, Direct Instruction	12/09/2015	12/16/2016	\$0	Counselors

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One Call Now, Website, Newsletter	Teachers and staff will utilize One Call Now to notify parents/stakeholders of news, events and other types of important information. Valley High School will maintain and update a school website providing information to community members about the personnel at VHS and current events taking place at the school. Valley High School will distribute a bi-monthly newsletter via USPS to parents. Each department will submit an informational or instructional article to the newsletter on a rotating schedule.	Behavioral Support Program, Policy and Process, Parent Involvement, Community Engagement, Career Preparation/Orientation, Academic Support Program, Extra Curricular, Recruitment and Retention	12/09/2015	12/16/2016	\$0	Linda Ernwine, Dennis Williams, Jenny Cotton, All Department Heads
Identify "Watch-List" Students	Each Advisory teacher will be the point person for 5-10 students in their Advisory Class, regardless of subject area or specific student academic deficits/needs. • Advisory Teachers will be responsible for keeping and updating documentation on their RTI "WatchList" students (Interventions, Concerns, Assessments)	Academic Support Program	12/09/2015	12/09/2016	\$0	Jennie Currin
Stephenson's Kids	All EOC teachers will identify students in which to focus on growth. These students will meet with Mr. Stephenson, Mrs. Roy and/or their EOC teachers for informal conferencing. Teachers will use intentional questioning to insure that the Stephenson's Kids are showing growth.	Academic Support Program	12/09/2015	12/09/2016	\$0	All EOC teachers Dawn Roy Rob Stephenson
Tier 3 Rtl Math Opportunity	Students will be identified (Name and Claim) and placed in Rtl math opportunity that offers additional academic support in math for 7th and 8th graders when possible. Classes will be progress monitored based on mastery of standards/skills. Teachers will focus on fundamental math skills and identified focus standards that are identified as weaknesses for targeted students.	Academic Support Program	12/09/2015	12/09/2016	\$0	K. Edison and Office of Teacher Support Staff
Instructional Coaching	Instructional coaches provide model lessons within content-area and reading classrooms at both 7th and 8th grade levels with classroom teacher collaboration which may include the following for math teachers: "Fostering Algebraic Thinking" and "Increasing Effective use of Calculators in Math Classrooms."	Professional Learning	12/09/2015	12/09/2016	\$0	B. Meers, Literacy Coach; K. Edison, Goal Clarity Coach; Office of Teacher Support Staff;
Core Standards Analysis	Collaborate with content area teachers to deconstruct core Kentucky Core Academic Standards (KCAS) in professional learning community opportunities.	Professional Learning	12/09/2015	12/09/2016	\$0	K. Ediston, Goal Clarity Coach

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RTI Teams	Teachers will meet monthly in grade level RTI teams to discuss concerns and formulate plans of action for each student on the "watch list".	Academic Support Program	12/09/2015	12/09/2016	\$0	Jennie Currin Jeff Gossett
EOC Intervention Course	Students who are scoring at the novice or apprentice level will be placed in an intervention course during the school day.	Academic Support Program	12/09/2015	12/09/2016	\$0	Dawn Roy Renee Schuler
Literacy PD	All teachers participate in embedded professional development on the three shift of literacy: complex text, academic language, and text-based evidence; and building knowledge through content-rich nonfiction.	Professional Learning	12/09/2015	12/09/2016	\$0	R. Stephenson, Principal; B. Meers, Literacy Coach
Writing Folders	All students will maintain a working writing folder in ELA classrooms. The Literacy Coach will work with teachers to ensure completion of the writing folders. The folders will be promoted with the student to the next grade. Grade 12 will write a resume and college entrance letter including a personal statement. Grade 12 will create a Senior Thesis (research paper) in English class.	Academic Support Program, Direct Instruction	12/09/2015	12/16/2016	\$0	ELA teachers, Brian Meers, Leslie Mears
Parent Contact	Teachers will make calls to five (5) parents per week. Teachers will record communications in the Parent-Teacher Contact Log in Infinite Campus.	Behavioral Support Program, Parent Involvement, Academic Support Program, Recruitment and Retention	12/09/2015	12/16/2016	\$0	All Teachers
Advisory Period	All students will participate in an Advisory class once per week to build positive and supportive relationships with their peers and an adult in the building learn "soft" skills necessary for academic, social, career, and personal success; and receive information and support in post-secondary planning.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program, Recruitment and Retention	12/09/2015	12/16/2016	\$0	Jennie Currin, Advisory Committee Teachers
Lunch Periods	Students will be identified for lunch interventions via PLC's. Students will bring their school provided lunch with them to the intervention. They will receive a ticket to present to their fourth period teacher to leave the classroom 1 minute early so that they can beat the rush to the cafeteria and arrive at the intervention site with plenty of time to complete their work. If the student does not have the pass, they cannot leave class early.	Academic Support Program	12/09/2015	12/09/2016	\$0	Jennie Currin Leslie Mears English Teacher Math Teacher

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Common Assessments	Teams will develop common assessments in which to guide instruction and analyze data. Teachers will name and claim students based on based on common assessments and district diagnostic and proficiency exams.	Professional Learning, Academic Support Program	12/09/2015	12/09/2016	\$0	Dawn Roy Stephanie Bard Rob Stephenson All PLC Leads
Parental Feedback	All parents will be surveyed twice during the school year using the TELL survey and Comprehensive School Survey.	Parent Involvement	12/09/2015	12/09/2016	\$0	Jennie Currin
Tier 3 Reading Opportunity	Students will be identified and placed in RtI Reading class that offers additional academic support in reading for 7th and 8th grade students when possible. Classes will be progress monitored based on mastery of standards/skills. Teachers will focus on fundamental math skills and identified focus standards that are identified as weaknesses for targeted students.	Academic Support Program	12/09/2015	12/09/2016	\$0	B. Meers and Office of Teacher Support staff
Class Meetings	Principal will meet with each class in order to communicate academic and behavioral expectations, rewards and successes, and student recognition for positive behaviors and academic performances.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program, Recruitment and Retention	12/09/2015	12/09/2016	\$0	Rob Stephenson
Writing	Teachers will utilize "TREES" for common language in teaching writing. English teachers will be provided with lessons and strategies vetted by the National Writing Project.	Academic Support Program	12/09/2015	12/16/2016	\$0	Brian Meers ELA teachers
EOC Intervention Course	Students scoring at the novice or apprentice level will be placed in an intervention course during the school day.	Academic Support Program	01/04/2016	12/16/2016	\$0	Dawn Roy Emerald Lawler English 2 teachers Leslie Mears
Lesson Planning	Revise reading lessons to include differentiation to meet individual student needs as identified by performance data.	Professional Learning	12/09/2015	12/09/2016	\$0	K. Edison, Goal Clarity Coach
CHAMPS Posters	Post CHAMPS expectations in the classrooms and throughout the building.	Behavioral Support Program	08/10/2015	06/06/2016	\$0	All teachers
CCR Intervention Period	Senior students will be dispersed into 2 separate CCR Intervention classes that will rotate between 2 teachers based on need.	Career Preparation/Orientation	12/09/2015	12/09/2016	\$0	Marla Paschal Leslie Mears Dallas Cureton
Parental Feedback	All parents will be surveyed twice during the school year using the TELL survey and Comprehensive School Survey.	Parent Involvement	12/09/2015	12/09/2016	\$0	Jennie Currin

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Data Storage	Implement use of Data Binder to organize and facilitate professional learning community work, including student performance data.	Professional Learning	12/09/2015	12/09/2016	\$0	K. Ediston, Goal Clarity Coach and content area teachers
Progress Monitoring of Program	Develop 30 day protocols to monitor progress toward full implementation of the Writing Program	Academic Support Program	12/09/2015	12/09/2016	\$0	J. Proffitt, B. Cobb- Assistant Principal B. Meers- Literacy Lead
Common Assessment	All 7th and 8th grade VPA students will be assessed in math proficiency at least three years throughout the school year through district assessments.	Academic Support Program	12/09/2015	12/09/2016	\$0	K. Edison
Teachers Implement the Program	The teachers will implement and support CHAMPS expectations throughout the day in classrooms and common areas.	Behavioral Support Program	08/10/2015	06/06/2016	\$0	All Teachers
Algebra 1	Provide the opportunity for targeted students to take Algebra 1 for high school credit at the 8th grade level.	Academic Support Program	08/10/2015	06/06/2016	\$0	K. Edison - Math Goal Clarity Coach 8th grade math teachers and identified high school math teacher J. Proffitt and B. Cobb - Assistant Principal
On-Demand Writing Training	Provide training in all aspects of On-Demand Writing for all VPA teachers with a focus on assessment blueprint and scoring criteria.	Professional Learning	12/09/2015	12/09/2016	\$0	B. Meers, Literacy Coach and Office of Teacher Support staff
Classroom enrichment opportunities	Teachers will provide classroom enrichment opportunities through reading assignments, tiered assignments and ACT/SAT-like bell-ringers.	Academic Support Program	08/10/2015	06/06/2016	\$0	Classroom Teachers
Conceptual Understanding	Classroom math teachers will implement math manipulative and concrete models to build conceptual understanding for students.	Academic Support Program	12/09/2015	12/09/2016	\$0	K. Edison, Goal Clarity Coach and classroom math teachers
Training for SRT	Name and train support staff and security for 2015-2016 school year.	Behavioral Support Program	08/10/2015	06/06/2016	\$0	B. Cobb - Assistant Principal

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Common Assessments	Teams will develop common assessments in which to guide instruction and analyze data. Teachers will use the assessment analysis form to Name and Claim students based on formative assessments and district diagnostic and proficiency exams.	Professional Learning, Academic Support Program	12/09/2015	12/16/2016	\$0	PLC Leads All Teachers Dawn Roy Stephanie Bard Rob Stephenson
Stephenson's Kids	All EOC teachers will identify students in which to focus on growth. These students will meet with Mr. Stephenson, Mrs. Roy and their EOC teachers for conferencing. Teachers will use intentional questioning to ensure that the Stephenson's Kids are showing growth.	Academic Support Program	12/09/2015	12/15/2016	\$0	All EOC Teachers Dawn Roy Rob Stephenson
Attendance Committee	Attendance Committee will meet on a regular basis to examine data and determine the reasons for low attendance and what would motivate students to come to school.	Recruitment and Retention	12/09/2015	12/09/2016	\$0	Dennis Williams
Mathematical Practices	Create math "look-for's" aligned to mathematical practices to demonstrate how students will be engaged in classroom instruction.	Professional Learning	12/09/2015	12/09/2016	\$0	K. Edison, Goal Clarity Coach
Class Meetings	Principal will meet with each class in order to communicate academic and behavioral expectations, rewards and successes, and student recognition for positive behaviors and academic performances.	Professional Learning, Behavioral Support Program, Career Preparation/Orientation, Academic Support Program, Extra Curricular	12/09/2015	12/16/2016	\$0	Rob Stephenson
Total					\$0	

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?

Questions we are trying to answer:

1. How productive was our previous school improvement plan?

The previous school plan allowed us to focus specifically on reading, writing, math, science, social studies, and college and career readiness. Although, the school saw a huge gain in college and career readiness, this year we need to focus on end of course exams. Data showed us that all of our end of course areas: reading, math, US History, and writing decreased in the number of students who are proficient.

2. How did the school improvement plan connect with the Quarterly Report?

The school improvement plan connected to the Quarterly Report by involving all of the key stakeholders. Each time the Quarterly Report was submitted the ILT reviewed the school improvement plan and made changes and adjustments.

3. How can we help all of our students reach proficiency?

We can help all students by being more intentional in PLC planning and naming and claiming via the DIPP document. We can also help all students by focusing on reading in all content areas more students not meeting standards need to attend ESS and other targeted interventions.

4. What do we need to do in order to increase the graduation rate?

Continue to build positive relationships with students via the advisory program. Continue to work on communication with parents via phone calls, parent portal, One Call Now, teachers making parental contact on a daily basis, and Family Nights. Continue to encourage and promote school attendance via incentive programs, PBIS and CHAMPS.

5. How can we better prepare students to gain the necessary proficiencies for reaching 21st Century skills?

Continue to increase the number of students who are college and career ready and continue to build upon the Medical Magnet Program. Increase the usage of students and teachers using technology on a daily basis and this will be evidenced through learning walk data.

6. How can we ensure that all teachers are using best practices in the classroom?

Learning walks are clear indicators of what is taking place in the classroom. Also, full implementation of the TPGES evaluation system will help improve classroom practices by both teachers observing one another and also administrators observing teachers to improve instruction.

7. How can we ensure that all teachers are implementing rigor, relevance, and relationship building in the classroom?

We can ensure teachers are implementing rigor, relevance, and relationships building via: learning walks, classroom observations, advisory and PLC's.

What does the data/information tell you:

*The improvement plan shows us that we are monitoring our plan more closely because it is directly connected to our Quarterly Report. Data shows that we are monitoring goals and assessing data on a quarterly basis.

*KPREP data shows us that we met our school AMO goal, however we still need to work in the EOC areas to decrease the number of students scoring at the novice level and increase the number of students scoring in the areas of proficient and distinguished. Each teacher
SY 2015-2016

will be responsible for adopting ten gap students in all of their classes.

*We can better help our students prepare for life after high school by incorporating reading and writing into ALL classes.

What does the data/information not tell you:

It does not tell specifically why the school did not perform well in all tested areas except for Biology. It can be assumed that students did not perform well due to snow days and the missed days of instruction. It also does not tell us the specifics of the items that were tested in the content area of English.

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?

Valley's areas of strengths are:

*Third year in a row meeting AMO. If we meet AMO this year we will be out of priority status with the Kentucky Department of Education.

*Biology increased their number of students performing at the proficient level by 10% on the end of course exams.

*Number of students meeting college and career readiness increased to students. We are continuing to improve college and career readiness scores by intentionally focusing on ACT scores and targeted interventions, the school is also getting students to take the ACT earlier in their high school career.

*PTO membership increased dramatically this past school year.

*Increase in number of students participating in extra-curricular activities via the ATTAIN program and other after school activities.

*Slight increase in ACT .5% We continue to have more students taking the ACT which results in a more college culture in the building.

*Only JCPS school with a Biomedical Program

*The school has added the Veterinarian Program to the Medical Magnet Program. Our goal is to continue to increase the number of students in our Medical Magnet Program and promote our program at various community events.

*Valley has implemented Data Days to help improve instructional practices in all end of course classes.

*PLC's had more focus on students not meeting standards and providing interventions, use of intentional planning, and analyzing student data.

*Middle school has an additional 100 students enrolled over the district projected enrollment

*Middle school is the only school in the region with SMART TVs for all classrooms

*Tested all students for baseline and improvement measurement of all Valley students

*Individual student conferencing with 10th, 11th and 12th graders

Sustainability:

Systems are in place to identify and track students for CCR and provide interventions and mentoring to help students meet CCR benchmarks. Systems are in place to track students in Career and Technical programs to ensure completers for career readiness.

PLC meetings are embedded into the work day. Administrators are assigned to PLC meetings, weekly and monthly, to support and monitor PLC progress. Professional development and training is provided in the use of data tracking tools (GOOGLE docs, etc.) and data analysis for PLCs. PLC's are continuing to work on establishing procedures and protocols for naming and claiming students via the DIPP document and more structured PLC format is being implemented into all end of course content classes.

Graduation rate is an intentional focus at all grade levels. Monitoring and tracking student credits and the use of credit recovery both during and after school to ensure students are on track to graduate on time. Students have the opportunity to build relationships with advisors via the advisory period and 10th, 11th, and 12th grade students are having one-on-one conferencing with their advisors at least twice a school year.

Interventions are implemented at all tier levels. Interventions are taking place in the classroom, across classes based on standards mastery (standards swap) among PLC members teaching the same content. Pull out for small group and/or one on one intervention. Students have the opportunity to stay for extended time in credit recovery, standards recovery and tutoring. This year targeted interventions have been implemented during the school day and they include: lunch interventions and college and career readiness interventions for 10th, 11th, and 12th grade students are having one-on-one conferencing with their advisors at least twice a school year.

(standards swap) among PLC members teaching the same content. Pull out for small group and/or one-on-one interventions.. Students have the opportunity to stay for extended time in credit recovery, standards recovery and tutoring. During the 2014/2015 school year targeted interventions were implemented during the school day and they included: lunch interventions and college and career readiness interventions for 10th, 11th, and 12th grade students. Students were intentionally assigned to classes and teachers based on data from middle school to increase their academic success at the freshmen level.

Opportunities for Improvement

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

Valley has identified the following areas for improvement:

*HS - EOC improve the number of students meeting proficiency in reading, writing, math, social studies and science

*Improve rigor in the classroom by incorporating embedded PD, learning walks and PGES.

*Improve reading levels of all students by 2 according to Reading Plus data

*HS - Improve graduation rate by 5%

*HS - Increase our college and career readiness and meet our goal of students

*PLCs to be focused on analyzing data to improve classroom instruction

*Decrease suspensions and classroom disruptions by 10%

*Increase student participation in extra curricular activities

*Improve parental support with communication, conferences, parent portal, and attending events

*Attendance increase by 3%

*Increase in Attain/ESS attendance

*Increase the number of partnerships and dual credit opportunities for students in the medical magnet program

*Improve school culture by implementing school culture school-wide

*Middle school will implement Second Steps

*Staff will receive professional development on cultural competency

*All students participate in individual student conferencing at least once a year

*Additional focus in Freshman Academy on protocols and procedures

*Revisit physical building resources, floor plan and efficiency for safety of all students

PLC work needs to be more consistent across all content areas and grade levels.

There is the need for greater ownership from 100% of the faculty regarding student achievement.

Increased stakeholder involvement in policy and decision making process.

Development of a systemic process for data collection and analysis.

Professional development to increase understanding and use of standards based grading.

PLCs will receive more intensive support and monitoring by the administration and Goal Clarity Coach.

Community and family nights meeting monthly to increase stakeholder involvement. PTSA ongoing recruitment for membership.

Implementation of one call system to increase communication with all stakeholders.

Training teachers in the use of Google docs and other similar tools to track and monitor student data.

Reading is the main focus area in all classes. Teachers are receiving professional development on the reading shifts on a monthly basis.

Students are being tested twice a year and the goal is for all students to improve their reading levels by two grade levels at the end of the school year. All teachers are required to incorporate a variety of reading in all classes on a regular basis.

Our goals for this school year are the following:

ELA: Valley will increase the percent of all students scoring proficient/distinguished in Reading at the high school level from 34.7% in 2014 to 59.2% in 2017, and the middle school level from 17.4% in 2014 to 56.9% in 2017 as measured by KPREP EOC exam

Increase the average freshmen graduation rate from 71.8% in 2014 to 76.9% by 2015

CCR: Increase the percentage of students who are college and career-ready from 35.2% in 2014 to 52.0% by 2015.

Reading: By 2014, 34.6% of all students will be proficient/distinguished in Reading.

Math: Valley will increase the percent of all students scoring proficient/distinguished in Math at the high school level from 8.9% in 2014 to
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59.3% in 2017, at the middle school level 10.3% in 2014 to 55.9% in 2017, as measured by Algebra 2 EOC.

Valley will improve community support and involvement with all stakeholders from 25% to 50% by 2015.

PGES: Valley will increase the percentage of effective teachers from 25% in 2015 to 35% in 2020.

Science: Valley will increase the percent of all students scoring proficient/distinguished in science at the high school level from 21.3% in 2014 to 54.3% in 2017 and the middle school level from 15.3% in 2014 to 58.4% in 2017 as measured by Biology EOC.

Social Studies Valley will increase the percent of students scoring proficient/distinguished in social studies at the high school level from 27.9% in 2014 to 58.8% in 2017 and middle school from 18.5% in 2014 to 61.4% in 2017 as measured by US History.

Instructional Resources Goal: Schools will use 100% of the Instructional Resources (textbook) within two years to support student access to high quality resources.

Program Review: School will implement the World Language Program Review concept into all Spanish classes.

Climate and Culture: Valley will collaborate with school stakeholders to ensure a safe and nurturing environment.

Conclusion

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

Our next steps is to continue to use data to drive instruction and plan interventions. Additional professional development for teachers needing strategies in classroom management as well as best practices for effective instruction, and reading. Continue to monitor and support PLC work to ensure all students are learning and meeting standards. Interventions and continued instruction will be provided for students failing to master standards, to help them gain the skills necessary to meet CCR benchmarks, and be prepared for post secondary endeavors.

Our continued area of improvement will be addressed with our strategies and activities based on our CSIP goals as listed below:

ELA: Valley will increase the percent of all students scoring proficient/distinguished in Reading at the high school level from 34.7% in 2014 to 59.2% in 2017, and the middle school level from 17.4% in 2014 to 56.9% in 2017 as measured by KPREP EOC exam

Increase the average freshmen graduation rate from 71.8% in 2014 to 76.9% by 2015

CCR: Increase the percentage of students who are college and career-ready from 35.2% in 2014 to 52.0% by 2015.

Reading: By 2014, 34.6% of all students will be proficient/distinguished in Reading.

Math: Valley will increase the percent of all students scoring proficient/distinguished in Math at the high school level from 8.9% in 2014 to 59.3% in 2017, at the middle school level 10.3% in 2014 to 55.9% in 2017, as measured by Algebra 2 EOC.

Valley will improve community support and involvement with all stakeholders from 25% to 50% by 2015.

PGES: Valley will increase the percentage of effective teachers from 25% in 2015 to 35% in 2020.

Science: Valley will increase the percent of all students scoring proficient/distinguished in science at the high school level from 21.3% in 2014 to 54.3% in 2017 and the middle school level from 15.3% in 2014 to 58.4% in 2017 as measured by Biology EOC.

Social Studies Valley will increase the percent of students scoring proficient/distinguished in social studies at the high school level from 27.9% in 2014 to 58.8% in 2017 and middle school from 18.5% in 2014 to 61.4% in 2017 as measured by US History.

Instructional Resources Goal: Schools will use 100% of the Instructional Resources (textbook) within two years to support student access to high quality resources.

Program Review: School will implement the World Language Program Review concept into all Spanish classes.

Climate and Culture: Valley will collaborate with school stakeholders to ensure a safe and nurturing environment.

With the strategies and activities we are expecting to reach AMO, improve reading, improve culture and climate, core content proficiency, increase parental and community involvement and improve instructional practices via implementation of PGES. We want to ensure the learning of all students by providing them with a 21st century skills necessary to become proficient learners and beyond.

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:

Math: Valley High will increase the percent of all student scoring proficient/distinguished in Math from 7.4 in 2015 to 56.5 in 2019 as measured by KPREP (EOC) exam.

Measurable Objective 1:

30% of Eleventh grade students will demonstrate a proficiency in Mathematics by 06/03/2016 as measured by KPREP.

Strategy1:

Communication - Each department will increase the quantity of parent contacts, methods of communication and frequency of communication in order to increase parental and stakeholder engagement in student learning.

Category: Stakeholder Engagement

Research Cited: NA

Activity - Parent Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will make calls to five (5) parents per week. Teachers will record communications in Parent-Teacher Contact Log in Infinite Campus.	Community Engagement Academic Support Program Recruitment and Retention Behavioral Support Program Parent Involvement	12/09/2015	12/16/2016	\$0 - No Funding Required	All Teachers

Goal 2:

Science: Valley High will increase the percent of students scoring proficient/distinguished in Science from 15.5 in 2015 to 57.5 in 2019 as measured by KREP.

Measurable Objective 1:

32% of Eleventh grade students will demonstrate a proficiency in Science by 06/03/2016 as measured by KPREP.

Strategy1:

Communication - Each department will increase the quantity of parent contact, methods of communication and frequency of communication

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in order to increase parental and stakeholder engagement in student learning.

Category: Stakeholder Engagement

Research Cited:

Activity - One Call Now, School Website, Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will utilize One Call Now to notify parents/stakeholders of news, events, and other types of important information. Valley High School will maintain and update a school website providing information to community members about the personnel at VHS and current events taking place at the school. Valley High School will distribute a bi-monthly newsletter via USPS to parents. Each department will submit an informational or instructional article to the newsletter on a rotating basis.	Recruitment and Retention Parent Involvement Academic Support Program Career Preparation/ Orientation Community Engagement Extra Curricular Behavioral Support Program	12/09/2015	12/09/2016	\$0 - No Funding Required	Linda Ernwine Dennis Williams Jenny Cotton Department Heads

Activity - Family Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each department will host a Family Night on a bi-monthly rotating basis. Family Night will engage students and parents into the school community as well as introducing career options associated with each department.	Recruitment and Retention Community Engagement Academic Support Program Parent Involvement Career Preparation/ Orientation Behavioral Support Program	12/09/2015	12/09/2016	\$5000 - Title I SIG	All Teachers Department Chairpersons Ellen Smith

Activity - Parent Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will contact 5 parents per week and log these contacts into Infinite Campus, Parent/Teacher Contact Log.	Behavioral Support Program Academic Support Program Recruitment and Retention Community Engagement Parent Involvement	12/09/2015	12/09/2016	\$0 - No Funding Required	All teachers

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

Goal 1:

ELA: Valley High will increase the percent of students scoring proficient/distinguished in Reading from 27.6 in 2015 to 61.9 in 2019 as measured by KPREP exam.

Measurable Objective 1:

39% of Tenth grade students will demonstrate a proficiency in English 10 by 06/03/2016 as measured by KREP.

Strategy1:

Reading and Writing the Viking Way - To improve reading in all areas

Category: Learning Systems

Research Cited: Reading Plus, National Writing Project

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize "TREES" for common language in teaching writing. English teachers will be provided with lessons and strategies vetted by the National Writing Project.	Academic Support Program	12/09/2015	12/16/2016	\$0 - No Funding Required	Brian Meers ELA teachers

Activity - Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will utilize Reading Plus to determine the reading level for the students. This will determine which students need intervention and will also serve as a baseline data for determining growth. Students will assess three times a year.	Academic Support Program	12/09/2015	12/08/2016	\$2000 - SIG Grant	Brian Meers

Strategy2:

Communication - Each department will increase the quantity of parent contacts, methods of communication and frequency of communication in order to increase parental and stakeholder engagement in student learning.

Category: Stakeholder Engagement

Research Cited:

Activity - Parental Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All parents will be surveyed twice during the school year using the TELL survey and Comprehensive School Survey.	Parent Involvement	12/09/2015	12/09/2016	\$0 - No Funding Required	Jennie Currin

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Valley High School

Activity - One Call Now, Website, Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will utilize One Call Now to notify parents/stakeholders of news, events and other types of important information to community members about the personnel at VHS and current events taking place at the school. Valley High School will distribute a bi-monthly newsletter via USPS to parents. Each department will submit an informational or instructional article to the newsletter on a rotating schedule.	Community Engagement Recruitment and Retention Parent Involvement Academic Support Program Behavioral Support Program	12/09/2015	12/16/2016	\$0 - No Funding Required	Linda Ernwine, Dennis Williams, Jenny Cotton, Department Heads.

Activity - Advisory Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate in an Advisory class once per week to build positive and supportive relationships with their peers and an adult in the building to learn "soft" skills necessary for academic, social, career and personal success; and receive information and support in post-secondary planning.	Other Career Preparation/ Orientation Behavioral Support Program Academic Support Program	12/09/2015	12/16/2016	\$2000 - Other	Jennie Currin

Activity - Class Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will meet with each class in order to communicate academic and behavioral expectations, rewards and successes, and student recognition for positive behaviors and academic performances.	Career Preparation/ Orientation Academic Support Program Extra Curricular Behavioral Support Program	12/09/2015	12/16/2016	\$0 - No Funding Required	Rob Stephenson

Activity - Parent Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will make calls to five (5) parents per week. Teachers will record communications in the Parent-Teacher Contact Log in Infinite Campus.	Academic Support Program Recruitment and Retention Community Engagement Behavioral Support Program Parent Involvement	12/09/2015	12/16/2016	\$0 - No Funding Required	All Teachers

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Activity - Student Conferencing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have a one-on-one conference with a teacher, coach or administrator to discuss academic expectations, assessment results, career goals and to foster positive relationship with the adults in the building.	Behavioral Support Program Recruitment and Retention Academic Support Program Career Preparation/Orientation	12/09/2015	12/16/2016	\$6000 - Grant Funds	Jennie Currin

Activity - Family Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Department will host Family Night bi-monthly on a rotating basis. Family Night will engage students and parents into the school community as well as introducing career options associated with each department.	Behavioral Support Program Recruitment and Retention Career Preparation/Orientation Academic Support Program Parent Involvement Extra Curricular	12/09/2015	12/16/2016	\$0 - No Funding Required	All Teachers, Department Heads, Ellen Smith

Strategy3:

Professional Learning Communities - All content area teams will collaborate to ensure that that instruction is of high quality through the work of PLCs.

Category: Professional Learning & Support

Research Cited:

Activity - Administrative Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All administrators will be assigned a PLC to facilitate and monitor. All Administrators will conduct weekly walk-throughs based on a rotating PLC schedule.	Academic Support Program Professional Learning	12/09/2015	12/16/2016	\$0 - No Funding Required	Administration

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will develop common assessments in which to guide instruction and analyze data. Teachers will use the assessment analysis form to Name and Claim students based on formative assessments and district diagnostic and proficiency exams.	Professional Learning Academic Support Program	12/09/2015	12/16/2016	\$0 - No Funding Required	Dawn Roy Stephanie Bard Rob Stephenson All PLC leads

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Valley High School

Activity - Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will record data on google docs, star charts, etc. to track student achievement according to standard.	Academic Support Program Policy and Process	12/09/2015	12/16/2016	\$0 - No Funding Required	All Teachers

Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams will meet weekly. During PLCs the teams will deconstruct the standards, analyze data, develop common assessments, Name and Claim students, submit a PLC feedback form and assessment analysis form, and discuss diagnostic and proficiency exams and data.	Professional Learning Academic Support Program	12/09/2015	12/16/2016	\$0 - No Funding Required	Dawn Roy Stephanie Bard Rob Stephenson All PLC leads

Strategy4:

Interventions - The English Department will use a variety of instructional strategies to ensure that students are reaching proficiency.

Category: Continuous Improvement

Research Cited:

Activity - Intervention Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be intentionally placed into intervention classes such as Ramp Up based on Assessment Data.	Academic Support Program Direct Instruction	12/09/2015	12/16/2016	\$0 - No Funding Required	Counselors

Activity - EOC Intervention Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring at the novice or apprentice level will be placed in an intervention course during the school day.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Dawn Roy Emerald Lawler English 2 teachers Leslie Mears

Activity - ATTAIN and ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fail to meet standards in their courses will be provided with an invitation to attend ATTAIN and/or ESS	Academic Support Program	12/09/2015	12/16/2016	\$100000 - District Funding	Gossett, Ernwine, Ellison, teachers

Activity - Stephenson's Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All EOC teachers will identify students in which to focus on growth. These students will meet with Mr. Stephenson, Mrs. Roy, and their EOC teachers for conferencing. Teachers will use intentional questioning to ensure that the Stephenson's Kids are showing growth.	Academic Support Program	12/09/2015	12/16/2016	\$0 - No Funding Required	EOC teachers Rob Stephenson Dawn Roy

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Strategy5:

Instructional Quality - Teachers will engage in professional development for assessment, differentiated instruction and PLCs in order to maximize instructional effectiveness.

Category: Continuous Improvement

Research Cited: ASCD, Solution Tree

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend Differentiated Instruction training and bring strategies back to share with all teachers. Teachers will implement these strategies in their classrooms.	Direct Instruction Professional Learning	12/09/2015	12/16/2016	\$3000 - District Funding	Dawn Roy Leslie Mears Joyce Charlesworth Stephanie Bard

Activity - KCAS Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be sure to implement a curriculum aligned with KCAS.	Professional Learning Direct Instruction Academic Support Program	12/09/2015	12/16/2016	\$0 - No Funding Required	PLC Leads All Teachers

Activity - Common Assessment and Assessment Literacy Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and implement weekly common assessments. Common assessments will be analyzed for student understanding and to drive instruction. Teachers will be sent to assessment literacy training provided by JCPS.	Direct Instruction Professional Learning	12/09/2015	12/16/2016	\$3000 - District Funding	Dawn Roy Stephanie Bard Whitney Weaver Emerald Lawler

Goal 2:

Math: Valley High will increase the percent of all student scoring proficient/distinguished in Math from 7.4 in 2015 to 56.5 in 2019 as measured by KPREP (EOC) exam.

Measurable Objective 1:

30% of Eleventh grade students will demonstrate a proficiency in Mathematics by 06/03/2016 as measured by KPREP.

Strategy1:

Communication - Each department will increase the quantity of parent contacts, methods of communication and frequency of communication in order to increase parental and stakeholder engagement in student learning.

Category: Stakeholder Engagement

Research Cited: NA

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Activity - Advisory Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate in an Advisory class once per week to build positive and supportive relationships with their peers and an adult in the building, learn "soft" skills necessary for academic, social, career, and personal success; and receive information and support in post-secondary planning.	Academic Support Program Behavioral Support Program Career Preparation/Orientation	12/09/2015	12/16/2016	\$2000 - Other	Jennie Currin, Advisory Committee teachers

Activity - Class Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will meet with each class in order to communicate academic and behavioral expectations, rewards and successes, and student recognition for positive behaviors and academic performances.	Extra Curricular Academic Support Program Career Preparation/Orientation Behavioral Support Program Recruitment and Retention	12/09/2015	12/16/2016	\$0 - No Funding Required	Rob Stephenson

Activity - Student Conferencing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have a one-on-one conference with a teacher, coach or administrator to discuss academic expectations, assessment results, career goals, academic goals and to foster positive relationships with the adults in the building.	Academic Support Program Career Preparation/Orientation Recruitment and Retention Behavioral Support Program	12/09/2015	12/16/2016	\$6000 - Grant Funds	Jennie Currin

Activity - One Call Now, Website, Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will utilize One Call Now to notify parents/stakeholders of news, events and other types of important information. Valley High School will maintain and update a school website providing information to community members about the personnel at VHS and current events taking place at the school. Valley High School will distribute a bi-monthly newsletter via USPS to parents. Each department will submit an informational or instructional article to the newsletter on a rotating schedule.	Recruitment and Retention Behavioral Support Program Community Engagement Parent Involvement Academic Support Program	12/09/2015	12/16/2016	\$0 - IDEA	Linda Ernwine, Dennis Williams, Jenny Cotton, Department Heads

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Activity - Parental Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All parents will be surveyed twice during the school year using the TELL survey and Comprehensive School Survey.	Parent Involvement	12/09/2015	12/09/2016	\$0 - No Funding Required	Jennie Currin

Activity - Parent Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will make calls to five (5) parents per week. Teachers will record communications in Parent-Teacher Contact Log in Infinite Campus.	Community Engagement Behavioral Support Program Recruitment and Retention Academic Support Program Parent Involvement	12/09/2015	12/16/2016	\$0 - No Funding Required	All Teachers

Activity - Family Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Department will host Family Night bi-monthly on a rotating basis. Family Night will engage students and parents into the school community as well as introducing career options associated with each department.	Parent Involvement Academic Support Program Behavioral Support Program Career Preparation/Orientation Professional Learning Extra Curricular Recruitment and Retention	12/09/2015	12/16/2016	\$5000 - Title I SIG	All Teachers, Department Heads, Ellen Smith,

Strategy2:

Interventions - Instructional Interventions - The math department will use a variety of instructional strategies to ensure that students are reaching proficiency.

Category: Continuous Improvement

Research Cited:

Activity - EOC Intervention Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring at the novice or apprentice level will be placed in an intervention course during the school day.	Academic Support Program	01/04/2016	12/31/2016	\$0 - No Funding Required	Dawn Roy Ron Hennig - Algebra 2

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Activity - Stephenson's Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All EOC teachers will identify students in which to focus on growth. These students will meet with Mr. Stephenson, Mrs. Roy and their EOC teachers for conferencing. Teachers will use intentional questioning to ensure that the Stephenson's Kids are showing growth.	Academic Support Program	12/09/2015	12/15/2016	\$0 - No Funding Required	All EOC Teachers Dawn Roy Rob Stephenson

Activity - ATTAIN and ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are not meeting the standards in their courses will be provided invitations to attend ATTAIN	Academic Support Program	12/09/2015	12/16/2016	\$100000 - District Funding	Gossett, Ernwine, Ellison, Teachers

Activity - Intervention Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be intentionally placed into intervention classes such as Pre-Algebra and Ramp-Up based on assessment data.	Direct Instruction Academic Support Program	12/09/2015	12/16/2016	\$0 - No Funding Required	Counselors

Strategy3:

Instructional Quality - Teachers will engage in professional development for assessment, differentiated instruction and PLCs in order to maximize instructional effectiveness.

Category: Continuous Improvement

Research Cited: ASCD, Solution Tree

Activity - KCAS Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be sure to implement a curriculum aligned with KCAS.	Direct Instruction Professional Learning Academic Support Program	12/09/2015	12/16/2016	\$0 - No Funding Required	PLC Leads All Teachers

Activity - Common Assessment and Assessment Literacy Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and implement weekly common assessments. Common assessments will be analyzed for student understanding and to drive instruction. Selected teachers will attend district level PD on assessment literacy training in mathematics.	Professional Learning Direct Instruction	12/09/2015	12/16/2016	\$3000 - District Funding	Dawn Roy Stephanie Bard Math - Katie LeRoy Math - Charmaine Cureton Ron Hennig

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Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend Differentiated Instruction training and bring strategies back to share with the teachers. Teachers will implement these strategies in their classrooms.	Direct Instruction Professional Learning	12/09/2015	12/16/2016	\$3000 - District Funding	Dawn Roy Stephanie Bard ELA - Leslie Mears Math - Joyce Charlesworth

Strategy4:

Professional Learning Communities - All content area teams will collaborate to ensure that instruction is of high quality and effective through the work of PLCs.

Category: Professional Learning & Support

Research Cited:

Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams will meet weekly. During PLCs the teams will deconstruct standards, analyze data, develop common assessments, Name and Claim students, submit a PLC feedback form and assessment analysis form, and discuss diagnostic and proficiency exams and data.	Academic Support Program Professional Learning	12/09/2015	12/16/2016	\$0 - No Funding Required	Dawn Roy Stephanie Bard Rob Stephenson PLC Leads

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will develop common assessments in which to guide instruction and analyze data. Teachers will use the assessment analysis form to Name and Claim students based on formative assessments and district diagnostic and proficiency exams.	Professional Learning Academic Support Program	12/09/2015	12/16/2016	\$0 - No Funding Required	Dawn Roy Stephanie Bard Rob Stephenson All PLC leads

Activity - Administrative Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All administrators will be assigned a PLC to facilitate and monitor. All Administrators will conduct weekly walk-throughs based on a rotating PLC schedule.	Professional Learning Academic Support Program	12/09/2015	12/16/2016	\$0 - No Funding Required	Administration

Activity - Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will record data on google docs, star charts, etc to track student achievement according to standard.	Policy and Process Academic Support Program	12/09/2015	12/16/2016	\$0 - No Funding Required	All Teachers

Goal 3:

Valley Prep Academy will increase the percent of all students scoring proficient/distinguished in Core Content areas in order to meet their achievement delivery targets by 2019 as measured by KPREP: RD 51.1%; MA 43.7%; SC 57.5%; Soc St 50.5%; WR 43.5%.

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Measurable Objective 1:

demonstrate a proficiency of 15.5% in math for all 7th and 8th grade students by 06/06/2016 as measured by KPREP exam.

Strategy1:

Extended Response Strategy - English/Language Arts teachers will develop and extended response Question Organization strategy and collaborate with all content area teachers to implement the RATE strategy within classroom instruction.

Category: Continuous Improvement

Research Cited:

Activity - RATE strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RATE strategy shared with whole faculty during embedded PD session and content area teachers collaborate to discuss how to implement with fidelity in classroom instruction.	Academic Support Program	12/09/2015	12/09/2015	\$0 - No Funding Required	L. Hennig, ELA department chair; Office of Teacher Support staff

Strategy2:

Professional Development - Collaborate with teaching staff to utilize inquiry based learning to deepen student understanding.

Category: Professional Learning & Support

Research Cited:

Activity - Literacy across Content Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide school-wide professional development sessions focused on literacy techniques, such as annotations, summarizing, and academic vocabulary strategies.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	B. Meers, Literacy Coach; K. Edison, Goal Clarity Coach; and Office of Teacher Support staff

Activity - Standards-based Unit Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate to co-plan a standards-based unit and provide critical feedback to ensure teacher and student growth.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	J. Proffitt, Asst. Principal; Office of Teacher Support staff

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches provide model lessons within content-area and reading classrooms at both 7th and 8th grade levels with classroom teacher collaboration which may include the following for math teachers: "Fostering Algebraic Thinking" and "Increasing Effective use of Calculators in Math Classrooms."	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	B. Meers, Literacy Coach; K. Edison, Goal Clarity Coach; Office of Teacher Support Staff;

Strategy3:

Student Engagement - Increase student engagement in mathematics using a variety of best practice instructional activities.

Category: Continuous Improvement

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Research Cited:

Activity - Critical Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will provide critical feedback in questioning techniques and opportunities to move student thinking forward and engage in math dialogue.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Edison, Goal Clarity Coach and Office of Teacher Support staff

Activity - Conceptual Understanding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom math teachers will implement math manipulative and concrete models to build conceptual understanding for students.	Academic Support Program	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Edison, Goal Clarity Coach and classroom math teachers

Activity - Mathematical Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create math "look-for's" aligned to mathematical practices to demonstrate how students will be engaged in classroom instruction.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Edison, Goal Clarity Coach

Activity - Peer Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe peer classrooms using the observation tool assigned to determine level of student engagement and discussion of Next Steps.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Edison, Goal Clarity Coach

Strategy4:

Data Days - Content area teachers and support staff will use data sessions to analyze student performance data to make instructional adjustments for Tier 1 and Tier 2 interventions to meet the individual needs of targeted students.

Category: Professional Learning & Support

Research Cited:

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Revise reading lessons to include differentiation to meet individual student needs as identified by performance data.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Edison, Goal Clarity Coach

Activity - Student Assessment Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will review and reflect on instructional, assessment and student performance gaps.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Edison, Goal Clarity Coach

Strategy5:

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Professional Learning Community - Implementing a continuous improvement protocol to plan, study and act upon improving student achievement.

Category: Professional Learning & Support

Research Cited:

Activity - Student Performance Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analysis of student performance including all data sets and student work to determine needed interventions and enrichments.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Edison, Goal Clarity Coach

Activity - Core Standards Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with content area teachers to deconstruct core Kentucky Core Academic Standards (KCAS) in professional learning community opportunities.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Ediston, Goal Clarity Coach

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will collaborate to identify students who can demonstrate proficiency or above based on assessment trends and performance data.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Edison, Goal Clarity Coach and classroom teachers

Activity - Data Storage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement use of Data Binder to organize and facilitate professional learning community work, including student performance data.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Ediston, Goal Clarity Coach and content area teachers

Measurable Objective 2:

demonstrate a proficiency of 15.7% in On-Demand Writing for all eighth graders by 06/06/2016 as measured by KPREP exam.

Strategy1:

Professional Development - Collaborate with teaching staff to utilize inquiry based learning to deepen student understanding.

Category: Professional Learning & Support

Research Cited:

Activity - Standards-based Unit Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate to co-plan a standards-based unit and provide critical feedback to ensure teacher and student growth.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	J. Proffitt, Asst. Principal; Office of Teacher Support staff

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Activity - Literacy across Content Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide school-wide professional development sessions focused on literacy techniques, such as annotations, summarizing, and academic vocabulary strategies.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	B. Meers, Literacy Coach; K. Edison, Goal Clarity Coach; and Office of Teacher Support staff

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches provide model lessons within content-area and reading classrooms at both 7th and 8th grade levels with classroom teacher collaboration which may include the following for math teachers: "Fostering Algebraic Thinking" and "Increasing Effective use of Calculators in Math Classrooms."	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	B. Meers, Literacy Coach; K. Edison, Goal Clarity Coach; Office of Teacher Support Staff;

Strategy2:

Data Days - Content area teachers and support staff will use data sessions to analyze student performance data to make instructional adjustments for Tier 1 and Tier 2 interventions to meet the individual needs of targeted students.

Category: Professional Learning & Support

Research Cited:

Activity - Student Assessment Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will review and reflect on instructional, assessment and student performance gaps.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Ediston, Goal Clarity Coach

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Revise reading lessons to include differentiation to meet individual student needs as identified by performance data.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Edison, Goal Clarity Coach

Strategy3:

Writing Assessment Plan - Develop a writing assessment plan and training protocol to ensure On-Demand Writing is an integral part of classroom instruction for all content area teachers.

Category: Continuous Improvement

Research Cited:

Activity - Schoolwide ODW Organizational Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adopt a school-wide organizational strategy for On-Demand Writing to be implemented school-wide, e.g., SPAM (Situation/Purpose/Audience/Mode) and provide posters for instructional use in classrooms.	Academic Support Program	12/09/2015	12/09/2016	\$0 - No Funding Required	B. Meers, Literacy Coach

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Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer three benchmark On-Demand Writing assessments per school year (both Stand-Alone and Passage-Based) to all 7th and 8th grade students.	Academic Support Program	12/09/2015	12/09/2016	\$0 - No Funding Required	B. Meers, Literacy Coach

Activity - Intentional Classroom Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement intentional classroom focus on ODW instruction in ELA classrooms, such as prompt analysis, graphic organizers, idea development, chunking and genres.	Academic Support Program	12/09/2015	12/09/2016	\$0 - No Funding Required	B. Meers, Literacy Coach and Office of Teacher Support staff

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaching staff and administration will conduct live scoring sessions in classrooms to support student growth in ODW skills.	Academic Support Program	12/09/2015	12/09/2016	\$0 - No Funding Required	B. Meers, Literacy Coach and Office of Teaching Support staff

Activity - On-Demand Writing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training in all aspects of On-Demand Writing for all VPA teachers with a focus on assessment blueprint and scoring criteria.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	B. Meers, Literacy Coach and Office of Teacher Support staff

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze scored On-Demand Writing student responses to inform classroom instruction/Next Steps.	Academic Support Program	12/09/2015	12/09/2016	\$0 - No Funding Required	B. Meers, Literacy Coach; Office of Teaching Support staff

Strategy4:

Professional Learning Community - Implementing a continuous improvement protocol to plan, study and act upon improving student achievement.

Category: Professional Learning & Support

Research Cited:

Activity - Core Standards Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with content area teachers to deconstruct core Kentucky Core Academic Standards (KCAS) in professional learning community opportunities.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Ediston, Goal Clarity Coach

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Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will collaborate to identify students who can demonstrate proficiency or above based on assessment trends and performance data.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Edison, Goal Clarity Coach and classroom teachers

Activity - Student Performance Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analysis of student performance including all data sets and student work to determine needed interventions and enrichments.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Edison, Goal Clarity Coach

Activity - Data Storage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement use of Data Binder to organize and facilitate professional learning community work, including student performance data.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Ediston, Goal Clarity Coach and content area teachers

Measurable Objective 3:

demonstrate a proficiency of 26.7% in Reading for all 7th and 8th grade students by 06/06/2016 as measured by KPREP exam.

Strategy1:

Professional Learning Community - Implementing a continuous improvement protocol to plan, study and act upon improving student achievement.

Category: Professional Learning & Support

Research Cited:

Activity - Core Standards Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with content area teachers to deconstruct core Kentucky Core Academic Standards (KCAS) in professional learning community opportunities.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Ediston, Goal Clarity Coach

Activity - Data Storage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement use of Data Binder to organize and facilitate professional learning community work, including student performance data.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Ediston, Goal Clarity Coach and content area teachers

Activity - Student Performance Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analysis of student performance including all data sets and student work to determine needed interventions and enrichments.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Edison, Goal Clarity Coach

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Valley High School

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will collaborate to identify students who can demonstrate proficiency or above based on assessment trends and performance data.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Edison, Goal Clarity Coach and classroom teachers

Strategy2:

Data Days - Content area teachers and support staff will use data sessions to analyze student performance data to make instructional adjustments for Tier 1 and Tier 2 interventions to meet the individual needs of targeted students.

Category: Professional Learning & Support

Research Cited:

Activity - Student Assessment Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will review and reflect on instructional, assessment and student performance gaps.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Ediston, Goal Clarity Coach

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Revise reading lessons to include differentiation to meet individual student needs as identified by performance data.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Edison, Goal Clarity Coach

Strategy3:

Reading Block - Provide all students with a daily reading block to focus on reading strategies, skills, and exposure to varied texts in order to gain confidence and stamina for district proficiency assessments and KPREP assessments..

Category: Continuous Improvement

Research Cited:

Activity - Content Area Reading Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide current event articles through Scholastic Magazine to be used in all content area classrooms.	Academic Support Program	12/09/2015	12/09/2016	\$5800 - Title I School Improvement (ISI)	B. Meers, Literacy Coach

Activity - Literacy PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers participate in embedded professional development on the three shift of literacy: complex text, academic language, and text-based evidence; and building knowledge through content-rich nonfiction.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	R. Stephenson, Principal; B. Meers, Literacy Coach

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Activity - Reading Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Coach will provide reading lessons and units for all content area teachers to implement during reading class to support independent reading and focus on vocabulary and comprehension.	Professional Learning	12/09/2015	12/09/2016	\$900 - Title I Schoolwide	B. Meers, Literacy Coach; Office of Teacher Support Staff

Activity - 25 Book Campaign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the opportunity to enroll in the 25 Book Campaign which provides scaffolded incentives to promote independent reading.	Academic Support Program	12/09/2015	12/09/2016	\$0 - No Funding Required	B. Meers, Literacy Coach; L. Ernwine, Media Specialist

Strategy4:

Professional Development - Collaborate with teaching staff to utilize inquiry based learning to deepen student understanding.

Category: Professional Learning & Support

Research Cited:

Activity - Standards-based Unit Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate to co-plan a standards-based unit and provide critical feedback to ensure teacher and student growth.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	J. Proffitt, Asst. Principal; Office of Teacher Support staff

Activity - Literacy across Content Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide school-wide professional development sessions focused on literacy techniques, such as annotations, summarizing, and academic vocabulary strategies.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	B. Meers, Literacy Coach; K. Edison, Goal Clarity Coach; and Office of Teacher Support staff

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches provide model lessons within content-area and reading classrooms at both 7th and 8th grade levels with classroom teacher collaboration which may include the following for math teachers: "Fostering Algebraic Thinking" and "Increasing Effective use of Calculators in Math Classrooms."	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	B. Meers, Literacy Coach; K. Edison, Goal Clarity Coach; Office of Teacher Support Staff;

Strategy5:

Ensuring Student Learning Reading - All 7th and 8th grade students at VPA will be assessed three times yearly to establish grade-level reading baselines and monitor student growth.

Category: Continuous Improvement

Research Cited:

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Activity - Student Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and implement plan for 7th and 8th grade student conferences to review individual student data and set reading goals at end of first semester.	Academic Support Program	12/18/2015	12/18/2016	\$0 - No Funding Required	Office of Teacher Support staff

Activity - Reading Plus Insight Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 7th and 8th grade students at VPA will be tested three times yearly to establish grade-level reading baselines and monitor student growth throughout the year.	Academic Support Program	12/18/2015	12/18/2016	\$9750 - Title I School Improvement (ISI)	B. Meers, Literacy Coach

Activity - Lexia Core 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Lexia Core 5 in ECE self-contained classrooms.	Academic Support Program	12/18/2015	12/18/2016	\$9750 - Title I School Improvement (ISI)	ECE classroom teachers

Activity - Targeted Reading PLUS/Lexia Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement ReadingPlus/Lexia for targeted 7th and 8th grade students based on current performance data.	Academic Support Program	12/18/2015	12/18/2016	\$0 - No Funding Required	B. Meers, Literacy Coach; Office of Teacher Support staff

Activity - Reading Plus Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Reading Plus on 7th grade Crusader team with a designated Reading Teacher beginning September 2015.	Academic Support Program	12/18/2015	12/18/2016	\$62000 - General Fund	S. Nehring, Reading Teacher

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train targeted 7th and 8th grade teachers in Reading Plus/Lexia implementation.	Professional Learning	12/18/2015	12/18/2016	\$500 - General Fund	B. Meers, Literacy Coach

Activity - Schoolwide Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement interventions school-wide and monitor student growth through standards-based recovery and the ATTAIn program.	Academic Support Program	12/18/2015	12/18/2016	\$118045 - Other	Danny Clemons

Strategy6:

Extended Response Strategy - English/Language Arts teachers will develop and extended response Question Organization strategy and collaborate with all content area teachers to implement the RATE strategy within classroom instruction.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan - Priority School

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Activity - RATE strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RATE strategy shared with whole faculty during embedded PD session and content area teachers collaborate to discuss how to implement with fidelity in classroom instruction.	Academic Support Program	12/09/2015	12/09/2015	\$0 - No Funding Required	L. Hennig, ELA department chair; Office of Teacher Support staff

Measurable Objective 4:

demonstrate a proficiency for 7th grade students of 32% in Science by 06/06/2016 as measured by district proficiency exams.

Strategy1:

Professional Learning Community - Implementing a continuous improvement protocol to plan, study and act upon improving student achievement.

Category: Professional Learning & Support

Research Cited:

Activity - Student Performance Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analysis of student performance including all data sets and student work to determine needed interventions and enrichments.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Edison, Goal Clarity Coach

Activity - Core Standards Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with content area teachers to deconstruct core Kentucky Core Academic Standards (KCAS) in professional learning community opportunities.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Ediston, Goal Clarity Coach

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will collaborate to identify students who can demonstrate proficiency or above based on assessment trends and performance data.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Edison, Goal Clarity Coach and classroom teachers

Activity - Data Storage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement use of Data Binder to organize and facilitate professional learning community work, including student performance data.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Ediston, Goal Clarity Coach and content area teachers

Strategy2:

Extended Response Strategy - English/Language Arts teachers will develop and extended response Question Organization strategy and collaborate with all content area teachers to implement the RATE strategy within classroom instruction.

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Category: Continuous Improvement

Research Cited:

Activity - RATE strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RATE strategy shared with whole faculty during embedded PD session and content area teachers collaborate to discuss how to implement with fidelity in classroom instruction.	Academic Support Program	12/09/2015	12/09/2015	\$0 - No Funding Required	L. Hennig, ELA department chair; Office of Teacher Support staff

Strategy3:

Professional Development - Collaborate with teaching staff to utilize inquiry based learning to deepen student understanding.

Category: Professional Learning & Support

Research Cited:

Activity - Standards-based Unit Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate to co-plan a standards-based unit and provide critical feedback to ensure teacher and student growth.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	J. Proffitt, Asst. Principal; Office of Teacher Support staff

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches provide model lessons within content-area and reading classrooms at both 7th and 8th grade levels with classroom teacher collaboration which may include the following for math teachers: "Fostering Algebraic Thinking" and "Increasing Effective use of Calculators in Math Classrooms."	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	B. Meers, Literacy Coach; K. Edison, Goal Clarity Coach; Office of Teacher Support Staff;

Activity - Literacy across Content Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide school-wide professional development sessions focused on literacy techniques, such as annotations, summarizing, and academic vocabulary strategies.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	B. Meers, Literacy Coach; K. Edison, Goal Clarity Coach; and Office of Teacher Support staff

Strategy4:

Data Days - Content area teachers and support staff will use data sessions to analyze student performance data to make instructional adjustments for Tier 1 and Tier 2 interventions to meet the individual needs of targeted students.

Category: Professional Learning & Support

Research Cited:

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Revise reading lessons to include differentiation to meet individual student needs as identified by performance data.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Edison, Goal Clarity Coach

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Activity - Student Assessment Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will review and reflect on instructional, assessment and student performance gaps.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Ediston, Goal Clarity Coach

Measurable Objective 5:

demonstrate a proficiency for 8th grade students in Social Studies of 25.7% by 06/06/2016 as measured by KPREP exam.

Strategy1:

Professional Development - Collaborate with teaching staff to utilize inquiry based learning to deepen student understanding.

Category: Professional Learning & Support

Research Cited:

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches provide model lessons within content-area and reading classrooms at both 7th and 8th grade levels with classroom teacher collaboration which may include the following for math teachers: "Fostering Algebraic Thinking" and "Increasing Effective use of Calculators in Math Classrooms."	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	B. Meers, Literacy Coach; K. Edison, Goal Clarity Coach; Office of Teacher Support Staff;

Activity - Literacy across Content Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide school-wide professional development sessions focused on literacy techniques, such as annotations, summarizing, and academic vocabulary strategies.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	B. Meers, Literacy Coach; K. Edison, Goal Clarity Coach; and Office of Teacher Support staff

Activity - Standards-based Unit Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate to co-plan a standards-based unit and provide critical feedback to ensure teacher and student growth.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	J. Proffitt, Asst. Principal; Office of Teacher Support staff

Strategy2:

Professional Learning Community - Implementing a continuous improvement protocol to plan, study and act upon improving student achievement.

Category: Professional Learning & Support

Research Cited:

KDE Comprehensive School Improvement Plan - Priority School

Valley High School

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will collaborate to identify students who can demonstrate proficiency or above based on assessment trends and performance data.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Edison, Goal Clarity Coach and classroom teachers

Activity - Core Standards Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with content area teachers to deconstruct core Kentucky Core Academic Standards (KCAS) in professional learning community opportunities.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Ediston, Goal Clarity Coach

Activity - Data Storage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement use of Data Binder to organize and facilitate professional learning community work, including student performance data.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Ediston, Goal Clarity Coach and content area teachers

Activity - Student Performance Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analysis of student performance including all data sets and student work to determine needed interventions and enrichments.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Edison, Goal Clarity Coach

Strategy3:

Data Days - Content area teachers and support staff will use data sessions to analyze student performance data to make instructional adjustments for Tier 1 and Tier 2 interventions to meet the individual needs of targeted students.

Category: Professional Learning & Support

Research Cited:

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Revise reading lessons to include differentiation to meet individual student needs as identified by performance data.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Edison, Goal Clarity Coach

Activity - Student Assessment Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will review and reflect on instructional, assessment and student performance gaps.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Ediston, Goal Clarity Coach

Strategy4:

Extended Response Strategy - English/Language Arts teachers will develop and extended response Question Organization strategy and collaborate with all content area teachers to implement the RATE strategy within classroom instruction.

Category: Continuous Improvement

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Research Cited:

Activity - RATE strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RATE strategy shared with whole faculty during embedded PD session and content area teachers collaborate to discuss how to implement with fidelity in classroom instruction.	Academic Support Program	12/09/2015	12/09/2015	\$0 - No Funding Required	L. Hennig, ELA department chair; Office of Teacher Support staff

Goal 4:

Valley Prep Academy will meet the combined reading and math proficiency ratings for all 7th and 8th grade students in the non-duplicated gap group from 12.3% in 2015 to 47.4% by 2019 as measured by the Unbridled Learning Accountability Model.

Measurable Objective 1:

22% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency increase from 12.3% in 2015 in combined reading and math for all students in the non-duplicated gap group in Reading by 06/06/2016 as measured by KPREP exam.

Strategy1:

Ensuring Student Learning in Reading - 40% of Valley Prep students will advance 2 or more grade level reading levels in reading comprehension through implementation of Reading Plus and Lexia with fidelity during the Reading period provided on a daily basis.

Category: Continuous Improvement

Research Cited:

Activity - Literacy Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided a print-rich environment in every core classroom, i.e., classroom libraries that include age and gender appropriate titles, scholastic magazines for core areas, and daily newspapers in addition to classroom novel sets.	Academic Support Program	12/09/2015	12/09/2016	\$0 - Title I School Improvement (ISI)	B. Meers, Literacy Coach

Activity - Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily schedule will include a reading period in order to allow for intervention opportunities to focus on standards mastery for targeted GAP students.	Academic Support Program	12/09/2015	12/09/2016	\$0 - No Funding Required	R. Stephenson, Principal

Activity - Reading Plus Insight Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be tested three times throughout the year on the Reading Plus software to identify needs of targeted GAP students.	Academic Support Program	12/09/2015	12/09/2016	\$2000 - SIG Grant	B. Meers, Literacy Coach

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Activity - Media Center Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have the opportunity to visit the media center to check out reading materials at least once every two weeks.	Academic Support Program	12/09/2015	12/09/2016	\$0 - No Funding Required	L. Ernwine, Media Specialist

Strategy2:

Ensuring Student Learning in Math - 25% of Valley Prep Academy students will advance one or more performance levels as measured by common assessments or district math proficiency assessments.

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily flex period will be provide for both intervention and enrichment opportunities. Math teachers, including ECE teachers, will develop a plan of action that will ensure students are meeting academic standards.	Academic Support Program	12/09/2015	12/09/2016	\$0 - No Funding Required	J. Proffitt and B. Cobb, Asst. Principals

Activity - Calculator skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All VPA students will be provided appropriate instruction in the use of calculators in core math classrooms.	Academic Support Program	12/09/2015	12/09/2015	\$0 - No Funding Required	K. Edison and Office of Teacher Support staff

Activity - Common Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 7th and 8th grade VPA students will be assessed in math proficiency at least three years throughout the school year through district assessments.	Academic Support Program	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Edison

Strategy3:

Culture of Collaboration - All teachers will participate in weekly professional learning community meetings to ensure student achievement is taking place.

Category: Professional Learning & Support

Research Cited:

Activity - Instructional Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All VPA teachers will meet in PLC's each week to plan standards-based instruction through deconstruction of core KCAS standards.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	J. Proffitt and B. Cobb, Asst. Principals

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Activity - Assessment Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All VPA teachers will develop common formative and summative assessments aligned to the core KCAS standards to monitor student mastery/growth.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	R. Stephenson, Principal; J. Proffitt and B. Cobb, Asst. Principals

Activity - Analysis of Student Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student results on classroom and district diagnostic and proficiency assessments will be used to analyze student performance on standards in 9-week cycles to look for trends and make adjustments in instruction and create intervention and enrichment plans in PLC's.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Edison, Goal Clarity Coach

Strategy4:

Professional Learning - Special education teachers will participate in professional learning based on research-based reading and math strategies, including Lexia, a web-based reading program designed for students reading below the 3rd grade level.

Category: Professional Learning & Support

Research Cited:

Activity - Research Based Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will receive job-embedded professional development opportunities designed to implement reading and math research-based strategies within all content areas.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	Instructional coaches

Activity - Lexia Core 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will be trained on the skills and strategies to improve student reading through the Lexia/Reading Plus program and how to assist student in raising their reading level through the use of these strategies.	Academic Support Program	12/09/2015	12/09/2016	\$0 - No Funding Required	B. Meers, Literacy Coach

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:

Novice Reduction: Valley High will decrease the percent of students scoring at the novice level in ELA and Math by half based on the 2014/2015 KPREP scores.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency in Math and in English Language Arts by 06/03/2016 as measured by KREP.

Strategy1:

Response to Intervention (RTI) - Advisory teachers will identify students who are in danger of failing or having behavior/attendance issues and monitor their progress on a continuous basis.

Category: Learning Systems

Research Cited:

Activity - Identify "Watch-List" Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Advisory teacher will be the point person for 5-10 students in their Advisory Class, regardless of subject area or specific student academic deficits/needs. • Advisory Teachers will be responsible for keeping and updating documentation on their RTI "WatchList" students (Interventions, Concerns, Assessments)	Academic Support Program	12/09/2015	12/09/2016	\$0 - No Funding Required	Jennie Currin

Activity - RTI Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advisory Teachers will use JCPS Online BbLearn (Blackboard) as a forum to communicate with their WatchList students' teachers, and to post documentation. Advisory Teachers will be responsible for using Universal Screener data and Secondary Factor information to place a student on or remove a student from the RTI WatchList	Academic Support Program	12/09/2015	12/09/2016	\$0 - No Funding Required	Jennie Currin

Strategy2:

Intervention Periods/Lunches - Students will assigned to lunch interventions on a daily basis.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan - Priority School

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Activity - Intervention Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be taken out of elective courses to be placed in Intervention Periods.	Academic Support Program	12/09/2015	12/09/2016	\$0 - No Funding Required	Counselors Jennie Currin Dawn Roy

Activity - Lunch Periods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified for lunch interventions via PLC's. Students will bring their school provided lunch with them to the intervention. They will receive a ticket to present to their fourth period teacher to leave the classroom 1 minute early so that they can beat the rush to the cafeteria and arrive at the intervention site with plenty of time to complete their work. If the student does not have the pass, they cannot leave class early.	Academic Support Program	12/09/2015	12/09/2016	\$0 - No Funding Required	Jennie Currin Leslie Mears English Teacher Math Teacher

Strategy3:

CCR Intervention - To provide intense instruction to students in the area of college and career readiness skills with intense focus on ACT, COMPASS, KYOTE formats and Graduation Requirements.

Category: Career Readiness Pathways

Research Cited:

Activity - CCR Pull-Outs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are close to reaching ACT benchmark will be pulled by Math Interventionist to help them prepare for the ACT, COMPASS, and KYOTE testing.	Career Preparation/ Orientation	12/09/2015	12/09/2016	\$0 - No Funding Required	Marla Paschal

Activity - CCR Intervention Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Senior students will be dispersed into 2 separate CCR Intervention classes that will rotate between 2 teachers based on need.	Career Preparation/ Orientation	12/09/2015	12/09/2016	\$0 - No Funding Required	Marla Paschal Leslie Mears Dallas Cureton

Measurable Objective 2:

33% of Economically Disadvantaged students will demonstrate a proficiency in Mathematics by 06/03/2016 as measured by KPREP scores.

Strategy1:

School-wide Interventions - Struggling students will be identified and provided Tier I, Tier II, and Tier III interventions as stated in the school wide intervention plan.

Category:

Research Cited:

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Activity - RTI Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet monthly in grade level RTI teams to discuss concerns and formulate plans of action for each student on the "watch list".	Academic Support Program	12/09/2015	12/09/2016	\$0 - No Funding Required	Jennie Currin Jeff Gossett

Goal 2:

Valley Prep Academy will reduce novice students in reading and math for all non-duplicated gap groups.

Measurable Objective 1:

collaborate to decrease novice for all students with disabilities in Reading (67.44%) and Math (64.32%) by 06/06/2016 as measured by KPREP exam.

Strategy1:

Response to Intervention Support - Identified students will receive additional math or reading instruction daily to improve on basic skills as well as pre-teach and re-teach grade level content.

Category: Continuous Improvement

Research Cited:

Activity - Tier 3 Reading Opportunity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified and placed in RtI Reading class that offers additional academic support in reading for 7th and 8th grade students when possible. Classes will be progress monitored based on mastery of standards/skills. Teachers will focus on fundamental math skills and identified focus standards that are identified as weaknesses for targeted students.	Academic Support Program	12/09/2015	12/09/2016	\$0 - No Funding Required	B. Meers and Office of Teacher Support staff

Activity - Tier 2 Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide academic support to targeted students based on identified need during a daily intervention period. Teachers will focus on fundamental core area skills as well as re-teaching and pre-teaching content.	Academic Support Program	12/09/2015	12/09/2016	\$0 - No Funding Required	Classroom teachers

Activity - Tier 3 Rtl Math Opportunity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified (Name and Claim) and placed in Rtl math opportunity that offers additional academic support in math for 7th and 8th graders when possible. Classes will be progress monitored based on mastery of standards/skills. Teachers will focus on fundamental math skills and identified focus standards that are identified as weaknesses for targeted students.	Academic Support Program	12/09/2015	12/09/2016	\$0 - No Funding Required	K. Edison and Office of Teacher Support Staff

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

Goal 1:

Increase the average freshmen graduation rate from 81.4 in 2015 to 82.9 by 2016.

Measurable Objective 1:

A 80% increase of All Students will improve graduation rate in Career & Technical by 06/03/2016 as measured by the school report card..

Strategy1:

Attendance Interventions - School will use surveys and other data to improve attendance of all students.

Category: Continuous Improvement

Research Cited:

Activity - Counseling Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will meet with truant students on a regular basis to ensure that students are coming to school and improving their attendance.	Recruitment and Retention	12/09/2015	12/09/2016	\$0 - No Funding Required	Judy Birkhead Dianna Mueller Tressa Crawford

Activity - Attendance Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance Committee will meet on a regular basis to examine data and determine the reasons for low attendance and what would motivate students to come to school.	Recruitment and Retention	12/09/2015	12/09/2016	\$0 - No Funding Required	Dennis Williams

Strategy2:

Social/Emotional/Academic Interventions - Students will be provided with a variety of resources that will help foster their social/emotional and academic needs.

Category: Continuous Improvement

Research Cited:

Activity - JCHS/Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are struggling academically will be referred to the Jefferson County High School program and credit recovery through Edgenunity.	Academic Support Program	12/09/2015	12/09/2016	\$10000 - District Funding	Judy Birkhead Dianna Mueller Tressa Crawford

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Valley High School

Activity - Social Services Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration Team, FRYSC Coordinator, LEEP Coordinator, and Title V Coordinator will work together to identify and target students using the DIPP document. Students will be referred and provided the services they need in order to be academically successful.	Recruitment and Retention	12/09/2015	12/09/2016	\$0 - No Funding Required	Rob Stephenson Ellen Smith Lisa Carter

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

Goal 1:
CCR: Increase the percentage of students who are college and career-ready from 52.0 in 2014/2015 to 56.0 in 2015/2016 based on CCR data.

Measurable Objective 1:
56% of Twelfth grade students will demonstrate a proficiency in Career & Technical by 06/03/2016 as measured by ACT, KYOTE, ASVAB, and TEDS scores.

Strategy1:
CCR Data - School will use a comprehensive tracking system to determine college and career readiness.
Category: Persistence to Graduation
Research Cited:

Activity - CCR Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Recognition of CCR students will include: pictures of CCR students in the main hall, slide show of weekly CCR newcomers on the monitors, a slide show of CCR students to be presented during the junior and senior class meetings, CCR bulletin board that identifies each student as they meet college and career readiness, CCR students will receive a free prom ticket and t-shirt.	Academic Support Program	12/09/2015	12/16/2016	\$0 - No Funding Required	Marla Paschal

Activity - Valley Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All college and career readiness data will be tracked using google docs. Data will be tracked for Explore, PLAN, ACT, COMPASS, and KYOTE scores and intervention for 9th-12th grades.	Academic Support Program	12/09/2015	12/16/2016	\$0 - No Funding Required	Marla Paschal Claire Humes

Strategy2:
College and Career Readiness Interventions - Students not meeting benchmark on the ACT will be involved in a variety of College and

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Valley High School

Career Readiness Interventions.

Category: Career Readiness Pathways

Research Cited:

Activity - Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors identified as Tier 1, Tier 2 and Tier 3 and the top 60 Tier 3 students will be scheduled into intervention classes. Names will be given to the counselors and based on ACT scores.	Direct Instruction	12/09/2015	12/16/2016	\$0 - No Funding Required	Marla Paschal Claire Humes

Activity - Pull-Out Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not enrolled in an intervention course will be involved in CCR pull-outs during the school year.	Direct Instruction	12/09/2015	12/16/2016	\$0 - No Funding Required	Marla Paschal

Activity - ACT/COMPASS Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive intervention within their senior English and Applied Math courses. Each of these teachers of these classes has been given the standards which are tested with COMPASS.	Direct Instruction	12/09/2015	12/16/2016	\$0 - No Funding Required	Marla Paschal Senior English Teachers Senior Math Teachers

Strategy3:

Career and Technical Education - All Career and Technical teachers will use Carl Perkins funds appropriately to enhance classroom instruction.

Category: Career Readiness Pathways

Research Cited:

Activity - Schools of Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Health, Science, Business, and content specific teachers will attend conferences and work with local businesses to enhance career preparation in the school of study (SOS).	Career Preparation/ Orientation Community Engagement	12/09/2015	12/09/2016	\$20000 - Grant Funds	Mike Campbell Rob Stephenson Jeff Gossett

Activity - Community Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Pathways/Programs will work with local businesses to provide students with opportunities to work on field hours.	Career Preparation/ Orientation	12/09/2015	12/09/2016	\$21045 - Grant Funds	Mike Campbell Rob Stephenson Jeff Gossett

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Activity - CTE Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE data updated on Valley CCR data for tracking ASVAB, KOSSA, etc., career pathways, and courses completed with the number of credit hours attained for 9th-12th grade. All students on career pathways will be entered into the TEDS system.	Career Preparation/ Orientation	12/09/2015	12/09/2016	\$0 - No Funding Required	Mike Campbell Rob Stephenson Jeff Gossett

Goal 2:

Valley Prep Academy will increase the percentage of students who are college and career ready from 12.3% to 47.4% by 2019.

Measurable Objective 1:

21% of All Students will achieve college and career readiness from 12.3% to 21.1% proficiency score by 2016 in a combined score with math and reading. in Reading by 06/06/2016 as measured by KPREP.

Strategy1:

Enrichment Opportunities - Teachers provide classroom enrichment activities that will assist in bringing the College and Career Readiness percentage higher by June of 2016.

Category: Continuous Improvement

Research Cited:

Activity - Classroom enrichment opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide classroom enrichment opportunities through reading assignments, tiered assignments and ACT/SAT-like bell-ringers.	Academic Support Program	08/10/2015	06/06/2016	\$0 - No Funding Required	Classroom Teachers

Activity - Extension Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide extension activities for students who have achieved their learning targets and will enrich their studies of the content.	Academic Support Program	08/10/2015	06/06/2016	\$0 - No Funding Required	Classroom Teachers

Strategy2:

Develop an 8th grade high level math class - Identify high level 7th grade students that ended the 2014-2015 year. This will provide a high level 8th grade math for the students identified to take high school credit math.

Category: Continuous Improvement

Research Cited:

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Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify high level math performing students at the end of 7th grade to have the opportunity to take high school credit as an 8th grader.	Academic Support Program	06/01/2015	08/12/2016	\$0 - No Funding Required	K. Edison - Math Goal Clarity Coach J. Proffitt and B. Cobb - Assistant Principal

Activity - Monitor Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor progress of Algebra 1 8th grade students through grading system and district assessment system.	Academic Support Program	08/10/2015	06/06/2016	\$0 - No Funding Required	K. Edison - Math Goal Clarity Coach 8th grade math teachers and identified high school teachers J. Proffitt and B. Cobb - Assistant Principal

Activity - Algebra 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide the opportunity for targeted students to take Algebra 1 for high school credit at the 8th grade level.	Academic Support Program	08/10/2015	06/06/2016	\$0 - No Funding Required	K. Edison - Math Goal Clarity Coach 8th grade math teachers and identified high school math teacher J. Proffitt and B. Cobb - Assistant Principal

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

Goal 1:

Program Review: School will implement the World Language Program Review concept into all Spanish classes.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in World Languages by 06/03/2016 as measured by Program Review.

Strategy1:

World Language - School will implement world language courses into the daily schedule.

Category: Continuous Improvement

Research Cited:

Activity - World Languages	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will implement a World Language Program (Spanish) into the master schedule.	Academic Support Program	12/09/2015	12/09/2016	\$50000 - District Funding	Rob Stephenson

Goal 2:

Valley Prep Academy collaborates to ensure Writing Program Review Plan is fully implemented across all content areas and all teachers implement instructions strategies that provide quality experiences, variety of activities and access for all students.

Measurable Objective 1:

collaborate to ensure a Writing Program Review Plan by 06/06/2016 as measured by Program Review Scoring Rubric.

Strategy1:

Writing to Learn and Writing to Demonstrate - All teachers incorporate Writing to Learn and Writing to Demonstrate Learning in all content areas.

Category: Integrated Methods for Learning

Research Cited:

Activity - Progress Monitoring of Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop 30 day protocols to monitor progress toward full implementation of the Writing Program	Academic Support Program	12/09/2015	12/09/2016	\$0 - No Funding Required	J. Proffitt, B. Cobb- Assistant Principal B. Meers-Literacy Lead

Activity - Writing Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will develop a variety of writing pieces including writing to learn, writing to demonstrate learning and published writing and will compile a Writing Folder that includes the 8 required pieces.	Direct Instruction	12/09/2015	12/09/2016	\$0 - No Funding Required	J. Proffitt-Assistant Principal B. Meers-Literacy Lead All teachers

Activity - Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Professional Development to share Writing Program expectations with the entire staff.	Professional Learning	12/09/2015	12/09/2016	\$0 - No Funding Required	J. Proffitt, B. Cobb- Assistant Principal B. Meers-Literacy Lead

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		

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

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

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

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

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

KDE Comprehensive School Improvement Plan - Priority School

Valley High School

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

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

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan - Priority School

Valley High School

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

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan - Priority School

Valley High School

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.	N/A		

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.	N/A		

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

KDE Comprehensive School Improvement Plan - Priority School

Valley High School

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

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

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?

Rob Stephenson- Principal

Stephanie Bard-Assistant Principal

Ellen Smith-Family Resource Center Coordinator

Nick Braun-Social Studies Teacher

Vincent Tinker-Social Studies Teacher

Ron Hennig- Math Teacher

Jennifer Hoban- Science Teacher

Jennie Currin-CART

Leslie Mears- English Teacher

Dawn Roy- Goal Clarity Coach

Brian Meers- Literacy Coach

Angie Wells- PTO President

Relationship Building

Overall Rating: 2.71

	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 has limited involvement with parents of new and ESL students.	Novice

	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: 2.71

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

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

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

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

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

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

KDE Comprehensive School Improvement Plan - Priority School

Valley High School

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 2.33

	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 makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.67

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such 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.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities 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 participation in 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.	Proficient

	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 welcomes families to visit all classrooms.	Proficient

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

Community Partnerships

Overall Rating: 2.5

	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.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

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

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents 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 maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

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

The school uses the Youth Service Center Coordinator and Title 1 Coordinator to meet the needs of students and their families. They go on home visits and provide students with needed community resources such as counseling, vision, and other medical services. The school's ROTC program participates in a variety of community events such as: The Fairdale Community Day, Southwest Festival, and the local nursing home facility. The school currently has partnerships with LG&E, Norton's Healthcare, St. Mary's, and Park Terrace. The school also partners with Spencerian College and Galen College and they are avid partners with Medical Magnet Program. Through the Medical Magnet Program and HOSA, students go to the local hospitals and do community service projects and offer medical assistance where needed.

Areas of Improvement:

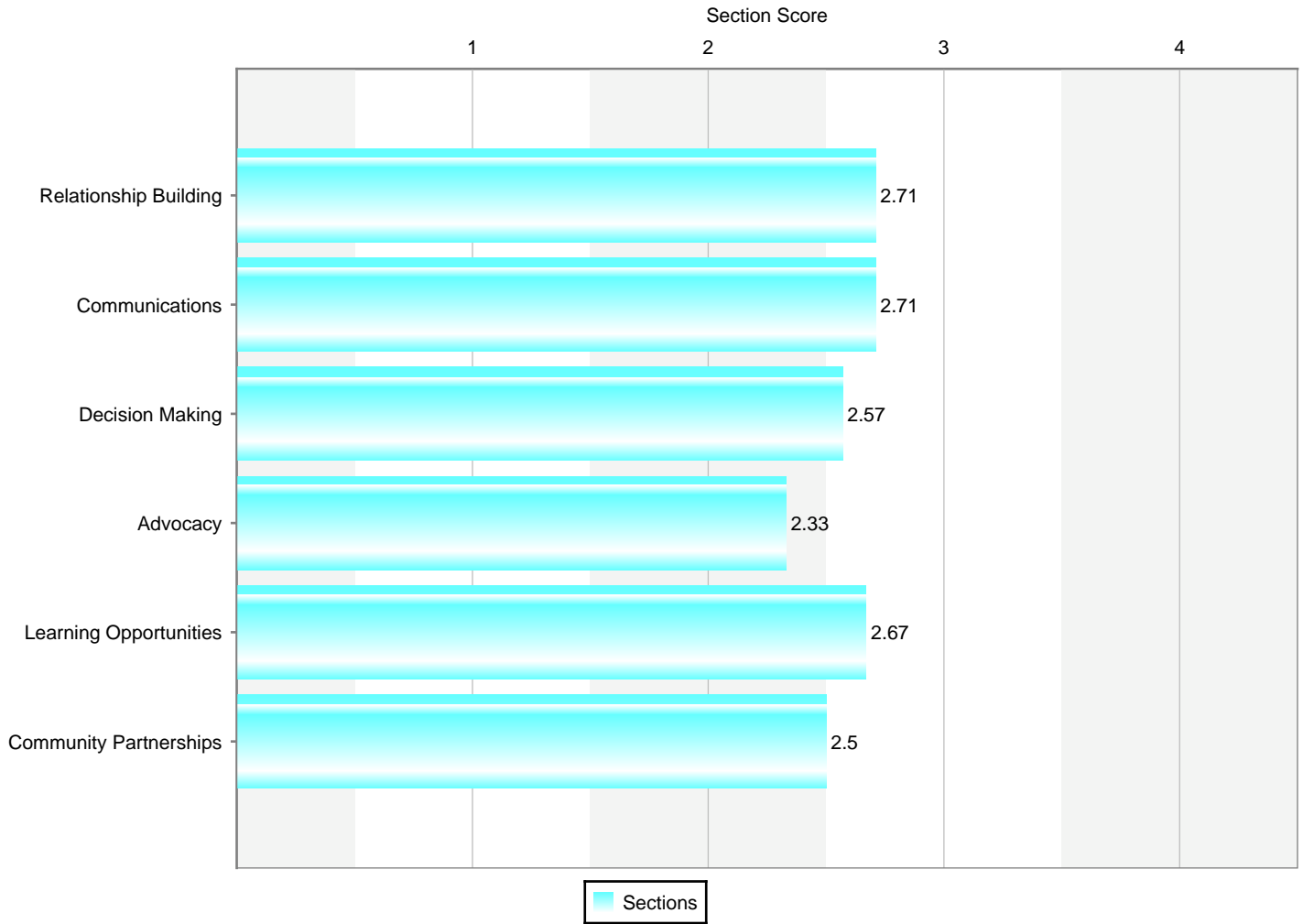
Based on school survey data, the school is continuing to improve communication between parents and the school on a regular basis. The school has adopted a "Family Night" that will take place one a month. The school also uses "One Call Now" which updates parents via email and/or text on what is going on in the building. All teachers are expected to contact two parents on a daily basis using the Student Contact tab in Infinite Campus. The school is also continually working on improving participation and membership to the PTO and the Alumni Association. The PTO continues to post school information via social media (Twitter and Facebook).

Sustainability:

This school is continually improving relationships between the communities by building other partnerships to help in the student's academic success. The principal meets with the PTO president on a regular basis and involves them in all "Family Nights" and the school functions. School staff maintains a resource directory on some agencies, programs and services that will provide services for students. The school auditorium and arena and used to hold meetings and activities for the Valley Station area. The school advisory council is required to complete a total 6 hours of training and 3 hours of follow-up training.

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.

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Stakeholders were involved using the advisory committee and other school committees.

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

Representations: administrators, teachers, parents, and students.

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

Plan was communicated via emails, newsletters, and school website.

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

Administrators:

Rob Stephenson

Stephanie Bard

Teachers:

Jennie Currin

Jennifer Hoban

Renee Schueler

Ron Hennig

Leslie Mears

Brian Meers

Vincent Tinker

Nick Braun

Dawn Roy

Youth Services Center:

Ellen Smith

Parents:

Matthew Kennedy

SY 2015-2016

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Angie Wells

Alumni:

Joe Cantrell

Gary Reader

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

The final improvement plan was communicated with all stakeholders via the following ways:

Faculty/Staff:

*Instructional Leadership Team (ILT)

*Departmental Teams

*PLC's

*school website

*JCPS website

Parents:

*Family Nights

*Open House

*school website

*school newsletters

*JCPS website

Students:

*Class meetings

*Advisory class

*school websites

*school newsletter

*JCPS website

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?	Yes	May 2015	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	The advisory adopted the EMP	

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	May 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	May 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	No	No officials were invited	

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		

KDE Comprehensive School Improvement Plan - Priority School

Valley High School

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	May 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	December 2015	

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		

What are the barriers identified?

Valley High School has the barriers of recruiting and retaining teachers. Due to a variety of factors such as: location and being a consistently low performing school, it is difficult to retain quality teachers.

What sources of data were used to determine the barriers?

The sources of data used to determine the barriers was the school data book and the school report card. Also, the Comprehensive School Survey and TELL survey were used as data.

What are the root causes of those identified barriers?

The school is located on the far southwest of town. This makes it inconvenient for teachers to come to the end of the county. Also, because Valley High is a consistently low performing school, it gets many inexperienced teachers who have difficulty dealing with classroom management issues. Due to the districts transfer policy, teachers can opt out to transfer after one school year.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

Valley High has implemented the PGES evaluation system school wide. Based on walk through data, there is still too much time devoted to teacher centered classrooms, and stand and deliver methods of instruction. All staff have been trained on the PGES evaluation system.

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.

All certified staff are highly qualified under NCLB guidelines. It is the practice of the district that all new hires are highly qualified and fully certified in their field.

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?

Currently there no students assigned to ineffective or out of field teachers. Teachers who are inexperienced go through the KTIP process and or assigned a teacher/mentor through their represented university. There is a Master Schedule Committee who looks at achievement data and school needs when creating and implementing the master schedule.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

At the current time, the district and school are not using achievement data to recruit teachers. However, the district is involved in local career fairs sponsored at the universities in order to recruit teachers. The district is also going to universities out of state to recruit a variety of teachers. The school is on a special list from the district level to interview teacher candidates before other schools in the district.

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 district has committed to participating in job fairs at local universities and has implemented new procedures on hiring teachers who are more diverse in the district. The school is working to make teachers more willing to come and trying to retain those teachers by offering mentorship opportunities school wide.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

The school retains effective teachers by allowing teachers to get involved in other activities in the school such as: mentoring programs, sports, and other extra curricular activities.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

The school uses the KTIP process as well as a mentoring program used at the school level.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

Professional development reflects teacher needs as identified by walk-through data, observations, and other student achievement data.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

This data is being used in administrative meetings and Instructional Leadership Meetings (ILT) to build better relationships between the teachers, students, and administration.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

The goals identified in the CSIP are:

*Improving instruction by implementing the PGES evaluation system.

*Improving instruction by effectively implementing PLC's in all content areas