



KDE Comprehensive School Improvement Plan

Campbellsville High School
Campbellsville Independent

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Campbellsville, KY 42718

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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?

Campbellsville High School is a small Independent school located in Central Kentucky. In a county known as the "Heart of Kentucky", Campbellsville is a unique town that provides for two public schools, Campbellsville Independent School system being one of the two. The small city of Campbellsville Kentucky also supports one private school (Kentucky Christian School), and Campbellsville University. When walking in the doors of Campbellsville High School, one will encounter a family atmosphere. Campbellsville High School takes much pride in our small school setting that provides an education for 295 students (65% being free and reduced lunch), and jobs for 20 certified teachers, 2 itinerant teachers (art and band), 2 secretaries, 2.5 instructional assistants, 3 custodians, 1 book keeper, 1 media specialist, 1 guidance counselor, 1 assistant principal, and 1 principal. The demographics of our student body is as follows: Caucasians 67.1%, African Americans 13.8%, Hispanics 3.7%, students with 2 or more races 5.7% and Asians 2.%. The demographics of our staff is as follows: Caucasians 94.2%, African Americans 2.8% and Hispanics 2.8%.

In keeping students at the center of our focus, Campbellsville High School has experienced a few changes throughout the past years. Campbellsville High School is in its third year of having a college and career readiness counselor that works hand in hand with our guidance counselor. The other position is a virtual Focus to Finish Academy. The students selected for the Academy are selected by using the Persistence to Graduation Tool in Infinite Campus. Another change at CHS in the last year is the reconfiguration of our RTI program. The RTI program is now focused mainly on math and reading. Students are placed in RTI using MAP data. This is the second year CHS has used MAP as a way to measure academic progress. CHS has also added another mobile labs, which brings our total number of mobile labs to four, one for each content area. We are in our second year of implementing the Seven Habits of Highly Effective People. The focus for CHS for the next few years is to increase the rigor in all our classes. We believe that by having our staff trained to teach AP courses the rigor will increase and in turn test scores will increase. Another focus for CHS will be a much greater emphasis on the ACT

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.

At Campbellsville High School we believe a new day presents opportunity to change the lives of students and make a difference. Our mission at CHS is "to empower all students to become college and career ready." This year we are striving to keep our current label as a Distinguished school. To do so we need to have at least 85-90% of our seniors meet college and career benchmarks. Our guidance counselor and college and career readiness counselor are working together to offer many more opportunities for our students to become college and or career ready, like COMPASS and KYOTE testing. Our CCR counselor is working with our local ATC to ensure that our students understand the opportunities and possible career certificates they could earn through the local ATC.

Academically, our small classes help to provide an educational setting that lends itself for success. The teachers at CHS understand our mission to "empower all students to become college and career ready". The teachers of CHS understand the importance of the ACT test and how a good ACT score can open so many doors for students. Our teachers stay after school to assist with ACT tutoring and offer weekly ACT study sessions.

Socially our students are given a chance to flourish through various opportunities including but not limited to guest speakers, Veteran's Day program, after school field trips to theatrical plays, Kentucky Center for the Arts, and the Kentucky State Fair. Being a small school, Campbellsville High School is not only a school where leadership and staff focus on educating students, but a school where meaningful relationships are formed. To the staff of CHS teaching is not simply a profession, it is a passion! CHS is a place where teachers work diligently day in and day out to be sure the students that embrace our hallways have all the resources needed to become successful both in and out of school

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.

Academically, the last several years have seemed like a roller coaster ride for CHS. Just two years ago we experienced a huge gain from the 36 percentile to the 69 percentile, just missing being a proficient school by 1 percentile. Our goal for last year was to be a proficient high school so needless to say when we received our scores we were greatly disappointed. This year we thought we would for sure hit the 'Proficient' mark and much to our delight we did that and more scoring Distinguished!

Last year Campbellsville High School started the school year off good with our highest PLAN scores ever.

Campbellsville High School over the past several years has not only been committed to increasing student achievement, but also parent involvement. To do this, we have implemented the automated one call system to inform parents and guardians of important events such as scholarship opportunities, meetings, mailing of report cards, etc. We have implemented "Parent Teacher Partnership Nights" that occur every fourth week of the nine week term when progress reports are handed out. This night provides opportunities for parents to come in and talk with their child's teachers, counselor or principal concerning their most recent grade and progress the nine week term. Together as a district we have created a night for parent and student celebration, "Eagle Family Night". This night invites parents and students to come in and enjoy a meal, carnival games, inflatables, and give away free of charge to show our support for our families and encourage family involvement in education.

At CHS we are proud of the notable achievements and areas of improvement we have made in the last three years; however we are by no means where we want to be. In the coming years we will push to continue to increase, ACT, and EOC assessments with the goal of being at or above state average in all. We feel that with the addition of 5 new AP courses rigor will increase in the classroom and test scores will soar.

Additional Information

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

Although Campbellsville High School has made vast improvements in various areas over the last several years we are not satisfied and we continue to look for ways to improve. We are striving daily to get better through increased rigor in the classroom, domain focused observations, and a more concentrated focus on preparing our students to be college and career ready.. Our goal is to provide students the education, resources, and confidence they need to compete locally, throughout the state, nationally and globally for college opportunities, scholarships, jobs and careers

2015-16 CSIP

Overview

Plan Name

2015-16 CSIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math K-Prep (EOC) scores for high school students.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$12240
2	Increase the percent of students who are college and career ready.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$2500
3	Increase the average cohort graduation rate	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$29800
4	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$10285
5	Implement the Professional Growth and Effectiveness System at Campbellsville High School for the 2015-16 school year	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
6	Reduce the percentage of students scoring Novice in all tested areas.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$4000

Goal 1: Increase the average combined reading and math K-Prep (EOC) scores for high school students.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep (EOC) scores for high school students from 46.1% to 51.5% in 2017 by 05/31/2015 as measured by as measured by K-Prep and EOC scores.

Strategy 1:

Engaging Instruction - When instruction is engaging and individualized students are able to receive feedback quicker

Category: Continuous Improvement

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to Study Island at all times to provide additional support for classroom content. Study Island will serve as a resource for individualized instruction.	Academic Support Program	08/06/2014	05/31/2015	\$1285	Other	Kirby Smith, Teachers and Staff
Activity - Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Plus allows students to receive individualized instruction in reading and reading comprehension.	Academic Support Program	08/06/2014	05/31/2015	\$2300	Other	Kirby Smith and English department
Activity - Math XL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math XL is a web based program that allows the teachers to individualize instruction for students.	Academic Support Program	08/06/2014	05/31/2015	\$5000	District Funding	Kirby Smith, Tammy Wilson, Cheryl Dicken, Kevin Rafferty

Strategy 2:

Monitoring student achievement and progress - This will allow all stakeholders to be aware of student's progress towards proficiency in math and reading.

Category: Stakeholder Engagement

Activity - Learning Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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This activity is a formative assessment to gauge student's progress towards proficiency in content.	Academic Support Program	09/30/2014	05/31/2015	\$0	No Funding Required	Kirby Smith, Richard Dooley, Teachers and Staff
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Activity - ACT practice test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take three practice ACT test in order to monitor student progress towards ACT benchmarks in reading and math	Academic Support Program	11/05/2014	02/10/2015	\$280	CCR Grant	Kirby Smith, Richard Dooley, Angie Russell

Activity - MAP testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 9th, 10th and 11th grade students will be take the MAP assessment in math and reading three times a year.	Academic Support Program	09/02/2014	05/31/2015	\$3375	District Funding	Kirby Smith, Richard Dooley, Valerie Davis, Kent Settle

Goal 2: Increase the percent of students who are college and career ready.

Measurable Objective 1:

collaborate to meet the state delivery target for CCR of 74% by 05/31/2016 as measured by the Unbridled Learning CCR formula.

Strategy 1:

college and career readiness support - Students not meeting ACT benchmarks will be placed in content driven RTI rotations for each area where benchmark is not met.

CHS administrative team (high school guidance counselor, high school career counselor and principal) will tract student progress toward ACT benchmarks.

Career counselor and guidance counselor will collaborate to identify students career pathway options.

Category: Career Readiness Pathways

Activity - Compass Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction in the areas where they have not met benchmark on the ACT. This will prepare them to pass the Compass.	Academic Support Program	10/12/2015	05/31/2016	\$0	No Funding Required	Kirby Smith, Richard Dooley, Angie Travis

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Activity - ACT Prep for Juniors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All juniors are enrolled in ACT prep classes.	Academic Support Program	10/12/2015	05/31/2016	\$0	No Funding Required	Kirby Smith, Richard Dooley, Angie Travis
Activity - WIN KYCER Prep Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Vocational students are given the opportunity to complete the components of the WIN program, which is the career academic component of career readiness.	Career Preparation/Orientation	10/12/2015	05/31/2016	\$0	No Funding Required	Richard Dooley, Angie Travis
Activity - Career Preparation and Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have multiple opportunities through the career center to gain awareness and prepare for successful transition after high school.	Career Preparation/Orientation	08/05/2015	05/31/2016	\$0	Race to the Top	Angie Travis and CHS staff
Activity - KYOTE testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not meeting ACT benchmark will be given the opportunity to take the KYOTE test.	Academic Support Program	10/12/2015	05/31/2016	\$0	No Funding Required	Richard Dooley, Angie Travis
Activity - ACT study session	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Campbellsville high school will offer ACT study sessions every Friday from 1:30-2:30 during our early release time.	Academic Support Program	12/04/2015	02/26/2016	\$0	No Funding Required	Kirby Smith, Richard Dooley, Angie Travis and CHS staff
Activity - All Juniors to take December ACT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All juniors at Campbellsville high school will take the October 24th ACT.	Academic Support Program	10/24/2015	10/24/2015	\$2500	District Funding	Kirby Smith, Richard Dooley, Angie Travis and Mark Kearney

Goal 3: Increase the average cohort graduation rate

Measurable Objective 1:

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collaborate to increase the cohort graduation rate from 96.7% to 97.8%. by 05/31/2016 as measured by using the Kentucky School Report Card cohort graduation score..

Strategy 1:

Monitoring student achievement - This will improve communication between CHS and all stakeholders.

Category: Persistence to Graduation

Activity - Senior contracts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mr. Dooley meets with seniors and their parents/guardians to review graduation requirements for each individual student. A contract is signed by all stakeholders agreeing to the terms.	Parent Involvement	08/05/2015	12/18/2015	\$0	No Funding Required	Richard Dooley and Angie Travis

Activity - Parent / Teacher partnership night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every mid-term progress reports are sent home and parents are invited to attend parent / teacher conferences to discuss current grades with their child's teacher's	Parent Involvement	09/07/2015	04/04/2016	\$0	No Funding Required	Kirby Smith, Richard Dooley, Teachers and Staff

Activity - Communicate Vision and Mission Statement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Starting with the freshman class, we will better communicate our vision and mission statement to empower students to reach their graduation goal to be college and career ready.	Parent Involvement	08/05/2015	05/31/2016	\$0	No Funding Required	Kirby Smith, Richard Dooley, Angie Travis and CHS Staff

Activity - Graduation and College and Career Readiness Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ms. Travis will collaborate with Mr. Dooley to keep seniors and their parents informed of graduation requirements and college admission requirements.	Career Preparation/Orientation	08/05/2015	05/31/2016	\$0	No Funding Required	Ms. Travis, Mr. Dooley and Mr. Smith

Strategy 2:

Interventions - This will provide an opportunity for students that are failing to receive credit(s) needed for graduation.

Category: Persistence to Graduation

Activity - Virtual Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A virtual classroom is available six periods a day for students to be enrolled into in order to recover credits needed for graduation.	Academic Support Program	08/05/2015	05/31/2016	\$4000	Other	Kirby Smith, Richard Dooley

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Activity - Focus and Finish Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the Persistence to graduation tool, students are chosen based on being at risk for dropping out. Students are placed into the focus and finish academy where they set weekly goals for earning credits for graduation.	Academic Support Program	08/05/2015	05/31/2016	\$25800	District Funding	Chris Huff,

Strategy 3:

Interventions for meeting graduation cohort targets - The use of this tool will inform administrative staff regarding students at risk of dropping out of school. The Persistence to Graduation tool was used to determine the students for our focus and finish academy.

Category: Persistence to Graduation

Activity - PGT monthly report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PGT is a program to assist staff in identifying students at risk for dropping out. Each Special Education Facilitator will run monthly reports to turn into DOSE who will submit to building counselors for review/action	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	Mr. Smith, Mr. Dooley, Ms. Joni Davis & Special Education staff

Goal 4: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap

Measurable Objective 1:

collaborate to meet the state delivery target of 44.9% proficient/distinguished for combined reading and math for all students in the non-duplicated gap group . by 05/31/2016 as measured by as measured by K-Prep and EOC combined reading and math scores..

Strategy 1:

Engaging instruction and interventions - When instruction is engaging and individualized students are more interested in learning.

Category: Continuous Improvement

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to study island at all times to provide additional support for classroom content. Study Island will serve as a resource for individualized instruction	Academic Support Program	08/05/2015	05/31/2016	\$4000	Other	Kirby Smith, Mark Kearney and Richard Dooley

Activity - Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Reading plus allows students to receive individualize instruction in reading and reading comprehension.	Academic Support Program	08/05/2015	05/31/2016	\$1285	Other	Kirby Smith, Mark Kearney and Richard Dooley
Activity - Math XL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An online math program used to teach and reinforce content.	Academic Support Program	08/05/2015	05/31/2016	\$5000	District Funding	Kirby Smith, Mark Kearney and Richard Dooley
Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By monitoring and tracking the progress of students we will be able to know what areas our students need the most assistance in reaching benchmarks in ACT and EOC. Teachers will use this data to individualize instruction to meet the needs of students.	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	Kirby Smith, Mark Kearney, Richard Dooley - Data/Leadership Team
Activity - PLC/Department meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will work to improve student achievement by providing scheduled time for staff to analyze and plan instruction using specific data.	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	Kirby Smith, Mark Kearney and Richard Dooley - Data/Leadership Team

Goal 5: Implement the Professional Growth and Effectiveness System at Campbellsville High School for the 2015-16 school year

Measurable Objective 1:

demonstrate a proficiency in the implementation of the Professional Growth and Effectiveness System by 05/31/2016 as measured by teacher and principal observations placed in CIITS.

Strategy 1:

PGES Observations - Teachers will observe and be observed by other colleagues as well as be observed by the principal. The observation will be scored based on the new framework and entered into CIITS.

Category: Teacher PGES

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Research Cited: This new PGES method is part of the Ract To The Top grant.

Activity - Teacher Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be evaluated using the PGES system.	Policy and Process	08/05/2015	05/31/2016	\$0	Race to the Top	Kirby Smith and Mark Kearney

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CHS has selected two teachers to conduct the peer observations.	Policy and Process	11/03/2015	12/18/2015	\$0	No Funding Required	Ben Davis and Cheryl Dicken

Goal 6: Reduce the percentage of students scoring Novice in all tested areas.

Measurable Objective 1:

10% of All Students will collaborate to decrease the percentage of Novice scores in Mathematics by 05/31/2016 as measured by 2016 K-PREP Unbridled Learning formula.

Strategy 1:

Response to Intervention - Students who are scoring in the Novice range as indicated by MAP assessments will be placed in RTI content specific classes to be given an opportunity to improve in that area.

Category: Continuous Improvement

Activity - Additional curriculum support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring in the Novice range according to MAP assessments will be given an opportunity to improve in that area through intensive RTI instruction 4 days a week.	Academic Support Program	08/05/2015	05/31/2016	\$4000	District Funding	Kirby Smith, Mark Kearney and Richard Dooley

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Plus	Reading Plus allows students to receive individualized instruction in reading and reading comprehension.	Academic Support Program	08/06/2014	05/31/2015	\$2300	Kirby Smith and English department
Virtual Classroom	A virtual classroom is available six periods a day for students to be enrolled into in order to recover credits needed for graduation.	Academic Support Program	08/05/2015	05/31/2016	\$4000	Kirby Smith, Richard Dooley
Study Island	Students will have access to study island at all times to provide additional support for classroom content. Study Island will serve as a resource for individualized instruction	Academic Support Program	08/05/2015	05/31/2016	\$4000	Kirby Smith, Mark Kearney and Richard Dooley
Study Island	Students will have access to Study Island at all times to provide additional support for classroom content. Study Island will serve as a resource for individualized instruction.	Academic Support Program	08/06/2014	05/31/2015	\$1285	Kirby Smith, Teachers and Staff
Reading Plus	Reading plus allows students to receive individualize instruction in reading and reading comprehension.	Academic Support Program	08/05/2015	05/31/2016	\$1285	Kirby Smith, Mark Kearney and Richard Dooley
Total					\$12870	

CCR Grant

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT practice test	Students will take three practice ACT test in order to monitor student progress towards ACT benchmarks in reading and math	Academic Support Program	11/05/2014	02/10/2015	\$280	Kirby Smith, Richard Dooley, Angie Russell
Total					\$280	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Additional curriculum support	Students scoring in the Novice range according to MAP assessments will be given an opportunity to improve in that area through intensive RTI instruction 4 days a week.	Academic Support Program	08/05/2015	05/31/2016	\$4000	Kirby Smith, Mark Kearney and Richard Dooley
Math XL	An online math program used to teach and reinforce content.	Academic Support Program	08/05/2015	05/31/2016	\$5000	Kirby Smith, Mark Kearney and Richard Dooley
Focus and Finish Academy	Using the Persistence to graduation tool, students are chosen based on being at risk for dropping out. Students are placed into the focus and finish academy where they set weekly goals for earning credits for graduation.	Academic Support Program	08/05/2015	05/31/2016	\$25800	Chris Huff,
Math XL	Math XL is a web based program that allows the teachers to individualize instruction for students.	Academic Support Program	08/06/2014	05/31/2015	\$5000	Kirby Smith, Tammy Wilson, Cheryl Dicken, Kevin Rafferty
All Juniors to take December ACT	All juniors at Campbellsville high school will take the October 24th ACT.	Academic Support Program	10/24/2015	10/24/2015	\$2500	Kirby Smith, Richard Dooley, Angie Travis and Mark Kearney
MAP testing	All 9th, 10th and 11th grade students will be take the MAP assessment in math and reading three times a year.	Academic Support Program	09/02/2014	05/31/2015	\$3375	Kirby Smith, Richard Dooley, Valerie Davis, Kent Settle
Total					\$45675	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Observations	All teachers will be evaluated using the PGES system.	Policy and Process	08/05/2015	05/31/2016	\$0	Kirby Smith and Mark Kearney
Career Preparation and Awareness	Students have multiple opportunities through the career center to gain awareness and prepare for successful transition after high school.	Career Preparation/Orientation	08/05/2015	05/31/2016	\$0	Angie Travis and CHS staff
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Compass Prep	Students will receive instruction in the areas where they have not met benchmark on the ACT. This will prepare them to pass the Compass.	Academic Support Program	10/12/2015	05/31/2016	\$0	Kirby Smith, Richard Dooley, Angie Travis
Learning Checks	This activity is a formative assessment to gauge student's progress towards proficiency in content.	Academic Support Program	09/30/2014	05/31/2015	\$0	Kirby Smith, Richard Dooley, Teachers and Staff
Graduation and College and Career Readiness Awareness	Ms. Travis will collaborate with Mr. Dooley to keep seniors and their parents informed of graduation requirements and college admission requirements.	Career Preparation/Orientation	08/05/2015	05/31/2016	\$0	Ms. Travis, Mr. Dooley and Mr. Smith
PLC/Department meetings	We will work to improve student achievement by providing scheduled time for staff to analyze and plan instruction using specific data.	Academic Support Program	08/05/2015	05/31/2016	\$0	Kirby Smith, Mark Kearney and Richard Dooley - Data/Leadership Team
ACT study session	Campbellsville high school will offer ACT study sessions every Friday from 1:30-2:30 during our early release time.	Academic Support Program	12/04/2015	02/26/2016	\$0	Kirby Smith, Richard Dooley, Angie Travis and CHS staff
Data Analysis	By monitoring and tracking the progress of students we will be able to know what areas our students need the most assistance in reaching benchmarks in ACT and EOC. Teachers will use this data to individualize instruction to meet the needs of students.	Academic Support Program	08/05/2015	05/31/2016	\$0	Kirby Smith, Mark Kearney, Richard Dooley - Data/Leadership Team
Peer Observations	CHS has selected two teachers to conduct the peer observations.	Policy and Process	11/03/2015	12/18/2015	\$0	Ben Davis and Cheryl Dicken
PGT monthly report	PGT is a program to assist staff in identifying students at risk for dropping out. Each Special Education Facilitator will run monthly reports to turn into DOSE who will submit to building counselors for review/action	Academic Support Program	08/05/2015	05/31/2016	\$0	Mr. Smith, Mr. Dooley, Ms. Joni Davis & Special Education staff
Communicate Vision and Mission Statement	Starting with the freshman class, we will better communicate our vision and mission statement to empower students to reach their graduation goal to be college and career ready.	Parent Involvement	08/05/2015	05/31/2016	\$0	Kirby Smith, Richard Dooley, Angie Travis and CHS Staff
Parent / Teacher partnership night	Every mid-term progress reports are sent home and parents are invited to attend parent / teacher conferences to discuss current grades with their child's teacher's	Parent Involvement	09/07/2015	04/04/2016	\$0	Kirby Smith, Richard Dooley, Teachers and Staff

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WIN KYCER Prep Class	All Vocational students are given the opportunity to complete the components of the WIN program, which is the career academic component of career readiness.	Career Preparation/Orientation	10/12/2015	05/31/2016	\$0	Richard Dooley, Angie Travis
ACT Prep for Juniors	All juniors are enrolled in ACT prep classes.	Academic Support Program	10/12/2015	05/31/2016	\$0	Kirby Smith, Richard Dooley, Angie Travis
Senior contracts	Mr. Dooley meets with seniors and their parents/guardians to review graduation requirements for each individual student. A contract is signed by all stakeholders agreeing to the terms.	Parent Involvement	08/05/2015	12/18/2015	\$0	Richard Dooley and Angie Travis
KYOTE testing	Students not meeting ACT benchmark will be given the opportunity to take the KYOTE test.	Academic Support Program	10/12/2015	05/31/2016	\$0	Richard Dooley, Angie Travis
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?

When analyzing the data provided in our school report card, one question we are constantly asking ourselves is how do we increase the percentage of students that are scoring proficient in all areas of all testing. When digging deeper into the data a question that must be answered is why are the girls out scoring the boys in most all categories.

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?

Several area of strength for CHS in terms of K-PREP and EOC exams is Algebra II, US History, Biology. All of these EOC areas were either above or right at state average. Another huge gain for CHS was in our CCR score. CHS made gains in 4 out of the 5 learner goals. One area of strength that does not show up on the school report card is our staff's ability to build relationships with our students.

Opportunities for Improvement

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

Even though we have a Distinguished label we still must improve in all tested areas along with the ACT. Listed below are the plans we have to improve in all areas.

1. Continue testing all students in math and reading using MAP.
2. Continue to use our RTI period enhance instruction and move kids academically.
3. Observations by administrators will be more Domain focused.
4. Our CCR counselor will work alongside our guidance counselor to monitor the students who have not met benchmark for CCR.
5. ACT study sessions will be offered every Friday during our early release time.
6. Students will be given opportunities to take the COMPASS and KYOTE to assist with meeting benchmarks for CCR.
7. Since all EOC, K-PREP and ACT exams are timed, all teachers will have timed bell ringers, and timed learning checks every nine weeks.

Conclusion

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

The first thing in addressing the areas of concern is to not be satisfied with our current Distinguished label. As a staff we must continue to work with a sense of urgency. We have a good plan in place, the key is constant monitoring and making adjustments when needed.

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:

Review and analyze the TELL survey data for areas of growth and improvement

Measurable Objective 1:

collaborate to review and analyze the TELL survey results by 05/31/2015 as measured by comparing previous year TELL survey results with current year.

Strategy1:

TELL Survey - Administrators, teachers and staff will review the TELL survey to find areas where improvements can be made.

Category: Stakeholder Engagement

Research Cited:

Activity - TELL survey review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The TELL survey will be reviewed by administrators, teachers and staff and shared at SBDM meetings.	Professional Learning	01/05/2015	05/31/2015	\$0 - No Funding Required	Kirby Smith and SBDM Council

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

Goal 1:

Increase the average combined reading and math K-Prep (EOC) scores for high school students.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep (EOC) scores for high school students from 46.1% to 51.5% in 2017 by 05/31/2015 as measured by as measured by K-Prep and EOC scores.

Strategy1:

Engaging Instruction - When instruction is engaging and individualized students are able to receive feedback quicker

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

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Activity - Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Plus allows students to receive individualized instruction in reading and reading comprehension.	Academic Support Program	08/05/2015	05/31/2016	\$2300 - Other	Kirby Smith and English department

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to Study Island at all times to provide additional support for classroom content. Study Island will serve as a resource for individualized instruction.	Academic Support Program	08/05/2015	05/31/2016	\$1285 - Other	Kirby Smith, Teachers and Staff

Activity - Math XL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math XL is a web based program that allows the teachers to individualize instruction for students.	Academic Support Program	08/05/2015	05/31/2016	\$5000 - District Funding	Kirby Smith, Tammy Wilson, Cheryl Dicken, Kevin Rafferty

Strategy2:

Monitoring student achievement and progress - This will allow all stakeholders to be aware of student's progress towards proficiency in math and reading.

Category: Stakeholder Engagement

Research Cited:

Activity - Learning Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This activity is a formative assessment to gauge student's progress towards proficiency in content.	Academic Support Program	09/28/2015	05/31/2016	\$0 - No Funding Required	Kirby Smith, Richard Dooley, Teachers and Staff

Activity - MAP testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9th, 10th and 11th grade students will be take the MAP assessment in math and reading three times a year.	Academic Support Program	08/05/2015	05/31/2016	\$3375 - District Funding	Kirby Smith, Richard Dooley, Valerie Davis, Kent Settle

Activity - ACT practice test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take three practice ACT test in order to monitor student progress towards ACT benchmarks in reading and math	Academic Support Program	11/02/2015	02/29/2016	\$280 - CCR Grant	Kirby Smith, Richard Dooley, Angie Travis

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient/distinguished in the combined reading and math non duplicated gap group from 46.3% to 50%. by 05/31/2016 as measured by as measured by K-Prep and EOC combined reading and math scores..

Strategy1:

Engaging instruction and interventions - When instruction is engaging and individualized students are more interested in learning.

Category: Continuous Improvement

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to study island at all times to provide additional support for classroom content. Study Island will serve as a resource for individualized instruction	Academic Support Program	08/05/2015	05/31/2016	\$4000 - Other	Kirby Smith, Mark Kearney and Richard Dooley

Activity - Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading plus allows students to receive individualize instruction in reading and reading comprehension.	Academic Support Program	08/05/2015	05/31/2016	\$1285 - Other	Kirby Smith, Mark Kearney and Richard Dooley

Activity - Math XL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An online math program used to teach and reinforce content.	Academic Support Program	08/05/2015	05/31/2016	\$5000 - District Funding	Kirby Smith, Mark Kearney and Richard Dooley

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Activity - PLC/Department meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will work to improve student achievement by providing scheduled time for staff to analyze and plan instruction using specific data.	Academic Support Program	08/05/2015	05/31/2016	\$0 - No Funding Required	Kirby Smith, Mark Kearney and Richard Dooley - Data/Leadership Team

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By monitoring and tracking the progress of students we will be able to know what areas our students need the most assistance in reaching benchmarks in ACT and EOC. Teachers will use this data to individualize instruction to meet the needs of students.	Academic Support Program	08/05/2015	05/31/2016	\$0 - No Funding Required	Kirby Smith, Mark Kearney, Richard Dooley - Data/Leadership Team

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

Goal 1:

Increase the percent of students who are college and career ready.

Measurable Objective 1:

collaborate to meet the state delivery target for CCR of 74% by 05/31/2016 as measured by the Unbridled Learning CCR formula.

Strategy1:

college and career readiness support - Students not meeting ACT benchmarks will be placed in content driven RTI rotations for each area where benchmark is not met.

CHS administrative team (high school guidance counselor, high school career counselor and principal) will tract student progress toward ACT benchmarks.

Career counselor and guidance counselor will collaborate to identify students career pathway options.

Category: Career Readiness Pathways

Research Cited:

Activity - KYOTE testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not meeting ACT benchmark will be given the opportunity to take the KYOTE test.	Academic Support Program	10/12/2015	05/31/2016	\$0 - No Funding Required	Richard Dooley, Angie Travis

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Activity - ACT study session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Campbellsville high school will offer ACT study sessions every Friday from 1:30-2:30 during our early release time.	Academic Support Program	12/04/2015	02/26/2016	\$0 - No Funding Required	Kirby Smith, Richard Dooley, Angie Travis and CHS staff

Activity - WIN KYCER Prep Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Vocational students are given the opportunity to complete the components of the WIN program, which is the career academic component of career readiness.	Career Preparation/ Orientation	10/12/2015	05/31/2016	\$0 - No Funding Required	Richard Dooley, Angie Travis

Activity - Career Preparation and Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have multiple opportunities through the career center to gain awareness and prepare for successful transition after high school.	Career Preparation/ Orientation	08/05/2015	05/31/2016	\$0 - Race to the Top	Angie Travis and CHS staff

Activity - All Juniors to take December ACT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All juniors at Campbellsville high school will take the October 24th ACT.	Academic Support Program	10/24/2015	10/24/2015	\$2500 - District Funding	Kirby Smith, Richard Dooley, Angie Travis and Mark Kearney

Activity - Compass Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction in the areas where they have not met benchmark on the ACT. This will prepare them to pass the Compass.	Academic Support Program	10/12/2015	05/31/2016	\$0 - No Funding Required	Kirby Smith, Richard Dooley, Angie Travis

Activity - ACT Prep for Juniors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All juniors are enrolled in ACT prep classes.	Academic Support Program	10/12/2015	05/31/2016	\$0 - No Funding Required	Kirby Smith, Richard Dooley, Angie Travis

Goal 2:

Increase the average cohort graduation rate

Measurable Objective 1:

collaborate to increase the cohort graduation rate from 96.7% to 97.8%. by 05/31/2016 as measured by using the Kentucky School Report Card cohort graduation score..

Strategy1:

KDE Comprehensive School Improvement Plan

Campbellsville High School

Interventions - This will provide an opportunity for students that are failing to receive credit(s) needed for graduation.

Category: Persistence to Graduation

Research Cited:

Activity - Focus and Finish Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the Persistence to graduation tool, students are chosen based on being at risk for dropping out. Students are placed into the focus and finish academy where they set weekly goals for earning credits for graduation.	Academic Support Program	08/05/2015	05/31/2016	\$25800 - District Funding	Chris Huff,

Activity - Virtual Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A virtual classroom is available six periods a day for students to be enrolled into in order to recover credits needed for graduation.	Academic Support Program	08/05/2015	05/31/2016	\$4000 - Other	Kirby Smith, Richard Dooley

Strategy2:

Interventions for meeting graduation cohort targets - The use of this tool will inform administrative staff regarding students at risk of dropping out of school. The Persistence to Graduation tool was used to determine the students for our focus and finish academy.

Category: Persistence to Graduation

Research Cited:

Activity - PGT monthly report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PGT is a program to assist staff in identifying students at risk for dropping out. Each Special Education Facilitator will run monthly reports to turn into DOSE who will submit to building counselors for review/action	Academic Support Program	08/05/2015	05/31/2016	\$0 - No Funding Required	Mr. Smith, Mr. Dooley, Ms. Joni Davis & Special Education staff

Strategy3:

Monitoring student achievement - This will improve communication between CHS and all stakeholders.

Category: Persistence to Graduation

Research Cited:

Activity - Communicate Vision and Mission Statement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Starting with the freshman class, we will better communicate our vision and mission statement to empower students to reach their graduation goal to be college and career ready.	Parent Involvement	08/05/2015	05/31/2016	\$0 - No Funding Required	Kirby Smith, Richard Dooley, Angie Travis and CHS Staff

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Activity - Graduation and College and Career Readiness Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ms. Travis will collaborate with Mr. Dooley to keep seniors and their parents informed of graduation requirements and college admission requirements.	Career Preparation/Orientation	08/05/2015	05/31/2016	\$0 - No Funding Required	Ms. Travis, Mr. Dooley and Mr. Smith

Activity - Parent / Teacher partnership night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every mid-term progress reports are sent home and parents are invited to attend parent / teacher conferences to discuss current grades with their child's teacher's	Parent Involvement	09/07/2015	04/04/2016	\$0 - No Funding Required	Kirby Smith, Richard Dooley, Teachers and Staff

Activity - Senior contracts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mr. Dooley meets with seniors and their parents/guardians to review graduation requirements for each individual student. A contract is signed by all stakeholders agreeing to the terms.	Parent Involvement	08/05/2015	12/18/2015	\$0 - No Funding Required	Richard Dooley and Angie Travis

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

Goal 1:

Increase the percent of students who are college and career ready.

Measurable Objective 1:

collaborate to meet the state delivery target for CCR of 74% by 05/31/2016 as measured by the Unbridled Learning CCR formula.

Strategy1:

college and career readiness support - Students not meeting ACT benchmarks will be placed in content driven RTI rotations for each area where benchmark is not met.

CHS administrative team (high school guidance counselor, high school career counselor and principal) will track student progress toward ACT benchmarks.

Career counselor and guidance counselor will collaborate to identify students career pathway options.

Category: Career Readiness Pathways

Research Cited:

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Activity - Career Preparation and Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have multiple opportunities through the career center to gain awareness and prepare for successful transition after high school.	Career Preparation/Orientation	08/05/2015	05/31/2016	\$0 - Race to the Top	Angie Travis and CHS staff

Activity - ACT Prep for Juniors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All juniors are enrolled in ACT prep classes.	Academic Support Program	10/12/2015	05/31/2016	\$0 - No Funding Required	Kirby Smith, Richard Dooley, Angie Travis

Activity - All Juniors to take December ACT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All juniors at Campbellsville high school will take the October 24th ACT.	Academic Support Program	10/24/2015	10/24/2015	\$2500 - District Funding	Kirby Smith, Richard Dooley, Angie Travis and Mark Kearney

Activity - ACT study session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Campbellsville high school will offer ACT study sessions every Friday from 1:30-2:30 during our early release time.	Academic Support Program	12/04/2015	02/26/2016	\$0 - No Funding Required	Kirby Smith, Richard Dooley, Angie Travis and CHS staff

Activity - WIN KYCER Prep Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Vocational students are given the opportunity to complete the components of the WIN program, which is the career academic component of career readiness.	Career Preparation/Orientation	10/12/2015	05/31/2016	\$0 - No Funding Required	Richard Dooley, Angie Travis

Activity - KYOTE testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not meeting ACT benchmark will be given the opportunity to take the KYOTE test.	Academic Support Program	10/12/2015	05/31/2016	\$0 - No Funding Required	Richard Dooley, Angie Travis

Activity - Compass Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction in the areas where they have not met benchmark on the ACT. This will prepare them to pass the Compass.	Academic Support Program	10/12/2015	05/31/2016	\$0 - No Funding Required	Kirby Smith, Richard Dooley, Angie Travis

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

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Goal 1:

All program review areas at Campbellsville High School will be proficient

Measurable Objective 1:

complete a portfolio or performance to ensure that all program review areas are proficient by 05/31/2015 as measured by the Kentucky School Report Card .

Strategy1:

Program Review development and growth - Each program review committee will meet weekly to evaluate the on-going progress of collecting data and making sure the rationales are appropriate.

Category: Continuous Improvement

Research Cited:

Activity - Program Review committee meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each committee will meet to discuss progress made toward reaching proficiency	Other	08/06/2014	05/31/2015	\$0 - No Funding Required	Kirby Smith, David Petett, Dale Estes, Deanna Campbell, JoAnn Harris, Zach Shelton, Ben Davis, Tyler Hardy and Sonya Kessler

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.	No	N/A to high school	

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.	No	CHS does not receive Title I funds.	

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Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	No	CHS is still working on increasing parent involvement but a policy is not in place.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	No	Not sure what the ten criteria are.	

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.	N/A		

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		

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	Still a work in progress.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	No	Not sure about the eight assistance components.	

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

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

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

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

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

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

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

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

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

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

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

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?

Kirby Smith - Principal CHS

Mark Kearney- Asst. principal CHS

Richard Dooley- Guidance counselor CHS

Angie Travis- CCR counselor CHS

Sue Crabtree- FRYSC CHS

All teachers and staff of CHS

Parent representatives for each of the three committee involved in the development of the plan

Relationship Building

Overall Rating: 3.29

	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).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	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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	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: 2.43

	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 chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

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

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	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: 2.83

	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 staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 2.33

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

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

Community Partnerships

Overall Rating: 2.83

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

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

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

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

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

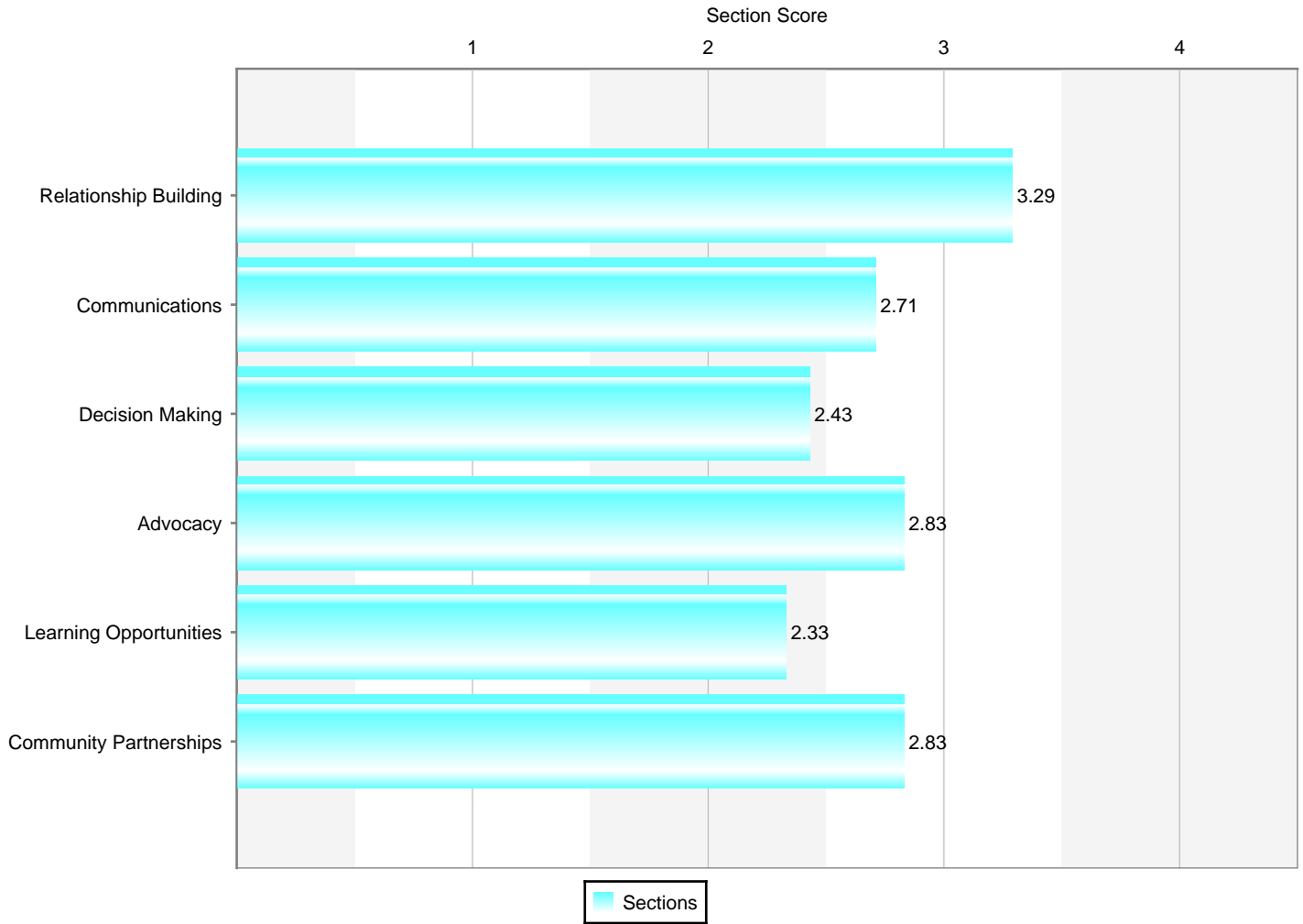
Reflection

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

Area of strength for CHS would be relationship building. Our teachers have good relationships with our parents but for some reason we can not get our parents involved like they should be. The main area for improvement would be increased parent involvement. CHS offers parent / teacher partnership nights every midterm. We make one calls to all parents, send letters home in report cards, our guidance counselor sends a news letter home. Although the number of parents attending conferences is up we would still love to see more parents involved.

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.

Our staff is divided into three committees 1. Academic Performance, 2. Learning Environment and 3. Efficiency. Each committee has a chairman that is responsible for getting parents and other stakeholders on their committee. Every committee answered the following questions. 1. What data was examined, 2. What does the data say, 3. What are the plans for improvement. Each content area also set EOC goals for the 2015-16 school year. Most all committee meeting were held after school hours or during early release.

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

The stakeholders involved in the planning process were all teachers, staff and the leadership team of CHS. Each committee had at least one parent representative.

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 CSIP was approved at our SBDM council meeting. The CSIP will be monitored by the administrative team and committees. The SBDM council will receive updates monthly on academic achievement and progress on all goals.

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	November 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	November 2013	

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	Each October	

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	August 4th	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	No	They will be invited in the future.	

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Designated safe zones and escape routes are posted in each room.	

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	Fire drill - 8-21-15, 9-30-15, 10-28-15 Earthquake- 8-27-15, 10-15-15 Tornado- 9-14-15	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

All teachers are highly qualified so therefore there are no barriers at this point.

What sources of data were used to determine the barriers?

The lead report is used to make sure all teachers are highly qualified.

What are the root causes of those identified barriers?

There are no barriers at this time.

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

Based on last years PGES data most all teachers are accomplished. No teachers fell within the ineffective category.

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.

CHS does not have any teachers that are ineffective or teaching out-of-field. All students have the same opportunity to be taught by an highly effective teacher.

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?

CHS does not have any teachers that are ineffective or teaching out-of-field. All students have the same opportunity to be taught by an highly effective teacher.

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

Anytime there is an opening the number 1 priority is to hire the absolute best candidate.

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 number 1 priority for CHS is to hire the absolute best candidate.

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

Retention of teachers at CHS is not an issue.

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

All first year and non-tenured teachers meet monthly with experienced teachers

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

Teachers that receive a rating below accomplished will have guided planning meetings and coaching sessions.

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

Based on the latest TELL survey results, teachers wanted more content specific PD, therefore another flex day of PD was given to teachers allowing more of an opportunity to be more content specific.

Questions

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

The goal for CHS is to have every students being taught by a highly qualified teacher that has a rating of accomplished or higher.