



# **KDE Comprehensive School Improvement Plan**

Rowan County Senior High School

Rowan County

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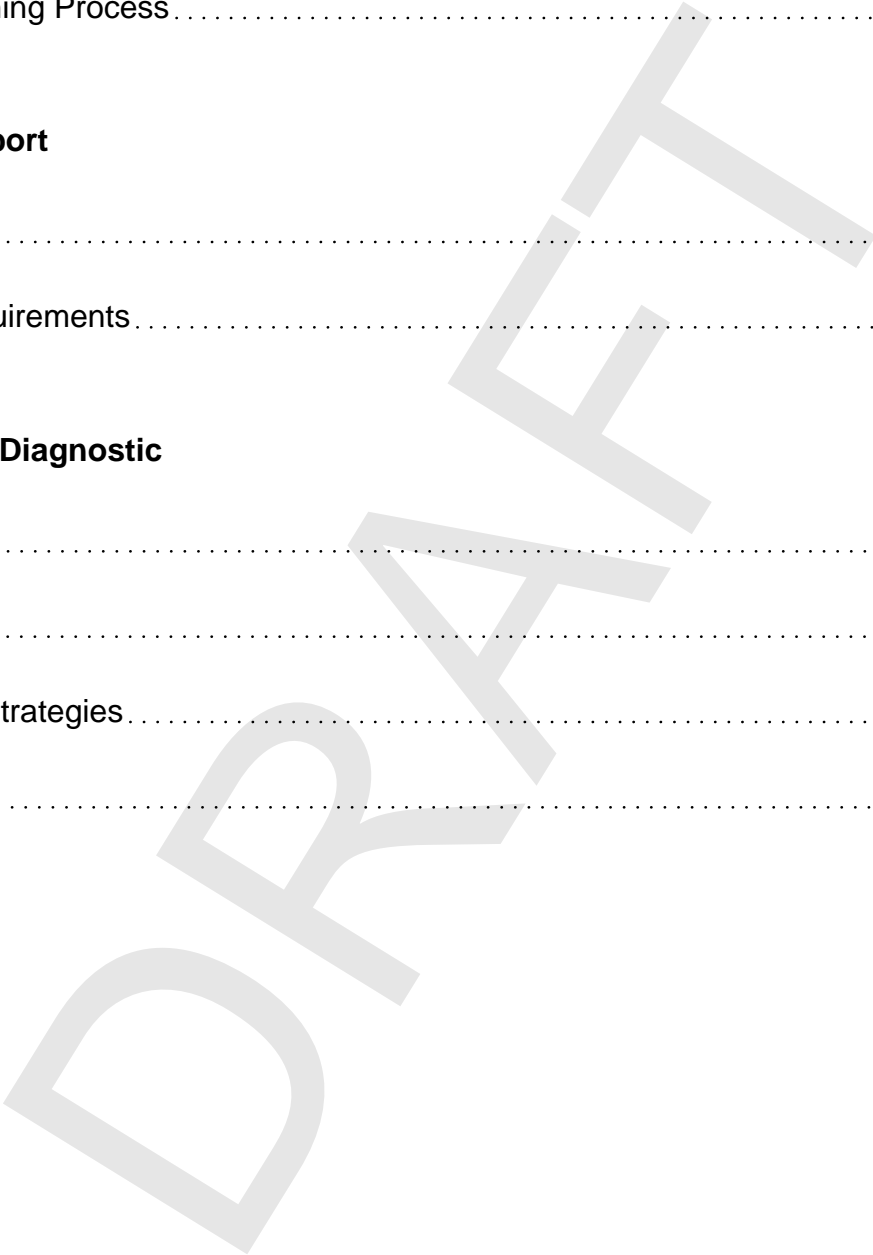
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## **Introduction**

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.

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# Executive Summary

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## **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.

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## 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?**

Rowan County Senior High School has a population of about 950 students and 90 faculty & staff. RCSHS is located 4 miles from the city of Morehead, Kentucky, and 1/2 mile from I-64, midway between Lexington and Ashland, Kentucky. Morehead, Kentucky is a University town surrounded by the Daniel Boone National Forest. Along with Morehead State University, St. Claire Regional Hospital plays a dominant role in the history and culture of the town. The tax base for public education is diminished greatly since 70% of the county belongs to either the University, the Hospital, or the National Forest.

Rowan County Senior High School is adjacent to a growing business and residential community. Recent additions to the area include two dental offices, an orthodontics office, a furniture store, a church, apartment complex, a small residential area, with the most recent addition of a bank.

Rowan County has an estimated population of a little over 23,000, with 7,000 of those living in the city of Morehead. Morehead State University adds a student population of 12,000 when in session, a greater population than the city itself. The cultural diversity at RCSHS is primarily a reflection of the cultural diversity of the faculty and staff of the university, and is atypical of the cultural diversity on most eastern Kentucky high schools. RCSHS free/reduced lunch population is around 53%, making this our largest gap population.

There is a major renovation project occurring at the high school this year. All restrooms, locker rooms, commons areas, floor tiles, ceiling tiles, lockers, and internet infrastructure is being renovated. This is occurring during the school year and has caused entire departments to be displaced months at a time.



## **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.**

The mission of the staff and community of Rowan County Senior High School is to provide all students with the knowledge to be lifelong learners, the skills and training to be productive members of the workforce, and the understanding and awareness to be responsible citizens capable of contributing in a positive way to the community in which they live. The successful accomplishment of these provisions will be evident in the level of academic performance, honors attained and awards received, and the successful transition into adult life.

The school's purpose, mission, values and beliefs have been developed, maintained and adjusted over time by school stakeholders such as the Site Based Council, climate committee, administrators and this year by surveying the senior class. This new effort identified the five core values that seniors wanted RCSHS students and staff to uphold. Those core values are Respect, Responsibility, Kindness, Honesty, and Self-Discipline.

One of our strong points is our positive school culture. In our last safety audit, every student interviewed stated that they had at least one adult in the building to whom they could go for support. Our students have particularly strong and positive relationships with the faculty and staff and are very proud of that fact. Vandalism and fighting are infrequent occurrences and, although the building is over 33 years old, it is extremely clean and in excellent condition.

## **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.**

There have been significant changes at RCSHS in the last three years. We have implemented Viking Intervention Period (VIP) in which students were intentionally assigned to a 30 minute class to improve areas of weakness, such as not reaching benchmark in a particular area; or enrichment for those who have reached benchmark in all areas. Our assessment scores in College and Career Readiness and the Graduation Rate were very high last year as our counselors were intentional with individuals' needs, and they developed a method for scheduling (2 years ago) that gave every student 1 on 1 assistance with scheduling courses.

We have added Aleks, a computerized math program used for RTI. We have also added a similar computer RTI program for English, Reading Plus.

A few years ago, we piloted a highly successful Dual Credit Program with Morehead State University where students could attain approximately 30 college hours by the time they graduated high school. Students attended classes at MSU for 2 periods per day at a 60% discount. We expanded that into in-house dual credit college classes as well, which were at no cost to the students. In this program our students can enter college as high school graduates with one year of college credits completed. We also started Rowan County Early College Academy where students take full-time classes at MSU beginning as Juniors in high school and upon graduation have 60 college credit hours. We also have a partnership with Morehead State University in Space Science. We have had three students who have made history, as well as national news, by discovering pulsars! We also established an Aviation Pathway and attained an airplane to be used for ground training. This course has been extremely popular with our students and has propelled at least one student to attain his professional pilot's license and several others to get their private pilot's license. This class has evolved into Aerospace Technology and offers four different career pathways that students can follow.

We have successfully implemented Standards-Based Instruction/Assessment in conjunction with Test/Retest linked to RTI. We also customize schedules which allows at-risk students: flexible school day options, Credit Recovery, and Career Cohort Programs for successful graduation for students who are at-risk and at least 18 years old. Rowan Academy of Virtual Education (RAVE) was established as a flexible school option for students interested in pursuing home school programs.

We have invested in classroom sets of Surface Tablets and iPads and every faculty member has been issued an iPad and provided with embedded PD for the use of iPads in the classroom. We have purchased all available resources for EOC classes, those currently included in accountability, as well as those proposed for future accountability. We purchased and administered EXPLORE to all 9th graders at the beginning of the freshman year in order to eliminate the two year data gap in the EPAS series and to enable better goal setting and class selection for our students. We have also built more Exploration and preparatory classes into our schedule so that we can help students focus on building the skill sets necessary for success in the required Math, Science, and English classes.

Our focus for improvement over the next two years will be on closing the achievement gap by improving On Demand Writing, especially in special education, so we can move out of Focus School identification. Although we have shown improvement in areas, we are still short of our delivery targets in some of the same areas: Reading, Math, Science, and Writing. We are expecting to see improvement toward reaching these targets by naming and claiming students.

## **Additional Information**

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

We have great hopes of implementing JROTC in the next two years. In anticipation of being fortunate enough to be selected for JROTC, RCSHS is implementing a pilot class focused upon citizenship, fitness, team building, and character development through our Military Skills Training course.

We are also working toward more student use of technology in the classroom as well as through such programs as STLP and student produced radio/TV programming. With the upgrades in technology occurring this year, this will become more than a possibility.

Our Art department has made huge strides for the district and the community as they are participating in projects and assisting with murals and projects throughout Morehead and Rowan County.

Rowan County Senior High School is incurring renovations and upgrades over the next year.

Over the next twelve months, such renovations as the technology infrastructure will be upgraded to the most recent equipment. Every classroom will be equipped with wireless hubs and smart-boards. Several safety upgrades will be made including replacement of all doors and locks, entrance vestibule, and key fobs for external doors. Science, food, and wood shops will be upgraded. Student lockers and all restrooms will be upgraded.

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# Rowan County Senior High School CSIP 2015-16

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## Overview

### Plan Name

Rowan County Senior High School CSIP 2015-16

### Plan Description

Rowan County Senior High School CSIP 2015-16

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## 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 percentage of students who are College-and-Career Ready from 72.2 to 73.2 by the end of 2015 - 2016 school year.	Objectives: 1 Strategies: 6 Activities: 22	Organizational	\$7618
2	Increase proficiency in Combined Reading and Math from 42.3 to 67.4 in 2017-2018.	Objectives: 1 Strategies: 6 Activities: 12	Organizational	\$38250
3	Increase proficiency for gap students in the non-duplicated gap group in Combined Reading and Mathematics from 39.8 to 59.9 in 2017-2018.	Objectives: 6 Strategies: 11 Activities: 15	Organizational	\$2450
4	Increase the cohort graduation rate from 94.3% to 95.6% by the end of the 2015 - 2016 school year.	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$0
5	Increase Program Review from 25.3 "Proficient" to Distinguished by end of school year 2015 - 2016	Objectives: 3 Strategies: 3 Activities: 12	Organizational	\$23750
6	By 2021, Rowan County Senior High School will reduce the total number of students scoring at the novice level in the math(Algebra II) and reading(English II) from 64.3% to no less than 32.15% as measured by KPREP data.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$10000

## Goal 1: Increase the percentage of students who are College-and-Career Ready from 72.2 to 73.2 by the end of 2015 - 2016 school year.

Status	Progress Notes	Created On	Created By
N/A	We are higher than our target goal so we have increased that goal by 1.2 percentage points.	November 30, 2014	Dr. Ray E Ginter

### Measurable Objective 1:

demonstrate a proficiency by increasing our number of students who are CCR from 72.2% to 73.2. by 05/13/2016 as measured by Unbridled Learning Formula.

Status	Progress Notes	Created On	Created By
Met	Although this goal has been met, we have added 1.2 to this year's percentage.	December 01, 2014	Brandy Carver

### Strategy 1:

Implementation of Career Readiness Pathways - Implementation of Career Pathways will allow our students to choose classes which increase their knowledge of and skill set in the career of their choice.

Category: Career Readiness Pathways

Status	Progress Notes	Created On	Created By
N/A	Emphasis on completion of career pathways continues to be a focus of CTE teachers and administration.	October 16, 2015	Brandy Carver
N/A	Fourteen career pathways are offered to students to meet CCR.	December 01, 2014	Brandy Carver

Activity - Implementation and Monitoring of a CTE Advisory Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committee is developed comprised of CTE Teachers and Community Business and Industry partners which will meet regularly to oversee and advise the CTE regarding career readiness for students.	Community Engagement	08/15/2013	05/15/2015	\$0	No Funding Required	Administration , Committee Members

Status	Progress Notes	Created On	Created By
In Progress	This activity will continue in the 15-16 school year.	September 04, 2015	Dr. Ray E Ginter

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In Progress	Continual monitoring by administration. CTE committee meets twice per year.	December 01, 2014	Brandy Carver
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Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs. Common Planning is an area that needed addressing according to the TELL Survey.	Academic Support Program	08/15/2013	05/15/2015	\$0	No Funding Required	Administration and scheduling team, teachers

Status	Progress Notes	Created On	Created By
In Progress	Since implementation, common planning has been a vital component in academic achievement. Common planning will continue.	September 04, 2015	Dr. Ray E Ginter
In Progress	All departments have common planning per the master schedule.	December 01, 2014	Brandy Carver

Activity - College and Career Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A College/Career Fair will be hosted annually at RCSHS.	Career Preparation/Orientation	12/01/2014	05/15/2015	\$0	No Funding Required	Administration, Guidance, Community Education, CTE Teachers, Community Partners

Status	Progress Notes	Created On	Created By
In Progress	We will do this every year as the exposure works well	August 28, 2015	Dr. Ray E Ginter
In Progress	College and Career Fair will be held in February.	December 01, 2014	Dr. Ray E Ginter

Activity - KyAHED Grant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grant used to expose students to college and career activities.	Career Preparation/Orientation	08/11/2014	05/15/2015	\$3200	Grant Funds	Administration, Guidance



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Status	Progress Notes	Created On	Created By
In Progress	There is still money in this fund. This helps considerably	August 28, 2015	Dr. Ray E Ginter
In Progress	College visits, guest speakers and career related activities	December 01, 2014	Dr. Ray E Ginter

## Strategy 2:

Student Selection of Career Pathway - When included in the selection of a career pathways, students as stakeholders are more focused upon the direct and intentional selection of classes to support the pathway of their choice.

Category: Career Readiness Pathways

Status	Progress Notes	Created On	Created By
N/A	Implementation continues.	October 16, 2015	Brandy Carver
N/A	Incoming freshmen choose a career pathway upon entering high school. Upper class students complete four credits in a given pathway by graduation.	December 01, 2014	Brandy Carver

Activity - Career Pathway Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The scheduling team will meet with all students in small group settings to define and describe each Career Pathway and outline the courses and course sequence for each pathway. They will explain how the course selection and course sequence help prepare the student in terms of knowledge base and skill set necessary for success in each career pathway.	Career Preparation/Orientation	08/15/2013	05/15/2015	\$0	No Funding Required	Scheduling Team

Status	Progress Notes	Created On	Created By
In Progress	This is necessary every year	August 28, 2015	Dr. Ray E Ginter
In Progress	This orientation is an annual event.	December 01, 2014	Brandy Carver

Activity - Student Review of ILP and Pathway Course Selection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive School Improvement Plan

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The Scheduling Team and ILP Facilitators will work with students one-on-one to aide them in referencing their ILPs to examine Interest Inventories and EPAS data to guide them in choosing appropriate career pathways. Students will develop a course plan for the remainder of their high school career.	Career Preparation/Orientation	08/15/2013	05/15/2015	\$0	No Funding Required	Scheduling Team
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Status	Progress Notes	Created On	Created By
In Progress	We will do this every year as long as these programs exist	August 28, 2015	Dr. Ray E Ginter
In Progress	Ongoing monitoring of ILP and career pathway selection by ILP coordinator and counselors with students.	December 01, 2014	Dr. Ray E Ginter

Activity - Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scheduling Team, homeroom teachers, and ILP facilitators aide students in submitting classes for the 2014-2015 school year which are appropriately selected for their career pathway of choice.	Academic Support Program	08/15/2013	05/15/2015	\$0	No Funding Required	Scheduling Team

Status	Progress Notes	Created On	Created By
In Progress	This method works well to guide students in the right direction	August 28, 2015	Dr. Ray E Ginter
In Progress	Scheduling team meets individually with students to choose classes according to their career pathway.	December 01, 2014	Dr. Ray E Ginter

Activity - CTE Class Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classes appropriate for Career Pathways are planned and reviewed for the 2014-2015 school year.	Career Preparation/Orientation	08/15/2013	05/15/2015	\$0	No Funding Required	Scheduling Team

Status	Progress Notes	Created On	Created By
In Progress	We will do this each year	August 28, 2015	Dr. Ray E Ginter
In Progress	Courses are developed around appropriate career pathways.	December 01, 2014	Dr. Ray E Ginter

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Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community Members work one-on-one to advise sophomores in career pathway selection through Operation Preparation.	Career Preparation/Orientation	08/15/2013	05/15/2015	\$0	No Funding Required	Scheduling Team Librarian, Technology Personnel

Status	Progress Notes	Created On	Created By
In Progress	Yearly event for all 10th graders where students meet with local businesses to learn about education or training to go into that field.	September 04, 2015	Dr. Ray E Ginter
In Progress	Annual event that takes place each spring with 10th graders and community partners.	December 01, 2014	Dr. Ray E Ginter

### Strategy 3:

Implementation/Expansion of Work-Based Learning Opportunities - Work-Based Learning (WBL) provides students with real-life experiences as identified in Kentucky School Board/KDE Goal 3 which focuses upon strong support from the community for the students and emphasizes the community involvement in students' learning. WBL experiences are judged on performance and personal achievements. WBL programs help students develop and refine the job skills they need for their particular career pathway.

Category: Career Readiness Pathways

Status	Progress Notes	Created On	Created By
N/A	Implementation continues.	October 16, 2015	Brandy Carver
N/A	Work-Based Coordinator collaborates with community partners to give students a hands on experience in career pathway fields.	December 01, 2014	Dr. Ray E Ginter

Activity - Identification of Business/Community Partnerships for Each Career Pathway	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify worksites and personnel contacts in our community associated with each Career Pathway through the CTE Advisory Committee.	Academic Support Program	08/15/2013	05/15/2015	\$0	No Funding Required	Scheduling Team, POC Teachers for non-CTE linked Career Pathways, ILP Facilitators

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Status	Progress Notes	Created On	Created By
In Progress	This adds another motivator for students to excel in education	August 28, 2015	Dr. Ray E Ginter
In Progress	The work based coordinator continually works with community partners to ensure students have the opportunity to shadow in each career pathway offered at RCSHS.	December 01, 2014	Dr. Ray E Ginter

Activity - Ongoing Implementation of Work-Based Learning Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Contact and educate career partners about the various types of work-based learning: (Cooperative Education, Entrepreneurship, Internship, Mentoring, Service-learning, Shadowing). Determine which work-based learning opportunities can be developed with each community partner.	Academic Support Program	08/15/2013	05/13/2016	\$0	No Funding Required	Scheduling Team, Career Pathway POC Teachers

Status	Progress Notes	Created On	Created By
In Progress	Work based coordinator continues to develop new partnerships with community businesses.	September 04, 2015	Dr. Ray E Ginter
In Progress	New community partnerships are developed when new career pathways are implemented.	December 01, 2014	Dr. Ray E Ginter

Activity - Scheduling Students to Work-Based Learning Opportunites	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have completed at least three credits in courses outlined in their particular Career Pathway may apply for a Work-Based Learning Opportunities in their Career Pathway.	Career Preparation/Orientation	08/15/2013	05/15/2015	\$0	No Funding Required	Scheduling Team, POC Career Pathway Teachers

Status	Progress Notes	Created On	Created By
In Progress	Students continue to be scheduled into work-based opportunities according to their career pathway.	September 04, 2015	Dr. Ray E Ginter
In Progress	Student schedules are developed to include work-based learning opportunities.	December 01, 2014	Dr. Ray E Ginter

## Strategy 4:

Academic and Occupational Testing - Providing the opportunity for all students to become College and Career Ready.

Category: Career Readiness Pathways

# KDE Comprehensive School Improvement Plan

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Status	Progress Notes	Created On	Created By
N/A	Implementation continues.	October 16, 2015	Brandy Carver
N/A	RCSHS continually provides students the opportunity to become CCR through academic and occupational testing.	December 01, 2014	Dr. Ray E Ginter

Activity - Teacher training on WorkKeys, Industry Certificates, and KOSSA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Designated teachers receive training which will allow them to proctor the WorkKeys Assessment, Industry Certificates, and KOSSA.	Professional Learning	08/15/2013	05/15/2015	\$0	No Funding Required	Counselor, Designated Faculty must include CTE

Status	Progress Notes	Created On	Created By
In Progress	Updated and new information pertaining to each test is given to teachers and students yearly.	September 04, 2015	Dr. Ray E Ginter
In Progress	CTE teachers attend state conference each summer where the focus is on students becoming career ready.	December 01, 2014	Dr. Ray E Ginter

Activity - WorkKeys Retest	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
List of students is compiled which designates which students will need to retest and the section or sections of the test which will need to be reassessed in order to earn a score sufficient to be considered career ready.	Career Preparation/Orientation	08/15/2013	05/15/2015	\$1000	Other	Administration

Status	Progress Notes	Created On	Created By
In Progress	Students needing retest opportunities are given remediation prior to retesting.	September 04, 2015	Dr. Ray E Ginter
In Progress	Students who do not meet benchmark are given the opportunity to retest in the areas of non-proficiency.	December 01, 2014	Dr. Ray E Ginter

Activity - KOSSA or Industry Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE Preparatory students are required to take KOSSA or Industry Certificate	Career Preparation/Orientation	08/15/2013	05/15/2015	\$0	No Funding Required	Administration, CTE Instructors

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Status	Progress Notes	Created On	Created By
In Progress	CTE teachers continue searching for new avenues for students to pass the KOSSA test or earn an Industry Certificate.	September 04, 2015	Dr. Ray E Ginter
In Progress	When students are preparatory, they take the KOSSA or Industry Certificate to show proficiency in the CTE area.	December 01, 2014	Dr. Ray E Ginter

Activity - CTE Bellringer Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All CTE teachers will use KOSSA, WorkKeys and Industry Certificate test items as bellringers	Academic Support Program	08/15/2013	05/15/2015	\$0	No Funding Required	CTE Teachers

Status	Progress Notes	Created On	Created By
In Progress	Continuation of KOSSA content related bell ringers.	September 04, 2015	Dr. Ray E Ginter
In Progress	Used in all CTE classes	November 05, 2014	Dr. Ray E Ginter

Activity - School Wide Implementation of Consumerism/CCR Unit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE teachers collaborate to develop lessons for school wide implementation	Career Preparation/Orientation	11/11/2014	05/15/2015	\$0	No Funding Required	CTE teachers, Administration, all faculty/staff

Status	Progress Notes	Created On	Created By
In Progress	Implementation will continue.	September 04, 2015	Dr. Ray E Ginter
In Progress	Administered during VIP period.	December 01, 2014	Dr. Ray E Ginter

## Strategy 5:

ACT and Quality Core - Students will be better prepared for the ACT and will perform better on the ACT Assessment.

Category: Continuous Improvement

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Status	Progress Notes	Created On	Created By
N/A	Focus on EPAS and QC progress monitoring data continues in PLC's and data teaming.	October 16, 2015	Brandy Carver
N/A	These assessments are used as early indicators of students' college and career readiness status.	December 01, 2014	Dr. Ray E Ginter

Activity - Quality Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of all proposed EOC Curricula. Resources for all EOC Courses are made available for teachers' use. Teachers receive training for EOC courses which are included in accountability.	Academic Support Program	08/15/2013	05/15/2015	\$2125	School Council Funds	Administration , SBDM Council

Status	Progress Notes	Created On	Created By
In Progress	QC benchmark tests in CIITS for teachers to use as a progress monitoring tool.	September 04, 2015	Dr. Ray E Ginter
In Progress	Quality Core assessments indicate student progress towards CCR.	December 01, 2014	Dr. Ray E Ginter

Activity - ACT Format Bellringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All content teachers will implement ACT format bellringer activities as a regular daily procedural classroom activity.	Academic Support Program	08/15/2013	05/15/2015	\$0	No Funding Required	Administration , Content Area Classroom Teachers

Status	Progress Notes	Created On	Created By
In Progress	Implementation will continue.	September 04, 2015	Dr. Ray E Ginter
In Progress	School wide implementation of all EPAS questions.	December 01, 2014	Dr. Ray E Ginter

Activity - ACT Study Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACT Study Programs will be purchased and made available for students to use beyond the school day, either on site or at home.	Academic Support Program	08/15/2013	05/15/2015	\$293	School Council Funds	Administration , Librarian

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Status	Progress Notes	Created On	Created By
In Progress	Students access ACT study materials through their teachers and the guidance office.	September 04, 2015	Dr. Ray E Ginter
In Progress	ACT Prep materials are available for students to check out of the library.	December 01, 2014	Dr. Ray E Ginter

Activity - Saturday Study Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Sessions will be made available for students on designated Saturdays. Students can select mini-workshops based upon their areas of particular need.	Academic Support Program	08/15/2013	05/15/2015	\$0	No Funding Required	Administration , Teachers/Parent volunteers

Status	Progress Notes	Created On	Created By
In Progress	Implementation still continues.	September 04, 2015	Dr. Ray E Ginter
In Progress	ACT Prep sessions are offered before national test dates.	December 01, 2014	Dr. Ray E Ginter

## Strategy 6:

Professional Development and Continued Training focused upon College/Career Readiness - Continuous training and professional development will enable us to do a better job implementing all policies and procedures necessary to accomplish College/Career Readiness goals.

Category: Professional Learning & Support

Status	Progress Notes	Created On	Created By
N/A	implementation continued	October 16, 2015	Brandy Carver
N/A	Professional Development is ongoing.	December 01, 2014	Dr. Ray E Ginter

Activity - ISLN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and Teacher Leaders will participate in ISLN sessions with KDE.	Professional Learning	08/15/2013	05/15/2015	\$1000	District Funding	Principal, Teacher Leaders

Status	Progress Notes	Created On	Created By
In Progress	Implementation will continue.	September 04, 2015	Dr. Ray E Ginter





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Not Met	Updated data on 10/16/15.	October 16, 2015	Brandy Carver
Not Met	Updated data on 10/16/15.	October 16, 2015	Brandy Carver
Not Met	Updated data on 10/16/15.	October 16, 2015	Brandy Carver
Not Met	Updated data on 10/16/15.	October 16, 2015	Brandy Carver
Not Met	Updated data on 10/16/15.	October 16, 2015	Brandy Carver
Not Met	Updated data on 10/16/15.	October 16, 2015	Brandy Carver
Not Met	All Teachers will review this goal and it's elements in their PLC's to discuss current levels of achievement and future plans for improvement. Notes will be made to record changes in CSIP elements (strategies).	November 30, 2014	Dr. Ray E Ginter
Not Met	First and second trimester classes' grades in Alg II and first trimester grades for Eng II will be monitored. VIP will be assigned to students who aren't scoring proficient.	November 24, 2014	Dr. Ray E Ginter
N/A	The target goal set by the state for next year is 67.1. We maintain that as a goal, however our in house goal (more realistic) is 50% of the increase. Therefore our goal is 55.	November 05, 2014	Dr. Ray E Ginter

## Strategy 1:

Reading, Writing and Math Specific Professional Development - Professional Development based upon school, student and teacher data analysis will impact student achievement.

Category: Professional Learning & Support

Status	Progress Notes	Created On	Created By
N/A	On going professional development in these areas	October 16, 2015	Brandy Carver
N/A	On going professional development in these areas	November 04, 2014	Dr. Ray E Ginter

Activity - Reading Strategies PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of each Professional Development Day, time will be focused upon reviewing or introducing strategies for teaching reading in all content areas. Strategies include: Tlmed Readings, Annotating Text or Reading with a Pencil, Sticky Notes, Summarizing and Synthesizing, FQR. Other Topics discussed will include Text Complexity and Reader & Task Considerations.	Professional Learning	08/15/2013	05/15/2015	\$0	No Funding Required	Writing/Literacy Committee, Administration

Status	Progress Notes	Created On	Created By
In Progress	Addition of Kagan Strategies to address reading.	September 04, 2015	Dr. Ray E Ginter
In Progress	PD in house during after school PD sessions each month	November 04, 2014	Dr. Ray E Ginter

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Rowan County Senior High School

Activity - PD 360 focused upon Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will access training for reading/writing and Math strategies via PD 360 Discontinue in 15-16 school year.	Professional Learning	08/15/2013	05/15/2015	\$0	No Funding Required	Administration , Teachers

Status	Progress Notes	Created On	Created By
Completed	10/16/15	October 16, 2015	Brandy Carver
In Progress	Chosen by teacher based on self reflection	November 04, 2014	Dr. Ray E Ginter

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not meeting benchmark on EPAS will receive ESS tutoring to help increase student achievement to help students meet benchmark on EPAS. Daytime waiver has been attained for the 2014 - 2015 school year.	Academic Support Program	09/13/2013	05/15/2015	\$14000	Other	School principals, teachers

Status	Progress Notes	Created On	Created By
In Progress	Implementation will continue.	September 04, 2015	Dr. Ray E Ginter
In Progress	Daytime waiver in Math for Algebra II and Compass	November 04, 2014	Dr. Ray E Ginter

### Strategy 2:

RCSHS Writing/Literacy Committee - The Writing/Literacy Committee will continue guide and facilitate the process required to implement a systemic school-wide collaborative approach to developing and/or aligning writing and communication across grade levels and content areas.

Category: Professional Learning & Support

Research Cited: KDE requirement

Status	Progress Notes	Created On	Created By
N/A	The literacy committee drafted a plan that includes reading standards not only in ELA but also across the curriculum.	October 16, 2015	Brandy Carver
N/A	The literacy committee drafted a plan that includes reading standards not only in ELA but also across the curriculum.	December 01, 2014	Dr. Ray E Ginter

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Activity - Writing/Literacy Committee Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Goals of Committee:                      Actively participate in the planning of the annual school budget to ensure adequate and quality materials, equipment, space, and technology are available to implement school wide writing.                      Work with the school council/leadership to plan for the allocation of time and resources to implement the writing program and program review.                      Revisit the school CSIP on a regular basis to insure that quality instruction in Writing is implemented and that program fidelity is in place.                      Develop a systemic school-wide collaborative approach to develop and/or align writing and communication assessments across the curriculum.                      Analyze all available data regarding reading and writing in our school.                      Provide regular, specific data analysis feedback to the faculty. Develop plans to address the implications of the data.</p>	Policy and Process	08/09/2013	05/15/2015	\$0	No Funding Required	Writing/Literacy Committee Members, Admin

Status	Progress Notes	Created On	Created By
In Progress	Implementation will continue.	September 04, 2015	Dr. Ray E Ginter
In Progress	Committee meets monthly and presents to staff at after school PD sessions	November 04, 2014	Dr. Ray E Ginter

### Strategy 3:

School-wide Reading/Writing Activities - Implementation of Reading/Writing Activities will increase the focus on reading and writing across the curriculum. Increased reading and writing practice will increase student achievement in reading and writing.

Category: Integrated Methods for Learning

Status	Progress Notes	Created On	Created By
N/A	This school-wide approach provides ownership among all teachers in students reading skills	October 16, 2015	Brandy Carver
N/A	This school-wide approach provides ownership among all teachers in students reading skills	November 05, 2014	Dr. Ray E Ginter

Activity - Reading/Writing implementation per program review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Documentation of implementing Reading/Writing instruction in Program Review	Academic Support Program	08/15/2013	05/15/2015	\$0	No Funding Required	Admin, Writing/Literacy Committee, Teachers

# KDE Comprehensive School Improvement Plan

Rowan County Senior High School

Status	Progress Notes	Created On	Created By
In Progress	Implementation will continue.	September 04, 2015	Dr. Ray E Ginter
In Progress	All teachers use reading and writing according to the school wide literacy plan and documented on program review.	December 01, 2014	Dr. Ray E Ginter

Activity - Teacher Training in Reading/Writing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review or introduction of reading/writing strategies will be a regular part of faculty/PD sessions for ALL faculty to use in All classes throughout the year and on a regular basis.	Professional Learning	01/16/2013	05/15/2015	\$250	Other	Principal, Content Network Teacher Leader, Writing/Literacy Committee

Status	Progress Notes	Created On	Created By
In Progress	Review or introduction of reading/writing strategies will be a regular part of faculty/PD sessions for ALL faculty to use in All classes throughout the year and on a regular basis.	September 04, 2015	Dr. Ray E Ginter
In Progress	Teachers will be given strategies in each teacher PD day scheduled.	November 05, 2014	Dr. Ray E Ginter

Activity - Monitoring of implementation of reading/writing strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring of implementation of reading/writing strategies will take place via walk through, program fidelity checks and program review.	Policy and Process	08/15/2013	05/15/2015	\$0	No Funding Required	Admin, Program review chairs

Status	Progress Notes	Created On	Created By
In Progress	Implementation will continue.	September 04, 2015	Dr. Ray E Ginter
In Progress	Reading strategies are monitored through curriculum maps and observations.	December 01, 2014	Dr. Ray E Ginter
In Progress	Writing strategies are monitored through Program Review Evidence and Data Team Forms.	December 01, 2014	Dr. Ray E Ginter

## Strategy 4:

Strategic Scheduling /Implementation of Intervention courses - Implementation of ALEKS and READING PLUS classes based upon data analysis which identifies those

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students who are deficient in reading/writing skills as well as math skills would allow the identified students more instructional time in the areas of reading, writing and math.

Category: Continuous Improvement

Research Cited: RTI standards

Status	Progress Notes	Created On	Created By
N/A	Additional coursework is also available through VIP	November 05, 2014	Dr. Ray E Ginter

Activity - Implement VIP Courses in Reading, Math and Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are intentionally placed in Reading, Writing, and Math VIP courses based upon their individual student data.	Academic Support Program	08/11/2014	05/15/2015	\$0	No Funding Required	High School Counselors, Principal, VIP Teachers

Status	Progress Notes	Created On	Created By
Completed	VIP no longer used	October 16, 2015	Brandy Carver
In Progress	All students are placed in VIP according to individual needs based on assessment data.	December 01, 2014	Dr. Ray E Ginter

Activity - Additional coursework in specific math courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algebra I and Algebra II classes have been extended to cover 3 trimesters.	Academic Support Program	08/15/2013	05/15/2015	\$0	No Funding Required	Administrative Team

Status	Progress Notes	Created On	Created By
In Progress	Implemented yearlong courses in math, English and EOC courses.	October 16, 2015	Brandy Carver
In Progress	By adding a third trimester to the courses the teachers are able to better prepare the students	November 05, 2014	Dr. Ray E Ginter

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Activity - Implementation of Yearlong Intervention Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implemented ALEKS, math intervention program, and Reading Plus, reading intervention program to impact the learning of struggling students.	Class Size Reduction, Technology, Tutoring, Academic Support Program	08/13/2015	05/13/2016	\$13000	State Funds	Administration

### Strategy 5:

Common Planning - Developing/using a master schedule to meet teacher planning needs to assess data

Category: Professional Learning & Support

Status	Progress Notes	Created On	Created By
N/A	Teachers have common planning by departments to allow for PLC's, Data teaming, Program Review, etc.	October 16, 2015	Brandy Carver
N/A	Teachers have common planning by departments to allow for PLC's, Data teaming, Program Review, etc.	November 05, 2014	Dr. Ray E Ginter

Activity - Data Teams in Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs.	Academic Support Program	08/15/2013	05/15/2015	\$0	No Funding Required	Scheduling team, administration, teachers

Status	Progress Notes	Created On	Created By
In Progress	Implementation still continues.	September 04, 2015	Dr. Ray E Ginter
In Progress	Weekly meetings to use common assessments, data team, collaborate, identify individuals requiring additional assistance.	November 05, 2014	Dr. Ray E Ginter

### Strategy 6:

Daytime ESS Waiver for ALGEBRA 2 - RTI specialist will focus on at risk students.

Category: Continuous Improvement

Status	Progress Notes	Created On	Created By
N/A	implementation still continues	October 16, 2015	Brandy Carver
N/A	Teachers identify these students and they receive additional instruction based on need.	November 05, 2014	Dr. Ray E Ginter

Activity - Tutoring through ESS Daytime waiver	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Part time math teacher will focus on at risk students	Academic Support Program	08/15/2014	05/15/2015	\$11000	Other	ESS Director and Administration

Status	Progress Notes	Created On	Created By
In Progress	Implementation continues.	September 04, 2015	Dr. Ray E Ginter
In Progress	The students selected for this are identified through progress monitoring and receive RTI	December 01, 2014	Dr. Ray E Ginter

### Goal 3: Increase proficiency for gap students in the non-duplicated gap group in Combined Reading and Mathematics from 39.8 to 59.9 in 2017-2018.

Status	Progress Notes	Created On	Created By
N/A	This gap area is the furthest from it's delivery target as we are 15.6 points below the current target.	November 30, 2014	Dr. Ray E Ginter

#### Measurable Objective 1:

demonstrate a proficiency for gap students in the non-duplicated gap group in Combined Reading and Mathematics from 42.7 to 49.3. by 05/13/2016 as measured by EOC.



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Status	Progress Notes	Created On	Created By
Not Met	We must raise our delivery target score by 22 points to attain our goal. This is unrealistic as we raised 7 points last year. We set our goal for 10 point improvement with aspirations of more.	November 05, 2014	Dr. Ray E Ginter

**Strategy 1:**

RCSHS Writing/Literacy Committee - A Writing/Literacy Committee will guide and facilitate the process required to implement a systemic school-wide collaborative approach to developing and/or aligning reading/writing and communication across grade levels and content areas.

Category: Continuous Improvement

Status	Progress Notes	Created On	Created By
N/A	in progress.	November 04, 2015	Dr. Ray E Ginter
N/A	The Literacy Committee is responsible for the school wide literacy plan, which includes reading standards and strategies.	December 01, 2014	Dr. Ray E Ginter

Activity - Writing/Literacy Committee Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Goals of Committee: Actively participate in the planning of the annual school budget to ensure adequate and quality materials, equipment, space, and technology are available to implement school wide writing. Work with the school council/leadership to plan for the allocation of time and resources to implement the writing program and program review. Revisit the school CSIP on a regular basis to insure that quality instruction in Writing is implemented and that program fidelity is in place. Develop a systemic school-wide collaborative approach to develop and/or align writing and communication assessments across the curriculum. Analyze all available data regarding reading and writing in our school. Provide regular, specific data analysis feedback to the faculty. Develop plans to address the implications of the data.	Policy and Process	08/15/2013	05/15/2015	\$0	No Funding Required	Admin, Writing/Literacy Committee Members

Status	Progress Notes	Created On	Created By
In Progress	This strategy will continue in 2016	September 07, 2015	Dr. Ray E Ginter
In Progress	Ongoing. Committee meets regularly to revise and update.	December 02, 2014	Dr. Ray E Ginter

**(shared) Strategy 2:**

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Implementation of School-wide Reading/Writing Activities - Increased focus upon reading and writing in all classrooms will result in more student practice and increased skills in reading and writing.

Category: Integrated Methods for Learning

Status	Progress Notes	Created On	Created By
N/A	PD still in progress during program review	November 04, 2015	Dr. Ray E Ginter
N/A	Teachers implement strategies learned in school wide reading/writing PD.	December 01, 2014	Dr. Ray E Ginter

Activity - Teacher Training in Writing/Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate review or introduction of reading/writing strategies for ALL faculty as part of every faculty meeting and/or PD session.	Professional Learning	08/15/2013	05/15/2015	\$0	No Funding Required	Admin, Content Network Teacher Leader, Writing/Literacy Committee

Status	Progress Notes	Created On	Created By
Completed	This activity has been stopped and changed to periodic PDs in PLCs and summer PD	September 07, 2015	Dr. Ray E Ginter
In Progress	School wide PD	December 01, 2014	Dr. Ray E Ginter

Activity - Monitor Implementation of Writing/Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of writing/reading strategies in all classrooms through walk through, program fidelity checks and program review evidence.	Policy and Process	08/15/2013	05/15/2015	\$0	No Funding Required	Administrative team

Status	Progress Notes	Created On	Created By
In Progress	This activity will continue in 2015 -2016	September 07, 2015	Dr. Ray E Ginter
In Progress	Data team progress monitoring sheets showing individual class SMART goals	December 01, 2014	Dr. Ray E Ginter

**Strategy 3:**

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## KDE Comprehensive School Improvement Plan

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Strategic Scheduling/Implementing classes with focus upon fundamentals of reading and writing - Direct and intentional instruction and practice for students who are deficient in reading and writing skills will improve their knowledge and performance in reading and writing.

Category: Integrated Methods for Learning

Status	Progress Notes	Created On	Created By
N/A	Reading Plus and ALEKS intervention programs implemented.	November 04, 2015	Dr. Ray E Ginter
N/A	Students are intentionally placed in an intervention/enrichment class based upon their individual needs.	December 01, 2014	Dr. Ray E Ginter

Activity - Implementation of Viking Intervention Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum will be developed for a Viking Intervention class focused upon, but not limited to, writing, reading, and study skills. This class is built into the Master Class Schedule.	Academic Support Program	08/07/2014	05/15/2015	\$0	No Funding Required	High School Counselors, Principal, VIP teachers

Status	Progress Notes	Created On	Created By
Completed	The 2015-2016 school period will not include VIP but instead will include strategies for teachers to use RTI during the class period	September 07, 2015	Dr. Ray E Ginter
In Progress	VIP is an intentional 30 minute time frame where students' individual academic needs are met for intervention or enrichment.	December 01, 2014	Dr. Ray E Ginter

### (shared) Strategy 4:

Common Planning - The master schedule will provide time for common planning

Category: Learning Systems

Status	Progress Notes	Created On	Created By
N/A	continued	November 04, 2015	Dr. Ray E Ginter
N/A	All teachers have departmental common planning.	December 01, 2014	Dr. Ray E Ginter

Activity - Data Teams in Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive School Improvement Plan

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Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs.	Academic Support Program	08/15/2013	05/15/2015	\$0	No Funding Required	Administration , Scheduling team, teachers
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Status	Progress Notes	Created On	Created By
In Progress	The Admin team and department level peers will continue to monitor data in PLCs	September 07, 2015	Dr. Ray E Ginter
In Progress	PLCs will be used to monitor data	September 07, 2015	Dr. Ray E Ginter
In Progress	Ongoing data teaming around student achievement in PLC's.	December 01, 2014	Dr. Ray E Ginter

## Strategy 5:

Math and Reading PD - Intentional professional development for all content teachers.

Category: Professional Learning & Support

Status	Progress Notes	Created On	Created By
N/A	Embedded PD among math and English teachers. John Hattie Visible Learning conference.	November 04, 2015	Dr. Ray E Ginter
N/A	Ongoing PD to improve math and reading instruction.	December 01, 2014	Dr. Ray E Ginter

Activity - Reading PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading strategy PD is required for all teachers.	Professional Learning	08/11/2014	05/15/2015	\$550	District Funding	Administration and faculty

Status	Progress Notes	Created On	Created By
In Progress	This will be continued in the 15 -16 school year	September 07, 2015	Dr. Ray E Ginter
In Progress	Reading specialists share reading instructional strategies at faculty meetings regularly.	December 01, 2014	Dr. Ray E Ginter

Activity - Math PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math department attends ongoing PD.	Professional Learning	08/11/2014	05/15/2015	\$1500	General Fund	Administration and math teachers

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Status	Progress Notes	Created On	Created By
In Progress	This will continue in 2015-2016	September 07, 2015	Dr. Ray E Ginter
In Progress	Math department and administrators visit HUB schools. District administration will attend as well.	December 01, 2014	Dr. Ray E Ginter
In Progress	Math teachers and administrators attend PIMSER instructional workshops.	December 01, 2014	Dr. Ray E Ginter

**Measurable Objective 2:**

demonstrate a proficiency in non-duplicated gap groups in reading from 57.8 to 63.8 by 05/13/2016 as measured by EOC.

Status	Progress Notes	Created On	Created By
Not Met	All Teachers will review this goal and it's elements in their PLC's to discuss current levels of achievement and future plans for improvement. Notes will be made to record changes in CSIP elements (strategies).	November 30, 2014	Dr. Ray E Ginter
Not Met	We raised nearly 6 points this year, so we chose to leave the delivery target goal at 52.2 as it is slightly greater than a 7 point increase.	November 30, 2014	Dr. Ray E Ginter

**(shared) Strategy 1:**

Common Planning - The master schedule will provide time for common planning

Category: Learning Systems

Status	Progress Notes	Created On	Created By
N/A	continued	November 04, 2015	Dr. Ray E Ginter
N/A	All teachers have departmental common planning.	December 01, 2014	Dr. Ray E Ginter

Activity - Data Teams in Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs.	Academic Support Program	08/15/2013	05/15/2015	\$0	No Funding Required	Administration, Scheduling team, teachers

Status	Progress Notes	Created On	Created By
In Progress	The Admin team and department level peers will continue to monitor data in PLCs	September 07, 2015	Dr. Ray E Ginter

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In Progress	PLCs will be used to monitor data	September 07, 2015	Dr. Ray E Ginter
In Progress	Ongoing data teaming around student achievement in PLC's.	December 01, 2014	Dr. Ray E Ginter

**Strategy 2:**

Intentional RTI through VIP in Master Schedule - Students will be placed in intervention/enrichment classes according to individual student data.

Category: Learning Systems

Status	Progress Notes	Created On	Created By
N/A	Completed	November 04, 2015	Dr. Ray E Ginter
N/A	Master schedule is developed around individual student needs.	December 01, 2014	Dr. Ray E Ginter

Activity - RTI (VIP) period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in intervention/enrichment classes according to assessment data.	Tutoring	08/11/2014	05/15/2015	\$0	No Funding Required	Admin, Teachers

Status	Progress Notes	Created On	Created By
Completed	VIP is no longer used but RTI is included in the class through differentiation	September 07, 2015	Dr. Ray E Ginter
In Progress	VIP is no longer in the schedule but RTI methods are used in the daily lessons as needed through formative assessment	September 07, 2015	Dr. Ray E Ginter

**Strategy 3:**

Intentional Review of ENGLISH EOC items - Teachers will use the Quality Core Test Bank to create and administer EOC test items.

Category: Integrated Methods for Learning

Status	Progress Notes	Created On	Created By
N/A	Common benchmark testing will take place 3 times per year.	November 04, 2015	Dr. Ray E Ginter
N/A	Use quality core resource	December 01, 2014	Dr. Ray E Ginter

Activity - ENGLISH EOC test practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ENGLISH teachers will administer EOC test practice questions.	Direct Instruction	08/11/2014	05/15/2015	\$0	No Funding Required	ENGLISH teachers
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Status	Progress Notes	Created On	Created By
In Progress	we will continue this activity	September 07, 2015	Dr. Ray E Ginter
In Progress	Teachers data team around student progress and adjust instructional strategies accordingly.	December 01, 2014	Dr. Ray E Ginter

### Measurable Objective 3:

demonstrate a proficiency in non-duplicated gap groups in Math from 23.8 to 40 by 05/15/2015 as measured by EOC.

Status	Progress Notes	Created On	Created By
Not Met	Math teachers will review this goal and it's elements in their PLC's to discuss current levels of achievement and future plans for improvement. Notes will be made to record changes in CSIP elements (strategies).	November 30, 2014	Dr. Ray E Ginter
Not Met	The state goal is unrealistic, therefore we set a goal 16 points higher but 20 below expected.	November 05, 2014	Dr. Ray E Ginter

### (shared) Strategy 1:

Common Planning - The master schedule will provide time for common planning

Category: Learning Systems

Status	Progress Notes	Created On	Created By
N/A	continued	November 04, 2015	Dr. Ray E Ginter
N/A	All teachers have departmental common planning.	December 01, 2014	Dr. Ray E Ginter

Activity - Data Teams in Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs.	Academic Support Program	08/15/2013	05/15/2015	\$0	No Funding Required	Administration , Scheduling team, teachers

Status	Progress Notes	Created On	Created By
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In Progress	The Admin team and department level peers will continue to monitor data in PLCs	September 07, 2015	Dr. Ray E Ginter
In Progress	PLCs will be used to monitor data	September 07, 2015	Dr. Ray E Ginter
In Progress	Ongoing data teaming around student achievement in PLC's.	December 01, 2014	Dr. Ray E Ginter

### Strategy 2:

Intentional RTI through VIP in Master Schedule - Students will be placed in intervention/enrichment classes according to individual student data.

Category: Learning Systems

Status	Progress Notes	Created On	Created By
N/A	Completed	November 04, 2015	Dr. Ray E Ginter
N/A	Master schedule is developed around individual student needs.	December 01, 2014	Dr. Ray E Ginter

Activity - RTI (VIP) period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in intervention/enrichment classes according to assessment data.	Tutoring	08/11/2014	05/15/2015	\$0	No Funding Required	Admin, Teachers

Status	Progress Notes	Created On	Created By
Completed	VIP is no longer used but RTI is included in the class through differentiation	September 07, 2015	Dr. Ray E Ginter
In Progress	VIP is no longer in the schedule but RTI methods are used in the daily lessons as needed through formative assessment	September 07, 2015	Dr. Ray E Ginter

### Strategy 3:

ALGEBRA 2 EOC test practice - Teachers will develop practice tests through the quality core test bank.

Category: Learning Systems

Status	Progress Notes	Created On	Created By
N/A	Common benchmark testing will take place 3 times per year.	November 04, 2015	Dr. Ray E Ginter
N/A	Ongoing PD with quality core	December 01, 2014	Dr. Ray E Ginter

Activity - ALGEBRA 2 EOC quality core test items	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers develop and administer ALGEBRA 2 EOC practice tests.	Direct Instruction	08/11/2014	05/15/2015	\$0	No Funding Required	Math teachers
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Status	Progress Notes	Created On	Created By
In Progress	Teachers will continue to use this resource in this activity	September 07, 2015	Dr. Ray E Ginter
In Progress	quality core resource	December 01, 2014	Dr. Ray E Ginter

## Measurable Objective 4:

demonstrate a proficiency in non-duplicated gap groups in Science from 34.5 to 46.6 by 05/13/2016 as measured by EOC.

Status	Progress Notes	Created On	Created By
Not Met	Science teachers will review this goal and it's elements in their PLC's to discuss current levels of achievement and future plans for improvement. Notes will be made to record changes in CSIP elements (strategies).	November 30, 2014	Dr. Ray E Ginter
Not Met	The goal is unrealistic therefore we set a new goal midway between actual score and expected target goal.	November 05, 2014	Dr. Ray E Ginter

## (shared) Strategy 1:

Common Planning - The master schedule will provide time for common planning

Category: Learning Systems

Status	Progress Notes	Created On	Created By
N/A	continued	November 04, 2015	Dr. Ray E Ginter
N/A	All teachers have departmental common planning.	December 01, 2014	Dr. Ray E Ginter

Activity - Data Teams in Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs.	Academic Support Program	08/15/2013	05/15/2015	\$0	No Funding Required	Administration, Scheduling team, teachers

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Status	Progress Notes	Created On	Created By
In Progress	The Admin team and department level peers will continue to monitor data in PLCs	September 07, 2015	Dr. Ray E Ginter
In Progress	PLCs will be used to monitor data	September 07, 2015	Dr. Ray E Ginter
In Progress	Ongoing data teaming around student achievement in PLC's.	December 01, 2014	Dr. Ray E Ginter

**Strategy 2:**

Intentional RTI through VIP in Master Schedule - Students will be placed in intervention/enrichment classes according to individual student data.

Category: Learning Systems

Status	Progress Notes	Created On	Created By
N/A	Completed	November 04, 2015	Dr. Ray E Ginter
N/A	Master schedule is developed around individual student needs.	December 01, 2014	Dr. Ray E Ginter

Activity - RTI (VIP) period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in intervention/enrichment classes according to assessment data.	Tutoring	08/11/2014	05/15/2015	\$0	No Funding Required	Admin, Teachers

Status	Progress Notes	Created On	Created By
Completed	VIP is no longer used but RTI is included in the class through differentiation	September 07, 2015	Dr. Ray E Ginter
In Progress	VIP is no longer in the schedule but RTI methods are used in the daily lessons as needed through formative assessment	September 07, 2015	Dr. Ray E Ginter

**Strategy 3:**

BIOLOGY EOC practice - Teachers will develop and administer EOC practice tests through quality core.

Category: Learning Systems

Status	Progress Notes	Created On	Created By
N/A	Common benchmark testing in all courses 3 times per year.	November 04, 2015	Dr. Ray E Ginter
N/A	Teachers will develop and administer EOC practice tests through quality core.	December 01, 2014	Dr. Ray E Ginter

## KDE Comprehensive School Improvement Plan

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Activity - BIOLOGY EOC test practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and administer EOC practice tests through quality core.	Direct Instruction	08/11/2014	05/15/2015	\$0	No Funding Required	BIOLOGY teachers

Status	Progress Notes	Created On	Created By
In Progress	These activities will continue in the 15-16 school year	September 07, 2015	Dr. Ray E Ginter
In Progress	Teachers data team around student achievement and adjust instructional strategies accordingly.	December 01, 2014	Dr. Ray E Ginter

### Measurable Objective 5:

demonstrate a proficiency in non-duplicated gap groups in Social Studies from 52.8 to 53.8 by 05/13/2016 as measured by EOC.

Status	Progress Notes	Created On	Created By
Not Met	Social Studies teachers will review this goal and it's elements in their PLC's to discuss current levels of achievement and future plans for improvement. Notes will be made to record changes in CSIP elements (strategies).	November 30, 2014	Dr. Ray E Ginter

### (shared) Strategy 1:

Common Planning - The master schedule will provide time for common planning

Category: Learning Systems

Status	Progress Notes	Created On	Created By
N/A	continued	November 04, 2015	Dr. Ray E Ginter
N/A	All teachers have departmental common planning.	December 01, 2014	Dr. Ray E Ginter

Activity - Data Teams in Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs.	Academic Support Program	08/15/2013	05/15/2015	\$0	No Funding Required	Administration , Scheduling team, teachers

**KDE Comprehensive School Improvement Plan**

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Status	Progress Notes	Created On	Created By
In Progress	The Admin team and department level peers will continue to monitor data in PLCs	September 07, 2015	Dr. Ray E Ginter
In Progress	PLCs will be used to monitor data	September 07, 2015	Dr. Ray E Ginter
In Progress	Ongoing data teaming around student achievement in PLC's.	December 01, 2014	Dr. Ray E Ginter

**Strategy 2:**

Intentional Review of the EOC Items - EOC Teachers use questions from the quality core test bank

Category: Continuous Improvement

Status	Progress Notes	Created On	Created By
N/A	Common benchmark testing will be given 3 times per year.	November 04, 2015	Dr. Ray E Ginter
N/A	Teachers will develop and administer EOC practice tests through quality core.	December 01, 2014	Dr. Ray E Ginter

Activity - US History EOC and Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EOC teachers develop and administer formative assessments using the questions from quality core test bank	Direct Instruction	08/11/2014	05/15/2015	\$0	No Funding Required	Administrative Team, PLC's

Status	Progress Notes	Created On	Created By
In Progress	Teachers will continue this activity and share their results in PLCs	September 07, 2015	Dr. Ray E Ginter
In Progress	Teachers data team around student achievement and adjust instructional strategies accordingly.	December 01, 2014	Dr. Ray E Ginter

**Strategy 3:**

Intentional RTI through VIP in Master Schedule - Students will be placed in intervention/enrichment classes according to individual student data.

Category: Learning Systems

Status	Progress Notes	Created On	Created By
N/A	Completed	November 04, 2015	Dr. Ray E Ginter
N/A	Master schedule is developed around individual student needs.	December 01, 2014	Dr. Ray E Ginter

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Activity - RTI (VIP) period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in intervention/enrichment classes according to assessment data.	Tutoring	08/11/2014	05/15/2015	\$0	No Funding Required	Admin, Teachers

Status	Progress Notes	Created On	Created By
Completed	VIP is no longer used but RTI is included in the class through differentiation	September 07, 2015	Dr. Ray E Ginter
In Progress	VIP is no longer in the schedule but RTI methods are used in the daily lessons as needed through formative assessment	September 07, 2015	Dr. Ray E Ginter

## Measurable Objective 6:

demonstrate a proficiency in non-duplicated gap groups in Writing from 46.0 to 53.5 by 05/13/2016 as measured by EOC.

Status	Progress Notes	Created On	Created By
Not Met	All Teachers will review this goal and it's elements in their PLC's to discuss current levels of achievement and future plans for improvement. Notes will be made to record changes in CSIP elements (strategies).	November 30, 2014	Dr. Ray E Ginter
Not Met	This lofty goal is based on this year's unmet goal. This will still be more than 7 points below the expected target goal.	November 05, 2014	Dr. Ray E Ginter

## Strategy 1:

Reading/Writing Specific Professional Development - Content specific professional development based on school, student, and teacher data analysis will impact student achievement.

Category: Continuous Improvement

Status	Progress Notes	Created On	Created By
N/A	in progress	November 04, 2015	Dr. Ray E Ginter
N/A	Ongoing in after school faculty meetings as well as summer PD	December 02, 2014	Dr. Ray E Ginter

Activity - On-Demand Writing Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing Team facilitated professional development focused upon On-Demand Writing for all teachers.	Professional Learning	08/15/2013	05/15/2015	\$0	No Funding Required	Writing/Literacy Committee Members

## KDE Comprehensive School Improvement Plan

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Status	Progress Notes	Created On	Created By
In Progress	This practice (activity) will continue as teachers attend outside PD and follow-up with training others within the building	September 07, 2015	Dr. Ray E Ginter
In Progress	Teachers within our building provide PD to other teachers for on-demand writing.	December 01, 2014	Dr. Ray E Ginter

Activity - KDE Workshop on Development of School and District Level Writing Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KDE Workshop outlined process of the development of a school level Writing/Literacy Plan.	Policy and Process	08/15/2013	05/15/2015	\$400	Other	Writing/Literacy Committee Members

Status	Progress Notes	Created On	Created By
In Progress	The policy is reviewed annually and tweaked as necessary	September 07, 2015	Dr. Ray E Ginter
Completed	Teachers attended PD and wrote a literacy plan that was adopted into policy.	December 01, 2014	Dr. Ray E Ginter

Activity - KDE "Close the Gap" Summit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educators across the state share ideas and information focused upon closing achievement gaps.	Professional Learning	09/08/2014	05/15/2015	\$0	No Funding Required	Assistant principal and principal

### (shared) Strategy 2:

Implementation of School-wide Reading/Writing Activities - Increased focus upon reading and writing in all classrooms will result in more student practice and increased skills in reading and writing.

Category: Integrated Methods for Learning

Status	Progress Notes	Created On	Created By
N/A	PD still in progress during program review	November 04, 2015	Dr. Ray E Ginter
N/A	Teachers implement strategies learned in school wide reading/writing PD.	December 01, 2014	Dr. Ray E Ginter

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Activity - Teacher Training in Writing/Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate review or introduction of reading/writing strategies for ALL faculty as part of every faculty meeting and/or PD session.	Professional Learning	08/15/2013	05/15/2015	\$0	No Funding Required	Admin, Content Network Teacher Leader, Writing/Literacy Committee

Status	Progress Notes	Created On	Created By
Completed	This activity has been stopped and changed to periodic PDs in PLCs and summer PD	September 07, 2015	Dr. Ray E Ginter
In Progress	School wide PD	December 01, 2014	Dr. Ray E Ginter

Activity - Monitor Implementation of Writing/Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of writing/reading strategies in all classrooms through walk through, program fidelity checks and program review evidence.	Policy and Process	08/15/2013	05/15/2015	\$0	No Funding Required	Administrative team

Status	Progress Notes	Created On	Created By
In Progress	This activity will continue in 2015 -2016	September 07, 2015	Dr. Ray E Ginter
In Progress	Data team progress monitoring sheets showing individual class SMART goals	December 01, 2014	Dr. Ray E Ginter

**Goal 4: Increase the cohort graduation rate from 94.3% to 95.6% by the end of the 2015 - 2016 school year.**

Status	Progress Notes	Created On	Created By
N/A	We surpassed our target goal in this area last year. Our new target is 0.4 higher.	November 05, 2014	Dr. Ray E Ginter

**KDE Comprehensive School Improvement Plan**

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**Measurable Objective 1:**

collaborate to increase the cohort graduation rate from 94.3% to 95.6% by 05/13/2016 as measured by the graduation formula.

Status	Progress Notes	Created On	Created By
Met	We met this year's goal and we set next year's goal a little higher.	November 05, 2014	Dr. Ray E Ginter

**Strategy 1:**

Standards Based Instruction/Assessment - Standards Based Instruction and Assessment will be implemented on a schoolwide basis. Standards will be aligned to the Kentucky Common Core and/or ACT Quality Core. Students will be instructed and assessed on Standards only.

Category: Continuous Improvement

Status	Progress Notes	Created On	Created By
N/A	in progress	November 04, 2015	Dr. Ray E Ginter
N/A	Standards Based Instruction/Assessment Policy aligns our academic purpose to help students progress towards graduation.	December 01, 2014	Dr. Ray E Ginter

Activity - Monitor Implementation of Standards Based Instruction/Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instructional strategies through walk through and program fidelity checks.	Policy and Process	08/10/2012	05/15/2014	\$0	No Funding Required	Administrative Personnel

Status	Progress Notes	Created On	Created By
In Progress	Leadership team continues to monitor and service team continues to "follow-up" with at risk students	September 07, 2015	Dr. Ray E Ginter
In Progress	Data teaming around formative assessments helps administration monitor this implementation.	December 01, 2014	Dr. Ray E Ginter

**Strategy 2:**

Test/Retest with Formative Assessments - Students will be allowed to retest on formative assessments not mastered. Students must receive additional instruction or complete additional learning activities before being permitted to retest.

Category: Continuous Improvement

Status	Progress Notes	Created On	Created By
N/A	in progress	November 04, 2015	Dr. Ray E Ginter



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N/A	SBDM policy in place. Reviewed and revised as needed.	December 02, 2014	Dr. Ray E Ginter
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Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI classtime will be scheduled in every class on a regular basis (at least one class period every two weeks).	Academic Support Program	08/15/2013	05/15/2015	\$0	No Funding Required	Classroom Teachers, Administrative Staff

Status	Progress Notes	Created On	Created By
In Progress	This continues as the teachers embed RTI daily based on formative assessment	September 07, 2015	Dr. Ray E Ginter
In Progress	The need for RTI is progress monitored through formative assessments and embedded into daily instruction.	December 01, 2014	Dr. Ray E Ginter

Activity - Intentional RTI through Master Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in intervention classes according to formative and summative assessment.	Tutoring	02/28/2014	05/15/2015	\$0	No Funding Required	Admin, PLC teachers

Status	Progress Notes	Created On	Created By
In Progress	implementation of Reading Plus and ALEKS	November 04, 2015	Dr. Ray E Ginter
In Progress	VIP is no longer used as RTI is embedded in the daily lessons	September 07, 2015	Dr. Ray E Ginter

### Strategy 3:

PLC Data Teams - Teachers indicated through the TELL Survey that they needed more time for common planning by falling short of the state average of those who felt they had enough time collaborating by 23.5%. PLC data teams will consider all data available, including common formative and summative assessments, in determining the learning needs of students and making the appropriate adjustments and improvements in the learning process. Intentionally scheduled common planning for PLCs and Data Teaming as a result of TELL Survey.

Category: Stakeholder Engagement

Status	Progress Notes	Created On	Created By
N/A	PDSA model used to analyze student progress data	November 04, 2015	Dr. Ray E Ginter

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N/A	Tell Survey identified teacher needs in this area	November 05, 2014	Dr. Ray E Ginter
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Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will meet on a regular basis (at least one time per week) to review student data.	Academic Support Program	08/15/2013	05/15/2015	\$0	No Funding Required	All classroom teachers, administrative staff

Status	Progress Notes	Created On	Created By
In Progress	This has proven to be an exceptional strategy and will continue	September 07, 2015	Dr. Ray E Ginter
In Progress	PLC's meet weekly to data team around student data and collaborate on instructional strategies and interventions.	December 01, 2014	Dr. Ray E Ginter

Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs.	Academic Support Program	08/15/2013	05/15/2015	\$0	No Funding Required	Administrator s, Scheduling team, teachers

Status	Progress Notes	Created On	Created By
In Progress	all departments have common planning to collaborate, use common assessments and study data	September 07, 2015	Dr. Ray E Ginter
In Progress	Common planning gives teachers an opportunity to meet in PLC's.	December 01, 2014	Dr. Ray E Ginter

**Strategy 4:**

Weekly Leadership Meetings - Leadership will meet and discuss students who have poor grades or poor attendance as per IC, and students who are ranked high on the Kentucky Department of Education Persistence to Graduation Report.

Category: Stakeholder Engagement

Status	Progress Notes	Created On	Created By
N/A	continued	November 04, 2015	Dr. Ray E Ginter
N/A	meetings include the CDW who may initiate a diversion for those in danger of truancy	November 05, 2014	Dr. Ray E Ginter

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Activity - Service Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership will meet and discuss students who have poor grades or poor attendance as per IC, and students who are ranked high on the Kentucky Department of Education Persistence to Graduation Report.	Academic Support Program	08/15/2013	05/15/2015	\$0	No Funding Required	Leadership Team

Status	Progress Notes	Created On	Created By
In Progress	This will continue. Team meets weekly to look at attendance, grades and discipline (other pertinent information) as related to the student's success.	September 07, 2015	Dr. Ray E Ginter
In Progress	Students in danger of not graduating due to shortfall of credits are sought out to modify schedule. Students in danger of truancy are offered diversion.	November 05, 2014	Dr. Ray E Ginter

Activity - Leadership Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership Team meets weekly to discuss upcoming activities and student concerns.	Other	08/11/2014	05/15/2015	\$0	No Funding Required	Leadership Team

Status	Progress Notes	Created On	Created By
In Progress	this will continue. Students at risk are discussed as well. (this is a team of HS leadership	September 07, 2015	Dr. Ray E Ginter
In Progress	Meets weekly to discuss student concerns and upcoming activities.	December 01, 2014	Dr. Ray E Ginter

## Goal 5: Increase Program Review from 25.3 "Proficient" to Distinguished by end of school year 2015 - 2016

Status	Progress Notes	Created On	Created By
N/A	RCSHS missed a proficiency score of 24 by 0.5 points. focus will be placed on all areas to meet or exceed the proficiency ratings.	November 30, 2014	Dr. Ray E Ginter

**KDE Comprehensive School Improvement Plan**

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**Measurable Objective 1:**

collaborate to increase the overall score on the Writing Program Review from 7.4 to 8.5 by 05/13/2016 as measured by by program review scores.

Status	Progress Notes	Created On	Created By
Not Met	All Teachers will review this goal and it's elements in their PLC's to discuss current levels of achievement and future plans for improvement. Notes will be made to record changes in CSIP elements (strategies).	November 30, 2014	Dr. Ray E Ginter

**Strategy 1:**

Writing Program Ongoing Implementation - All teachers will review and implement the writing program in their content areas.

Category: Continuous Improvement

Status	Progress Notes	Created On	Created By
N/A	in progress	November 04, 2015	Dr. Ray E Ginter
N/A	Teachers continue to focus on improving implementation of the writing plan in their content area.	December 01, 2014	Dr. Ray E Ginter

Activity - School Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will collaborate with departments to help implement On-Demand Writing in all content areas.	Academic Support Program	08/11/2014	05/15/2015	\$0	No Funding Required	ELA teachers

Status	Progress Notes	Created On	Created By
In Progress	School wide writing plan was updated spring 2015.	September 15, 2015	Brandy Carver
In Progress	Collaboration between ELA and all other content area teachers.	December 01, 2014	Dr. Ray E Ginter

Activity - Teacher training in reading and writing strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training in Faculty meetings/PD sessions on specific reading and writing instructional strategies.	Professional Learning	01/16/2013	05/15/2015	\$0	No Funding Required	All teachers and administration

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Status	Progress Notes	Created On	Created By
In Progress	School wide training for writing/reading/listening/speaking was implemented in after school sessions and during PLC's.	September 15, 2015	Brandy Carver
In Progress	Continue this training in after school faculty sessions and PLC meetings.	December 01, 2014	Dr. Ray E Ginter

Activity - SBDM Program Review Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SBDM Policy established writing policy to ensure writing concepts are taught across the curriculum	Policy and Process	08/15/2013	05/15/2015	\$0	No Funding Required	PR chairs, curriculum committee, Administration

Status	Progress Notes	Created On	Created By
In Progress	Program Review is on each monthly SBDM agenda. Council discusses progress towards proficiency at each meeting.	September 15, 2015	Brandy Carver
In Progress	SBDM continues to review and revise this policy as needed.	December 01, 2014	Dr. Ray E Ginter

## Measurable Objective 2:

collaborate to increase the overall score on the Practical Living and Career Studies Program Review from 9.4 to 10.0 by 05/13/2016 as measured by program review scores.

Status	Progress Notes	Created On	Created By
Not Met	All Teachers will review this goal and it's elements in their PLC's to discuss current levels of achievement and future plans for improvement. Notes will be made to record changes in CSIP elements (strategies).	November 30, 2014	Dr. Ray E Ginter
Met	We met the 8.0 and reset a goal for 9.0	November 05, 2014	Dr. Ray E Ginter

## Strategy 1:

Focus on Career Readiness - Teachers will engage in school wide Practical Living and Career Studies curriculum to prepare students for career readiness.

Category: Career Readiness Pathways

Status	Progress Notes	Created On	Created By
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N/A	CTE teachers provide informational strategies that all teachers can implement in their classrooms regarding Career Readiness.	December 01, 2014	Dr. Ray E Ginter
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Activity - Coordinated School Health Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FRYSC Coordinator organizes a community health fair as well as a school wide health fair highlighting careers related to service careers	Academic Support Program	08/15/2013	05/15/2015	\$0	No Funding Required	FRYSC Coordinator

Status	Progress Notes	Created On	Created By
In Progress	Annual Event in collaboration with MCTC and St. Caire.	September 15, 2015	Brandy Carver
In Progress	annual events	December 01, 2014	Dr. Ray E Ginter
In Progress	annual events	December 01, 2014	Dr. Ray E Ginter

Activity - SBDM Program Review Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SBDM must establish a policy to ensure that PLCS concepts are integrated across the curriculum.	Policy and Process	08/15/2013	05/15/2015	\$0	No Funding Required	PR chairs, curriculum committee, Administration

Status	Progress Notes	Created On	Created By
In Progress	Program Review is on each monthly SBDM agenda. Council discusses progress towards proficiency at each meeting.	September 15, 2015	Brandy Carver
In Progress	Reports are made monthly to SBDM on program review progress.	December 01, 2014	Dr. Ray E Ginter

Activity - Career Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career education curriculum is incorporated across content areas and documented for program review.	Career Preparation/Orientation	08/15/2013	05/15/2015	\$0	No Funding Required	Teachers, Administration

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Status	Progress Notes	Created On	Created By
In Progress	Career Education is monitored through observations and PLC meetings.	September 15, 2015	Brandy Carver
In Progress	Principals continue to monitor through observations.	December 01, 2014	Dr. Ray E Ginter

Activity - CTE Advisory Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committee is developed and comprised of CTE teachers and community business and industry partners which will meet regularly to oversee and advise the CTE regarding career readiness for students.	Community Engagement	08/15/2013	05/15/2015	\$0	No Funding Required	CTE Advisory Committee

Status	Progress Notes	Created On	Created By
In Progress	Committee meets quarterly to monitor progress and make recommendations for improvement.	September 15, 2015	Brandy Carver
In Progress	Committee meets quarterly to monitor progress and make recommendations for improvement.	December 01, 2014	Dr. Ray E Ginter

Activity - Work Experience/Career Cohort Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work Experience Coordinator and students work together to find job shadowing experiences related to students career pathway.	Community Engagement	12/09/2013	05/15/2015	\$1600	Perkins	CTE Teachers

Status	Progress Notes	Created On	Created By
In Progress	Work Experience Coordinator collaborates with community partners to provide job shadowing experiences.	September 15, 2015	Brandy Carver
In Progress	Work Experience Coordinator collaborates with community partners to provide job shadowing experiences.	December 01, 2014	Dr. Ray E Ginter

Activity - Community Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CBI Coordinator works with special education students to provide job shadowing experiences during the school day.	Community Engagement	08/11/2014	05/15/2015	\$22000	Grant Funds	CBI Coordinator and Special Education Teachers

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Status	Progress Notes	Created On	Created By
In Progress	CBI Coordinator and special education teachers collaborate to ensure that students are provided opportunities where they can learn applicable skills for employment.	September 15, 2015	Brandy Carver
In Progress	CBI Coordinator and special education teachers collaborate to ensure that students are provided opportunities where they can learn applicable skills for employment.	December 01, 2014	Dr. Ray E Ginter

**Measurable Objective 3:**

collaborate to increase the overall score on the Arts and Humanities Program Review from 8.5 to 9.5 by 05/13/2016 as measured by program review scores.

Status	Progress Notes	Created On	Created By
Not Met	All Teachers will review this goal and it's elements in their PLC's to discuss current levels of achievement and future plans for improvement. Notes will be made to record changes in CSIP elements (strategies).	November 30, 2014	Dr. Ray E Ginter

**Strategy 1:**

Arts and Humanities Curriculum and Instruction - Arts and Humanities curriculum will be implemented across the curriculum in all content areas.

Category: Continuous Improvement

Status	Progress Notes	Created On	Created By
N/A	in progress	November 04, 2015	Dr. Ray E Ginter
N/A	AH teachers provide informational strategies to all teachers to implement AH in all content areas	December 01, 2014	Dr. Ray E Ginter

Activity - SBDM Program Review Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SBDM established a policy to ensure that Arts and Humanities concepts are taught across the curriculum in all content areas.	Policy and Process	08/15/2013	05/15/2015	\$0	No Funding Required	AH teachers and administration

Status	Progress Notes	Created On	Created By
In Progress	Program Review is on each monthly SBDM agenda. Council discusses progress towards proficiency at each meeting.	September 15, 2015	Brandy Carver
In Progress	Monthly reports are given at SBDM meetings on the progress of PR.	December 01, 2014	Dr. Ray E Ginter



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Activity - Coordinated School Performance/Event	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of a coordinated school event/performance that exposes students to the arts and has established activities.	Academic Support Program	08/15/2013	05/15/2015	\$150	General Fund	Arts and Humanities Teachers

Status	Progress Notes	Created On	Created By
In Progress	School wide play through MSU Children's theater, Sadie Hawkins Show	September 15, 2015	Brandy Carver
In Progress	Sadie Show in November, Showcase in May, Lexington Children's Theatre, Storytelling Festival	December 01, 2014	Dr. Ray E Ginter

Activity - Arts and Humanities Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts and Humanities teachers provide professional development to all content teachers on integrating arts and humanities into their classes.	Professional Learning	08/15/2013	05/15/2015	\$0	No Funding Required	Teachers, Administration

Status	Progress Notes	Created On	Created By
In Progress	Teachers complete yearly professional development on incorporating PLCS into their curriculum.	September 15, 2015	Brandy Carver
In Progress	In November the AH department presented to the faculty ways to incorporate dance, music, art and drama across the curriculum.	December 01, 2014	Dr. Ray E Ginter

**Goal 6: By 2021, Rowan County Senior High School will reduce the total number of students scoring at the novice level in the math(Algebra II) and reading(English II) from 64.3% to no less than 32.15% as measured by KPREP data.**

**Measurable Objective 1:**

demonstrate a proficiency , Rowan County Senior High School will reduce the total number of students scoring at the novice level in math and reading from 64.3% to no less than 57.8% by 05/13/2016 as measured by KPREP.

## KDE Comprehensive School Improvement Plan

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### Strategy 1:

Use PLC's PDSA Model to identify novice students and adjust instructional strategies to meet their needs. - The strategy will work through data teaming in PLC's.

Teachers will identify novice students.

Teachers will adjust instruction to meet academic needs of novice students.

Category: Continuous Improvement

Research Cited: John Hattie's Visible Learning

Edwards Deming Institute

Activity - Benchmark Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common benchmark tests will be administered at each grade level to progress monitor student performance 3 times a year.	Academic Support Program	11/02/2015	04/15/2016	\$0	No Funding Required	Guidance Counselors, Administration, Teachers

Activity - Bell ringers and exit slips (plus/deltas)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers use bell ringers, exit slips, and plus/deltas routinely as formative assessments.	Academic Support Program	08/13/2015	05/13/2016	\$0	No Funding Required	teachers

Activity - Differentiation of instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using student data, teachers differentiate their instruction to meet the needs of all students.	Academic Support Program	08/13/2015	05/13/2016	\$0	No Funding Required	teachers

### Strategy 2:

## KDE Comprehensive School Improvement Plan

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ALEKS, Reading Plus, Transition Courses - Novice students are intentionally placed in intervention classes.

ALEKS, Reading Plus and transition course curriculum will meet the needs of individual students to improve their reading and math learning.

Growth is monitored through the programs and checked weekly.

Category: Integrated Methods for Learning

Research Cited: Schools of Distinction research. KDE. UC Irvine. McGraw Hill

Activity - Diagnostic Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon entering the programs, students are given diagnostic tests to determine gaps in their learning.	Academic Support Program	08/13/2015	05/13/2016	\$10000	General Fund	Administration , Teachers

### Strategy 3:

KAGAN instructional strategies - PD provided for teachers on implementation of KAGAN teaching strategies.

Teachers use a variety of KAGAN strategies depending on the varied needs of their class.

Category: Stakeholder Engagement

Research Cited: Spencer Kagan

Activity - Collaborative Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will group students of varying ability levels and assign roles to individual students. Groups will work together towards proficiency of the content.	Academic Support Program	08/13/2015	05/13/2016	\$0	No Funding Required	Administration and teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Work Experience/Career Cohort Program	Work Experience Coordinator and students work together to find job shadowing experiences related to students career pathway.	Community Engagement	12/09/2013	05/15/2015	\$1600	CTE Teachers
<b>Total</b>					\$1600	

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Yearlong Intervention Courses	Implemented ALEKS, math intervention program, and Reading Plus, reading intervention program to impact the learning of struggling students.	Class Size Reduction, Technology, Tutoring, Academic Support Program	08/13/2015	05/13/2016	\$13000	Administration
<b>Total</b>					\$13000	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Services	Students not meeting benchmark on EPAS will receive ESS tutoring to help increase student achievement to help students meet benchmark on EPAS. Daytime waiver has been attained for the 2014 - 2015 school year.	Academic Support Program	09/13/2013	05/15/2015	\$14000	School principals, teachers
KDE Workshop on Development of School and District Level Writing Plans	KDE Workshop outlined process of the development of a school level Writing/Literacy Plan.	Policy and Process	08/15/2013	05/15/2015	\$400	Writing/Literacy Committee Members
WorkKeys Retest	List of students is compiled which designates which students will need to retest and the section or sections of the test which will need to be reassessed in order to earn a score sufficient to be considered career ready.	Career Preparation/Orientation	08/15/2013	05/15/2015	\$1000	Administration

# KDE Comprehensive School Improvement Plan

Rowan County Senior High School

Tutoring through ESS Daytime waiver	Part time math teacher will focus on at risk students	Academic Support Program	08/15/2014	05/15/2015	\$11000	ESS Director and Administration
Teacher Training in Reading/Writing Strategies	Review or introduction of reading/writing strategies will be a regular part of faculty/PD sessions for ALL faculty to use in All classes throughout the year and on a regular basis.	Professional Learning	01/16/2013	05/15/2015	\$250	Principal, Content Network Teacher Leader, Writing/Litera cy Committee
<b>Total</b>					<b>\$26650</b>	

## No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Bell ringers and exit slips (plus/deltas)	Teachers use bell ringers, exit slips, and plus/deltas routinely as formative assessments.	Academic Support Program	08/13/2015	05/13/2016	\$0	teachers
Teacher training on WorkKeys, Industry Certificates, and KOSSA	Designated teachers receive training which will allow them to proctor the WorkKeys Assessment, Industry Certificates, and KOSSA.	Professional Learning	08/15/2013	05/15/2015	\$0	Counselor, Designated Faculty must include CTE
Reading/Writing implementation per program review	Documentation of implementing Reading/Writing instruction in Program Review	Academic Support Program	08/15/2013	05/15/2015	\$0	Admin, Writing/Litera cy Committee, Teachers
Collaborative Grouping	Teachers will group students of varying ability levels and assign roles to individual students. Groups will work together towards proficiency of the content.	Academic Support Program	08/13/2015	05/13/2016	\$0	Administration and teachers
School Wide Implementation of Consumerism/CCR Unit	CTE teachers collaborate to develop lessons for school wide implementation	Career Preparation/O rientation	11/11/2014	05/15/2015	\$0	CTE teachers, Administration , all faculty/staff
Service Team Meetings	Leadership will meet and discuss students who have poor grades or poor attendance as per IC, and students who are ranked high on the Kentucky Department of Education Persistence to Graduation Report.	Academic Support Program	08/15/2013	05/15/2015	\$0	Leadership Team
SBDM Program Review Policy	SBDM Policy established writing policy to ensure writing concepts are taught across the curriculum	Policy and Process	08/15/2013	05/15/2015	\$0	PR chairs, curriculum committee, Administration

## KDE Comprehensive School Improvement Plan

Rowan County Senior High School

Teacher training in reading and writing strategies	Training in Faculty meetings/PD sessions on specific reading and writing instructional strategies.	Professional Learning	01/16/2013	05/15/2015	\$0	All teachers and administration
Data Teams in Common Planning	Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs.	Academic Support Program	08/15/2013	05/15/2015	\$0	Scheduling team, administration, teachers
KOSSA or Industry Certification	CTE Preparatory students are required to take KOSSA or Industry Certificate	Career Preparation/Orientation	08/15/2013	05/15/2015	\$0	Administration, CTE Instructors
Data Teams in Common Planning	Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs.	Academic Support Program	08/15/2013	05/15/2015	\$0	Administration, Scheduling team, teachers
CTE Advisory Committee	Committee is developed and comprised of CTE teachers and community business and industry partners which will meet regularly to oversee and advise the CTE regarding career readiness for students.	Community Engagement	08/15/2013	05/15/2015	\$0	CTE Advisory Committee
School Writing Plan	ELA teachers will collaborate with departments to help implement On-Demand Writing in all content areas.	Academic Support Program	08/11/2014	05/15/2015	\$0	ELA teachers
Ongoing Implementation of Work-Based Learning Partnerships	Contact and educate career partners about the various types of work-based learning: (Cooperative Education, Entrepreneurship, Internship, Mentoring, Service-learning, Shadowing). Determine which work-based learning opportunities can be developed with each community partner.	Academic Support Program	08/15/2013	05/13/2016	\$0	Scheduling Team, Career Pathway POC Teachers
Saturday Study Sessions	Study Sessions will be made available for students on designated Saturdays. Students can select mini-workshops based upon their areas of particular need.	Academic Support Program	08/15/2013	05/15/2015	\$0	Administration, Teachers/Parent volunteers
RTI (VIP) period	Students will be placed in intervention/enrichment classes according to assessment data.	Tutoring	08/11/2014	05/15/2015	\$0	Admin, Teachers

# KDE Comprehensive School Improvement Plan

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Writing/Literacy Committee Meetings	Goals of Committee: Actively participate in the planning of the annual school budget to ensure adequate and quality materials, equipment, space, and technology are available to implement school wide writing. Work with the school council/leadership to plan for the allocation of time and resources to implement the writing program and program review. Revisit the school CSIP on a regular basis to insure that quality instruction in Writing is implemented and that program fidelity is in place. Develop a systemic school-wide collaborative approach to develop and/or align writing and communication assessments across the curriculum. Analyze all available data regarding reading and writing in our school. Provide regular, specific data analysis feedback to the faculty. Develop plans to address the implications of the data.	Policy and Process	08/15/2013	05/15/2015	\$0	Admin, Writing/Literacy Committee Members
PD 360 focused upon Reading	All teachers will access training for reading/writing and Math strategies via PD 360  Discontinue in 15-16 school year.	Professional Learning	08/15/2013	05/15/2015	\$0	Administration, Teachers
Operation Preparation	Community Members work one-on-one to advise sophomores in career pathway selection through Operation Preparation.	Career Preparation/Orientation	08/15/2013	05/15/2015	\$0	Scheduling Team Librarian, Technology Personnel
Differentiation of instruction	Using student data, teachers differentiate their instruction to meet the needs of all students.	Academic Support Program	08/13/2015	05/13/2016	\$0	teachers
Additional coursework in specific math courses	Algebra I and Algebra II classes have been extended to cover 3 trimesters.	Academic Support Program	08/15/2013	05/15/2015	\$0	Administrative Team
College and Career Fair	A College/Career Fair will be hosted annually at RCSHS.	Career Preparation/Orientation	12/01/2014	05/15/2015	\$0	Administration, Guidance, Community Education, CTE Teachers, Community Partners
Coordinated School Health Fair	FRYSC Coordinator organizes a community health fair as well as a school wide health fair highlighting careers related to service careers	Academic Support Program	08/15/2013	05/15/2015	\$0	FRYSC Coordinator
Career Education	Career education curriculum is incorporated across content areas and documented for program review.	Career Preparation/Orientation	08/15/2013	05/15/2015	\$0	Teachers, Administration

# KDE Comprehensive School Improvement Plan

Rowan County Senior High School

Monitor Implementation of Writing/Reading Strategies	Monitor the implementation of writing/reading strategies in all classrooms through walk through, program fidelity checks and program review evidence.	Policy and Process	08/15/2013	05/15/2015	\$0	Administrative team
Leadership Meetings	Leadership Team meets weekly to discuss upcoming activities and student concerns.	Other	08/11/2014	05/15/2015	\$0	Leadership Team
Career Pathway Orientation	The scheduling team will meet with all students in small group settings to define and describe each Career Pathway and outline the courses and course sequence for each pathway. They will explain how the course selection and course sequence help prepare the student in terms of knowledge base and skill set necessary for success in each career pathway.	Career Preparation/Orientation	08/15/2013	05/15/2015	\$0	Scheduling Team
Intentional RTI through Master Scheduling	Students will be placed in intervention classes according to formative and summative assessment.	Tutoring	02/28/2014	05/15/2015	\$0	Admin, PLC teachers
Arts and Humanities Professional Development	Arts and Humanities teachers provide professional development to all content teachers on integrating arts and humanities into their classes.	Professional Learning	08/15/2013	05/15/2015	\$0	Teachers, Administration
Common Planning	Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs. Common Planning is an area that needed addressing according to the TELL Survey.	Academic Support Program	08/15/2013	05/15/2015	\$0	Administration and scheduling team, teachers
Scheduling Students to Work-Based Learning Opportunities	Students who have completed at least three credits in courses outlined in their particular Career Pathway may apply for a Work-Based Learning Opportunities in their Career Pathway.	Career Preparation/Orientation	08/15/2013	05/15/2015	\$0	Scheduling Team, POC Career Pathway Teachers
Student Review of ILP and Pathway Course Selection	The Scheduling Team and ILP Facilitators will work with students one-on-one to aide them in referencing their ILPs to examine Interest Inventories and EPAS data to guide them in choosing appropriate career pathways. Students will develop a course plan for the remainder of their high school career.	Career Preparation/Orientation	08/15/2013	05/15/2015	\$0	Scheduling Team
Teacher Training in Writing/Reading Strategies	Incorporate review or introduction of reading/writing strategies for ALL faculty as part of every faculty meeting and/or PD session.	Professional Learning	08/15/2013	05/15/2015	\$0	Admin, Content Network Teacher Leader, Writing/Literacy Committee
RTI	RTI classtime will be scheduled in every class on a regular basis (at least one class period every two weeks).	Academic Support Program	08/15/2013	05/15/2015	\$0	Classroom Teachers, Administrative Staff
Common Planning	Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs.	Academic Support Program	08/15/2013	05/15/2015	\$0	Administrators, Scheduling team, teachers



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ENGLISH EOC test practice	ENGLISH teachers will administer EOC test practice questions.	Direct Instruction	08/11/2014	05/15/2015	\$0	ENGLISH teachers
PLC Meetings	PLCs will meet on a regular basis (at least one time per week) to review student data.	Academic Support Program	08/15/2013	05/15/2015	\$0	All classroom teachers, administrative staff
Writing/Literacy Committee Meetings	Goals of Committee: Actively participate in the planning of the annual school budget to ensure adequate and quality materials, equipment, space, and technology are available to implement school wide writing. Work with the school council/leadership to plan for the allocation of time and resources to implement the writing program and program review. Revisit the school CSIP on a regular basis to insure that quality instruction in Writing is implemented and that program fidelity is in place. Develop a systemic school-wide collaborative approach to develop and/or align writing and communication assessments across the curriculum. Analyze all available data regarding reading and writing in our school. Provide regular, specific data analysis feedback to the faculty. Develop plans to address the implications of the data.	Policy and Process	08/09/2013	05/15/2015	\$0	Writing/Literacy Committee Members, Admin
BIOLOGY EOC test practice	Teachers will develop and administer EOC practice tests through quality core.	Direct Instruction	08/11/2014	05/15/2015	\$0	BIOLOGY teachers
Benchmark Testing	Common benchmark tests will be administered at each grade level to progress monitor student performance 3 times a year.	Academic Support Program	11/02/2015	04/15/2016	\$0	Guidance Counselors, Administration, Teachers
Implementation and Monitoring of a CTE Advisory Committee	Committee is developed comprised of CTE Teachers and Community Business and Industry partners which will meet regularly to oversee and advise the CTE regarding career readiness for students.	Community Engagement	08/15/2013	05/15/2015	\$0	Administration, Committee Members
SBDM Program Review Policy	SBDM established a policy to ensure that Arts and Humanities concepts are taught across the curriculum in all content areas.	Policy and Process	08/15/2013	05/15/2015	\$0	AH teachers and administration
SBDM Program Review Policy	SBDM must establish a policy to ensure that PLCS concepts are integrated across the curriculum.	Policy and Process	08/15/2013	05/15/2015	\$0	PR chairs, curriculum committee, Administration
ALGEBRA 2 EOC quality core test items	Teachers develop and administer ALGEBRA 2 EOC practice tests.	Direct Instruction	08/11/2014	05/15/2015	\$0	Math teachers
CTE Class Development	Classes appropriate for Career Pathways are planned and reviewed for the 2014-2015 school year.	Career Preparation/Orientation	08/15/2013	05/15/2015	\$0	Scheduling Team

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US History EOC and Formative Assessment	EOC teachers develop and administer formative assessments using the questions from quality core test bank	Direct Instruction	08/11/2014	05/15/2015	\$0	Administrative Team, PLC's
Monitor Implementation of Standards Based Instruction/Assessment	Monitor the implementation of the instructional strategies through walk through and program fidelity checks.	Policy and Process	08/10/2012	05/15/2014	\$0	Administrative Personnel
Scheduling	Scheduling Team, homeroom teachers, and ILP facilitators aide students in submitting classes for the 2014-2015 school year which are appropriately selected for their career pathway of choice.	Academic Support Program	08/15/2013	05/15/2015	\$0	Scheduling Team
Monitoring of implementation of reading/writing strategies	Monitoring of implementation of reading/writing strategies will take place via walk through, program fidelity checks and program review.	Policy and Process	08/15/2013	05/15/2015	\$0	Admin, Program review chairs
Implementation of Viking Intervention Period	Curriculum will be developed for a Viking Intervention class focused upon, but not limited to, writing, reading, and study skills. This class is built into the Master Class Schedule.	Academic Support Program	08/07/2014	05/15/2015	\$0	High School Counselors, Principal, VIP teachers
KDE "Close the Gap" Summit	Educators across the state share ideas and information focused upon closing achievement gaps.	Professional Learning	09/08/2014	05/15/2015	\$0	Assistant principal and principal
ACT Format Bellringers	All content teachers will implement ACT format bellringer activities as a regular daily procedural classroom activity.	Academic Support Program	08/15/2013	05/15/2015	\$0	Administration, Content Area Classroom Teachers
Identification of Business/Community Partnerships for Each Career Pathway	Identify worksites and personnel contacts in our community associated with each Career Pathway through the CTE Advisory Committee.	Academic Support Program	08/15/2013	05/15/2015	\$0	Scheduling Team, POC Teachers for non-CTE linked Career Pathways, ILP Facilitators
On-Demand Writing Professional Development	Writing Team facilitated professional development focused upon On-Demand Writing for all teachers.	Professional Learning	08/15/2013	05/15/2015	\$0	Writing/Literacy Committee Members
Implement VIP Courses in Reading, Math and Writing	Students are intentionally placed in Reading, Writing, and Math VIP courses based upon their individual student data.	Academic Support Program	08/11/2014	05/15/2015	\$0	High School Counselors, Principal, VIP Teachers
CTE Bellringer Activities	All CTE teachers will use KOSSA, WorkKeys and Industry Certificate test items as bellringers	Academic Support Program	08/15/2013	05/15/2015	\$0	CTE Teachers

# KDE Comprehensive School Improvement Plan

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Reading Strategies PD	As part of each Professional Development Day, time will be focused upon reviewing or introducing strategies for teaching reading in all content areas. Strategies include: Tlmed Readings, Annotating Text or Reading with a Pencil, Sticky Notes, Summarizing and Synthesizing, FQR. Other Topics discussed will include Text Complexity and Reader & Task Considerations.	Professional Learning	08/15/2013	05/15/2015	\$0	Writing/Literacy Committee, Administration
<b>Total</b>					\$0	

## General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math PD	Math department attends ongoing PD.	Professional Learning	08/11/2014	05/15/2015	\$1500	Administration and math teachers
Diagnostic Testing	Upon entering the programs, students are given diagnostic tests to determine gaps in their learning.	Academic Support Program	08/13/2015	05/13/2016	\$10000	Administration, Teachers
Coordinated School Performance/Event	Implementation of a coordinated school event/performance that exposes students to the arts and has established activities.	Academic Support Program	08/15/2013	05/15/2015	\$150	Arts and Humanities Teachers
<b>Total</b>					\$11650	

## Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Community Based Instruction	CBI Coordinator works with special education students to provide job shadowing experiences during the school day.	Community Engagement	08/11/2014	05/15/2015	\$22000	CBI Coordinator and Special Education Teachers
KyAHED Grant	Grant used to expose students to college and career activities.	Career Preparation/Orientation	08/11/2014	05/15/2015	\$3200	Administration, Guidance
<b>Total</b>					\$25200	

## District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading PD	Reading strategy PD is required for all teachers.	Professional Learning	08/11/2014	05/15/2015	\$550	Administration and faculty

**KDE Comprehensive School Improvement Plan**

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ISLN	Administrators and Teacher Leaders will participate in ISLN sessions with KDE.	Professional Learning	08/15/2013	05/15/2015	\$1000	Principal, Teacher Leaders
<b>Total</b>					\$1550	

**School Council Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT Study Programs	ACT Study Programs will be purchased and made available for students to use beyond the school day, either on site or at home.	Academic Support Program	08/15/2013	05/15/2015	\$293	Administration , Librarian
Quality Core	Implementation of all proposed EOC Curricula. Resources for all EOC Courses are made available for teachers' use. Teachers receive training for EOC courses which are included in accountability.	Academic Support Program	08/15/2013	05/15/2015	\$2125	Administration , SBDM Council
<b>Total</b>					\$2418	

## **KDE Needs Assessment**

## **Introduction**

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

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## 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?**

We are looking for student growth in all content areas. Therefore, administrators have taken time to teach all teachers how to accurately analyze the school report card data and how to use this data to drive classroom instruction. Then teachers met in PLC's to adjust curriculum maps and common assessments to continue progress monitoring student growth. Through teacher analysis of their department's data in PLC's, they found that the data revealed strengths and weaknesses that could be addressed through data teaming.

The implications of the data become the basis for instruction, differentiation, curriculum, scheduling, funding, staffing, Professional Development and teacher training. The data helps us determine what classes to offer, what career pathways to develop, which community partnerships to foster, which teachers to hire and the certifications for which to advertise when we hire.

Data revealed that our special education students were not achieving benchmark in on-demand writing, reading and language mechanics. Special education students' IEP's were evaluated to make sure all student needs were addressed with appropriate modifications and accommodations. Students were intentionally placed in a ALEKS or Reading Plus for intervention in areas of need. Tier 1 interventions are implemented in the classroom setting according to student needs.

As a priority, we noted that our math scores, although making some gain, are still far below our goal. The trend data shows that math continues to be a weakness for our students. In order to make a positive impact on math achievement, we have placed teachers in their content strengths, added an ESS daytime wavier math instructor, and continue to improve the data team process to drive instruction. Yearlong courses for math and English and EOC courses allow teachers to progress monitor the same group of students all year long. The data also reveals the impact of what we do in response to the data itself. When we respond, we can see the results of the response by returning again and again to successive data sets.

The data doesn't give insight to student motivation or underlying life situations that students face on a daily basis, which do impact their academic performance. Hence, relationship building between teachers and students continues to be a strong focus.

## **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?**

Data revealed that our areas of strength are in academic gains, particularly in Social Studies and On Demand Writing. We are maintaining the strategies and activities which we credit as helping to achieve those academic gains. We are also examining and disaggregating the predictive data for students who will be assessed this year so that we can meet their specific academic needs proactively rather than reactively. Intervention courses have been added for students who need immediate intervention. These courses are heavy in the areas of math and reading/writing. Teachers meet during common planning to data team around student work and adjust instructional strategies to address their academic deficits immediately. Benchmark tests are administered to show student growth throughout each trimester.

In particular, we celebrate our success in College and Career Readiness and Graduation Rate. The trend data shows that our College and Career Readiness and Graduation Rate continue to show gains. To monitor and sustain these gains, we continue to provide Professional Development in the area of College and Career Readiness. A technique used to motivate students is the CCR Thermometer. This 4' tall poster of a thermometer is displayed in the front lobby of our school. Once students have become CCR, they get excited about coloring a line symbolizing their achievement. Staff joins each student in celebration of their accomplishment as they color their line. The trend data also shows that our Graduation Rate continues to increase while our drop-out rate decreases. We attribute this success to individualizing students' graduation needs. Often times, students encounter extenuating circumstances. Our leadership team works with these students to provide a flexible schedule. This situation leads to student success.



## **Opportunities for Improvement**

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

We need to insure fidelity of instruction based upon the Kentucky Common Core for Special Needs students especially in writing and language mechanics. We will use the Intervention classes to provide RTI to those who are struggling in these areas. Continuing to data team around student work will identify areas of weakness and help teachers improve instructional strategies to meet individual student needs. Over the past 3 years, our trend data shows that we need to continue to improve our math scores which directly affects our combined scores and student growth. A daytime ESS waiver provided a math instructor for Algebra II. A partnership with Kentucky Community and Technical College System (KCTCS) staff has been developed to provide additional instruction for COMPASS testing. Previously, Algebra I and II classes were two trimesters. As we've seen a deficit in our math scores, we have intentionally scheduled all math courses as yearlong classes. We have also placed teachers in content areas of their particular teaching strengths. In addition, morning and afternoon tutoring in math is offered daily.

Another area for improvement is student growth. We will work on growth by improving achievement in all content areas and at all levels of proficiency through intentional placement in enrichment classes and the data teaming process. In order to meet the academic needs of all students, our teachers will improve their data teaming process and identifying instructional strategies to meet the needs of individuals. Teacher, student and parent surveys show that there is a need for improved technology throughout our building to enhance the educational process. To improve this need, a technology upgrade will place during the 2015-2016 school year.

Student and parent surveys show there is a need for increased communication between stakeholders. To improve, we have implemented a REMIND texting system, monthly Principal newsletter, email notifications, voice-calling system, and three parent-teacher conferences.

## **Conclusion**

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

As we reflect on the previous sections, we note that there are three main areas where intense improvement is needed. Overall, achievement and gap are a primary focus for our school in all academic areas. Intentional professional development, data teaming to improve instructional strategies, student scheduling, and revising curriculum maps and common assessments are specific next steps we are taking to address our concerns. Implementing the PDSA model during PLC's with fidelity will remain a strong focus to improve student achievement in closing the gap.

The 2015-2016 RCSHS Comprehensive Plan describes our plan of action and it is already in progress. Full implementation will produce the results we seek. Through SBDM committees and council, district and school leadership committees, teacher PLC's, and parent/student surveys, all stakeholders share in the process of developing and implementing activities needed to reach our goals.

Administration continues a school wide focus on student/teacher attendance. RCSHS has received the high attendance day award for the past three years. Promoting high attendance directly impacts student achievement. A service team meets weekly to monitor student attendance and help identify barriers for poor student attendance.

Like many high schools, disciplinary measures are always an obstacle. In an attempt to decrease behavior occurrences, we host anti-bullying assemblies annually, we provide access to counseling services as needed, and we seek alternative placements to meet the educational needs of at-risk students. The weekly leadership and service team meetings monitor student behavior and help identify barriers for poor behavior.

# **KDE Compliance and Accountability - Schools**

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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.

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## Planning and Accountability Requirements

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

**Goal 1:**

Increase the percentage of students who are College-and-Career Ready from 72.2 to 73.2 by the end of 2015 - 2016 school year.

**Measurable Objective 1:**

demonstrate a proficiency by increasing our number of students who are CCR from 72.2% to 73.2. by 05/13/2016 as measured by Unbridled Learning Formula.

**Strategy1:**

Implementation of Career Readiness Pathways - Implementation of Career Pathways will allow our students to choose classes which increase their knowledge of and skill set in the career of their choice.

Category: Career Readiness Pathways

Research Cited:

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs. Common Planning is an area that needed addressing according to the TELL Survey.	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Administration and scheduling team, teachers

**Goal 2:**

Increase proficiency for gap students in the non-duplicated gap group in Combined Reading and Mathematics from 42.3 to 67.4 in 2017-2018.

**Measurable Objective 1:**

demonstrate a proficiency in non-duplicated gap groups in Math from 23.8 to 40 by 05/15/2015 as measured by EOC.

**Strategy1:**

Common Planning - The master schedule will provide time for common planning

Category: Learning Systems

Research Cited:

**KDE Comprehensive School Improvement Plan**

Rowan County Senior High School

Activity - Data Teams in Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs.	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Administration, Scheduling team, teachers

**Measurable Objective 2:**

demonstrate a proficiency in non-duplicated gap groups in reading from 57.8 to 63.8 by 05/13/2016 as measured by EOC.

**Strategy1:**

Common Planning - The master schedule will provide time for common planning

Category: Learning Systems

Research Cited:

Activity - Data Teams in Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs.	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Administration, Scheduling team, teachers

**Measurable Objective 3:**

demonstrate a proficiency in non-duplicated gap groups in Social Studies from 52.8 to 53.8 by 05/13/2016 as measured by EOC.

**Strategy1:**

Common Planning - The master schedule will provide time for common planning

Category: Learning Systems

Research Cited:

Activity - Data Teams in Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs.	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Administration, Scheduling team, teachers

**Measurable Objective 4:**

demonstrate a proficiency in non-duplicated gap groups in Science from 34.5 to 46.6 by 05/13/2016 as measured by EOC.

**Strategy1:**

Common Planning - The master schedule will provide time for common planning

Category: Learning Systems

Research Cited:

# KDE Comprehensive School Improvement Plan

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Activity - Data Teams in Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs.	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Administration, Scheduling team, teachers

## Measurable Objective 5:

demonstrate a proficiency for gap students in the non-duplicated gap group in Combined Reading and Mathematics from 42.7 to 49.3. by 05/13/2016 as measured by EOC.

## Strategy1:

Common Planning - The master schedule will provide time for common planning

Category: Learning Systems

Research Cited:

Activity - Data Teams in Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs.	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Administration, Scheduling team, teachers

## Goal 3:

Increase the cohort graduation rate from 94.3% to 95.6% by the end of the 2015 - 2016 school year.

## Measurable Objective 1:

collaborate to increase the cohort graduation rate from 94.3% to 95.6% by 05/13/2016 as measured by the graduation formula.

## Strategy1:

PLC Data Teams - Teachers indicated through the TELL Survey that they needed more time for common planning by falling short of the state average of those who felt they had enough time collaborating by 23.5%. PLC data teams will consider all data available, including common formative and summative assessments, in determining the learning needs of students and making the appropriate adjustments and improvements in the learning process. Intentionally scheduled common planning for PLCs and Data Teaming as a result of TELL Survey.

Category: Stakeholder Engagement

Research Cited:

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs.	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Administrators, Scheduling team, teachers

# KDE Comprehensive School Improvement Plan

Rowan County Senior High School

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

## Goal 1:

Increase proficiency in Combined Reading and Math from 42.3 to 67.4 in 2017-2018.

## Measurable Objective 1:

demonstrate a proficiency with efforts by all teachers, but specifically Algebra II and English II teachers, to increase the combined Math and Reading score for all students from 42.3 to 56.5. by 05/13/2016 as measured by EOC.

## Strategy1:

Strategic Scheduling /Implementation of Intervention courses - Implementation of ALEKS and READING PLUS classes based upon data analysis which identifies those students who are deficient in reading/writing skills as well as math skills would allow the identified students more instructional time in the areas of reading, writing and math.

Category: Continuous Improvement

Research Cited: RTI standards

Activity - Implementation of Yearlong Intervention Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implemented ALEKS, math intervention program, and Reading Plus, reading intervention program to impact the learning of struggling students.	Technology Class Size Reduction Academic Support Program Tutoring	08/13/2015	05/13/2016	\$13000 - State Funds	Administration

Activity - Implement VIP Courses in Reading, Math and Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are intentionally placed in Reading, Writing, and Math VIP courses based upon their individual student data.	Academic Support Program	08/11/2014	05/15/2015	\$0 - No Funding Required	High School Counselors, Principal, VIP Teachers

Activity - Additional coursework in specific math courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Algebra I and Algebra II classes have been extended to cover 3 trimesters.	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Administrative Team

## Strategy2:

School-wide Reading/Writing Activities - Implementation of Reading/Writing Activities will increase the focus on reading and writing across the curriculum. Increased reading and writing practice will increase student achievement in reading and writing.

Category: Integrated Methods for Learning



# KDE Comprehensive School Improvement Plan

Rowan County Senior High School

Research Cited:

Activity - Reading/Writing implementation per program review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Documentation of implementing Reading/Writing instruction in Program Review	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Admin, Writing/Literacy Committee, Teachers

Activity - Teacher Training in Reading/Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review or introduction of reading/writing strategies will be a regular part of faculty/PD sessions for ALL faculty to use in All classes throughout the year and on a regular basis.	Professional Learning	01/16/2013	05/15/2015	\$250 - Other	Principal, Content Network Teacher Leader, Writing/Literacy Committee

Activity - Monitoring of implementation of reading/writing strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring of implementation of reading/writing strategies will take place via walk through, program fidelity checks and program review.	Policy and Process	08/15/2013	05/15/2015	\$0 - No Funding Required	Admin, Program review chairs

### Strategy3:

RCSHS Writing/Literacy Committee - The Writing/Literacy Committee will continue guide and facilitate the process required to implement a systemic school-wide collaborative approach to developing and/or aligning writing and communication across grade levels and content areas.

Category: Professional Learning & Support

Research Cited: KDE requirement

Activity - Writing/Literacy Committee Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Goals of Committee: Actively participate in the planning of the annual school budget to ensure adequate and quality materials, equipment, space, and technology are available to implement school wide writing. Work with the school council/leadership to plan for the allocation of time and resources to implement the writing program and program review. Revisit the school CSIP on a regular basis to insure that quality instruction in Writing is implemented and that program fidelity is in place. Develop a systemic school-wide collaborative approach to develop and/or align writing and communication assessments across the curriculum. Analyze all available data regarding reading and writing in our school. Provide regular, specific data analysis feedback to the faculty. Develop plans to address the implications of the data.	Policy and Process	08/09/2013	05/15/2015	\$0 - No Funding Required	Writing/ Literacy Committee Members, Admin

# KDE Comprehensive School Improvement Plan

Rowan County Senior High School

## Strategy4:

Reading, Writing and Math Specific Professional Development - Professional Development based upon school, student and teacher data analysis will impact student achievement.

Category: Professional Learning & Support

Research Cited:

Activity - PD 360 focused upon Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will access training for reading/writing and Math strategies via PD 360 Discontinue in 15-16 school year.	Professional Learning	08/15/2013	05/15/2015	\$0 - No Funding Required	Administration, Teachers

Activity - Reading Strategies PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As part of each Professional Development Day, time will be focused upon reviewing or introducing strategies for teaching reading in all content areas. Strategies include: TImed Readings, Annotating Text or Reading with a Pencil, Sticky Notes, Summarizing and Synthesizing, FQR. Other Topics discussed will include Text Complexity and Reader & Task Considerations.	Professional Learning	08/15/2013	05/15/2015	\$0 - No Funding Required	Writing/Literacy Committee, Administration

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not meeting benchmark on EPAS will receive ESS tutoring to help increase student achievement to help students meet benchmark on EPAS. Daytime waiver has been attained for the 2014 - 2015 school year.	Academic Support Program	09/13/2013	05/15/2015	\$14000 - Other	School principals, teachers

## Strategy5:

Common Planning - Developing/using a master schedule to meet teacher planning needs to assess data

Category: Professional Learning & Support

Research Cited:

Activity - Data Teams in Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs.	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Scheduling team, administration, teachers

## Strategy6:

Daytime ESS Waiver for ALGEBRA 2 - RTI specialist will focus on at risk students.

Category: Continuous Improvement

Research Cited:

**KDE Comprehensive School Improvement Plan**

Rowan County Senior High School

Activity - Tutoring through ESS Daytime waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Part time math teacher will focus on at risk students	Academic Support Program	08/15/2014	05/15/2015	\$11000 - Other	ESS Director and Administration

**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 proficiency for gap students in the non-duplicated gap group in Combined Reading and Mathematics from 42.3 to 67.4 in 2017-2018.

**Measurable Objective 1:**  
demonstrate a proficiency in non-duplicated gap groups in reading from 57.8 to 63.8 by 05/13/2016 as measured by EOC.

**Strategy1:**  
Intentional RTI through VIP in Master Schedule - Students will be placed in intervention/enrichment classes according to individual student data.

Category: Learning Systems

Research Cited:

Activity - RTI (VIP) period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in intervention/enrichment classes according to assessment data.	Tutoring	08/11/2014	05/15/2015	\$0 - No Funding Required	Admin, Teachers

# KDE Comprehensive School Improvement Plan

Rowan County Senior High School

## Strategy2:

Common Planning - The master schedule will provide time for common planning

Category: Learning Systems

Research Cited:

Activity - Data Teams in Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs.	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Administration, Scheduling team, teachers

## Strategy3:

Intentional Review of ENGLISH EOC items - Teachers will use the Quality Core Test Bank to create and administer EOC test items.

Category: Integrated Methods for Learning

Research Cited:

Activity - ENGLISH EOC test practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ENGLISH teachers will administer EOC test practice questions.	Direct Instruction	08/11/2014	05/15/2015	\$0 - No Funding Required	ENGLISH teachers

## Measurable Objective 2:

demonstrate a proficiency in non-duplicated gap groups in Social Studies from 52.8 to 53.8 by 05/13/2016 as measured by EOC.

## Strategy1:

Intentional Review of the EOC Items - EOC Teachers use questions from the quality core test bank

Category: Continuous Improvement

Research Cited:

Activity - US History EOC and Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EOC teachers develop and administer formative assessments using the questions from quality core test bank	Direct Instruction	08/11/2014	05/15/2015	\$0 - No Funding Required	Administrative Team, PLC's

## Strategy2:

Common Planning - The master schedule will provide time for common planning

Category: Learning Systems

Research Cited:

# KDE Comprehensive School Improvement Plan

Rowan County Senior High School

Activity - Data Teams in Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs.	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Administration, Scheduling team, teachers

### Strategy3:

Intentional RTI through VIP in Master Schedule - Students will be placed in intervention/enrichment classes according to individual student data.

Category: Learning Systems

Research Cited:

Activity - RTI (VIP) period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in intervention/enrichment classes according to assessment data.	Tutoring	08/11/2014	05/15/2015	\$0 - No Funding Required	Admin, Teachers

### Measurable Objective 3:

demonstrate a proficiency in non-duplicated gap groups in Science from 34.5 to 46.6 by 05/13/2016 as measured by EOC.

### Strategy1:

Intentional RTI through VIP in Master Schedule - Students will be placed in intervention/enrichment classes according to individual student data.

Category: Learning Systems

Research Cited:

Activity - RTI (VIP) period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in intervention/enrichment classes according to assessment data.	Tutoring	08/11/2014	05/15/2015	\$0 - No Funding Required	Admin, Teachers

### Strategy2:

BIOLOGY EOC practice - Teachers will develop and administer EOC practice tests through quality core.

Category: Learning Systems

Research Cited:

Activity - BIOLOGY EOC test practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and administer EOC practice tests through quality core.	Direct Instruction	08/11/2014	05/15/2015	\$0 - No Funding Required	BIOLOGY teachers

### Strategy3:

Common Planning - The master schedule will provide time for common planning

# KDE Comprehensive School Improvement Plan

Rowan County Senior High School

Category: Learning Systems

Research Cited:

Activity - Data Teams in Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs.	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Administration, Scheduling team, teachers

## Measurable Objective 4:

demonstrate a proficiency in non-duplicated gap groups in Writing from 46.0 to 53.5 by 05/13/2016 as measured by EOC.

## Strategy1:

Implementation of School-wide Reading/Writing Activities - Increased focus upon reading and writing in all classrooms will result in more student practice and increased skills in reading and writing.

Category: Integrated Methods for Learning

Research Cited:

Activity - Monitor Implementation of Writing/Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of writing/reading strategies in all classrooms through walk through, program fidelity checks and program review evidence.	Policy and Process	08/15/2013	05/15/2015	\$0 - No Funding Required	Administrative team

Activity - Teacher Training in Writing/Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate review or introduction of reading/writing strategies for ALL faculty as part of every faculty meeting and/or PD session.	Professional Learning	08/15/2013	05/15/2015	\$0 - No Funding Required	Admin, Content Network Teacher Leader, Writing/Literacy Committee

## Strategy2:

Reading/Writing Specific Professional Development - Content specific professional development based on school, student, and teacher data analysis will impact student achievement.

Category: Continuous Improvement

Research Cited:

Activity - On-Demand Writing Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing Team facilitated professional development focused upon On-Demand Writing for all teachers.	Professional Learning	08/15/2013	05/15/2015	\$0 - No Funding Required	Writing/Literacy Committee Members

# KDE Comprehensive School Improvement Plan

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Activity - KDE Workshop on Development of School and District Level Writing Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KDE Workshop outlined process of the development of a school level Writing/Literacy Plan.	Policy and Process	08/15/2013	05/15/2015	\$400 - Other	Writing/Literacy Committee Members

## Measurable Objective 5:

demonstrate a proficiency in non-duplicated gap groups in Math from 23.8 to 40 by 05/15/2015 as measured by EOC.

### Strategy1:

Intentional RTI through VIP in Master Schedule - Students will be placed in intervention/enrichment classes according to individual student data.

Category: Learning Systems

Research Cited:

Activity - RTI (VIP) period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in intervention/enrichment classes according to assessment data.	Tutoring	08/11/2014	05/15/2015	\$0 - No Funding Required	Admin, Teachers

### Strategy2:

ALGEBRA 2 EOC test practice - Teachers will develop practice tests through the quality core test bank.

Category: Learning Systems

Research Cited:

Activity - ALGEBRA 2 EOC quality core test items	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers develop and administer ALGEBRA 2 EOC practice tests.	Direct Instruction	08/11/2014	05/15/2015	\$0 - No Funding Required	Math teachers

### Strategy3:

Common Planning - The master schedule will provide time for common planning

Category: Learning Systems

Research Cited:

Activity - Data Teams in Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs.	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Administration, Scheduling team, teachers

## Measurable Objective 6:

demonstrate a proficiency for gap students in the non-duplicated gap group in Combined Reading and Mathematics from 42.7 to 49.3. by 05/13/2016 as measured by EOC.

# KDE Comprehensive School Improvement Plan

Rowan County Senior High School

## Strategy1:

Math and Reading PD - Intentional professional development for all content teachers.

Category: Professional Learning & Support

Research Cited:

Activity - Math PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math department attends ongoing PD.	Professional Learning	08/11/2014	05/15/2015	\$1500 - General Fund	Administration and math teachers

Activity - Reading PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading strategy PD is required for all teachers.	Professional Learning	08/11/2014	05/15/2015	\$550 - District Funding	Administration and faculty

## Strategy2:

Common Planning - The master schedule will provide time for common planning

Category: Learning Systems

Research Cited:

Activity - Data Teams in Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs.	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Administration, Scheduling team, teachers

## Strategy3:

Implementation of School-wide Reading/Writing Activities - Increased focus upon reading and writing in all classrooms will result in more student practice and increased skills in reading and writing.

Category: Integrated Methods for Learning

Research Cited:

Activity - Teacher Training in Writing/Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate review or introduction of reading/writing strategies for ALL faculty as part of every faculty meeting and/or PD session.	Professional Learning	08/15/2013	05/15/2015	\$0 - No Funding Required	Admin, Content Network Teacher Leader, Writing/Literacy Committee



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Rowan County Senior High School

Activity - Monitor Implementation of Writing/Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of writing/reading strategies in all classrooms through walk through, program fidelity checks and program review evidence.	Policy and Process	08/15/2013	05/15/2015	\$0 - No Funding Required	Administrative team

## Strategy4:

Strategic Scheduling/Implementing classes with focus upon fundamentals of reading and writing - Direct and intentional instruction and practice for students who are deficient in reading and writing skills will improve their knowledge and performance in reading and writing.

Category: Integrated Methods for Learning

Research Cited:

Activity - Implementation of Viking Intervention Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum will be developed for a Viking Intervention class focused upon, but not limited to, writing, reading, and study skills. This class is built into the Master Class Schedule.	Academic Support Program	08/07/2014	05/15/2015	\$0 - No Funding Required	High School Counselors, Principal, VIP teachers

## Strategy5:

RCSHS Writing/Literacy Committee - A Writing/Literacy Committee will guide and facilitate the process required to implement a systemic school-wide collaborative approach to developing and/or aligning reading/writing and communication across grade levels and content areas.

Category: Continuous Improvement

Research Cited:

Activity - Writing/Literacy Committee Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Goals of Committee: Actively participate in the planning of the annual school budget to ensure adequate and quality materials, equipment, space, and technology are available to implement school wide writing. Work with the school council/leadership to plan for the allocation of time and resources to implement the writing program and program review. Revisit the school CSIP on a regular basis to insure that quality instruction in Writing is implemented and that program fidelity is in place. Develop a systemic school-wide collaborative approach to develop and/or align writing and communication assessments across the curriculum. Analyze all available data regarding reading and writing in our school. Provide regular, specific data analysis feedback to the faculty. Develop plans to address the implications of the data.	Policy and Process	08/15/2013	05/15/2015	\$0 - No Funding Required	Admin, Writing/Literacy Committee Members

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

# KDE Comprehensive School Improvement Plan

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## Goal 1:

Increase the cohort graduation rate from 94.3% to 95.6% by the end of the 2015 - 2016 school year.

## Measurable Objective 1:

collaborate to increase the cohort graduation rate from 94.3% to 95.6% by 05/13/2016 as measured by the graduation formula.

## Strategy1:

Weekly Leadership Meetings - Leadership will meet and discuss students who have poor grades or poor attendance as per IC, and students who are ranked high on the Kentucky Department of Education Persistence to Graduation Report.

Category: Stakeholder Engagement

Research Cited:

Activity - Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team meets weekly to discuss upcoming activities and student concerns.	Other	08/11/2014	05/15/2015	\$0 - No Funding Required	Leadership Team

Activity - Service Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will meet and discuss students who have poor grades or poor attendance as per IC, and students who are ranked high on the Kentucky Department of Education Persistence to Graduation Report.	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Leadership Team

## Strategy2:

Test/Retest with Formative Assessments - Students will be allowed to retest on formative assessments not mastered. Students must receive additional instruction or complete additional learning activities before being permitted to retest.

Category: Continuous Improvement

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI classtime will be scheduled in every class on a regular basis (at least one class period every two weeks).	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Classroom Teachers, Administrative Staff

Activity - Intentional RTI through Master Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in intervention classes according to formative and summative assessment.	Tutoring	02/28/2014	05/15/2015	\$0 - No Funding Required	Admin, PLC teachers

## Strategy3:

# KDE Comprehensive School Improvement Plan

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Standards Based Instruction/Assessment - Standards Based Instruction and Assessment will be implemented on a schoolwide basis. Standards will be aligned to the Kentucky Common Core and/or ACT Quality Core. Students will be instructed and assessed on Standards only.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Implementation of Standards Based Instruction/Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk through and program fidelity checks.	Policy and Process	08/10/2012	05/15/2014	\$0 - No Funding Required	Administrative Personnel

## Strategy4:

PLC Data Teams - Teachers indicated through the TELL Survey that they needed more time for common planning by falling short of the state average of those who felt they had enough time collaborating by 23.5%. PLC data teams will consider all data available, including common formative and summative assessments, in determining the learning needs of students and making the appropriate adjustments and improvements in the learning process. Intentionally scheduled common planning for PLCs and Data Teaming as a result of TELL Survey.

Category: Stakeholder Engagement

Research Cited:

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs.	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Administrators, Scheduling team, teachers

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will meet on a regular basis (at least one time per week) to review student data.	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	All classroom teachers, administrative staff

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

## Goal 1:

Increase the percentage of students who are College-and-Career Ready from 72.2 to 73.2 by the end of 2015 - 2016 school year.

## Measurable Objective 1:

demonstrate a proficiency by increasing our number of students who are CCR from 72.2% to 73.2. by 05/13/2016 as measured by Unbridled Learning Formula.

# KDE Comprehensive School Improvement Plan

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## Strategy1:

EPAS and Quality Core - Students will be better prepared for the ACT and will perform better on the ACT Assessment.

Category: Continuous Improvement

Research Cited:

Activity - ACT Format Bellringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All content teachers will implement ACT format bellringer activities as a regular daily procedural classroom activity.	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Administration, Content Area Classroom Teachers

Activity - ACT Study Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Study Programs will be purchased and made available for students to use beyond the school day, either on site or at home.	Academic Support Program	08/15/2013	05/15/2015	\$293 - School Council Funds	Administration, Librarian

Activity - Quality Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of all proposed EOC Curricula. Resources for all EOC Courses are made available for teachers' use. Teachers receive training for EOC courses which are included in accountability.	Academic Support Program	08/15/2013	05/15/2015	\$2125 - School Council Funds	Administration, SBDM Council

Activity - Saturday Study Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Sessions will be made available for students on designated Saturdays. Students can select mini-workshops based upon their areas of particular need.	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Administration, Teachers/Parent volunteers

## Strategy2:

Implementation of EXPLORE Assessment for all Freshmen in order to complete the EPAS series at the high school level. - Implementation of complete EPAS series at the high school level by administering EXPLORE for all Freshmen at the beginning of the 9th grade year. It will then be possible to follow student achievement in the EPAS series on a yearly basis. We can then facilitate early identification of school curriculum strengths or deficits as well as individual student needs and subsequent intervention or enhancement as indicated by timely data.

This strategy has been discontinued in the 15-16 school year.

Category: Learning Systems

Research Cited:

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Rowan County Senior High School

Activity - EPAS Goal Setting and ILP Update	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will meet with Homeroom Teachers to review Career Pathways requirements and work with students to develop goals and improvement strategies based upon improving EPAS performance.	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Administration, Homeroom teachers

Activity - EXPLORE Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Freshmen will take the EXPLORE test at the beginning of their 9th grade year.	Academic Support Program	08/15/2013	05/15/2015	\$2500 - School Council Funds	Administration, SBDM

### Strategy3:

Academic and Occupational Testing - Providing the opportunity for all students to become College and Career Ready.

Category: Career Readiness Pathways

Research Cited:

Activity - CTE Bellringer Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All CTE teachers will use KOSSA, WorkKeys and Industry Certificate test items as bellringers	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	CTE Teachers

Activity - School Wide Implementation of Consumerism/CCR Unit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers collaborate to develop lessons for school wide implementation	Career Preparation/Orientation	11/11/2014	05/15/2015	\$0 - No Funding Required	CTE teachers, Administration, all faculty/staff

Activity - Teacher training on WorkKeys, Industry Certificates, and KOSSA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Designated teachers receive training which will allow them to proctor the WorkKeys Assessment, Industry Certificates, and KOSSA.	Professional Learning	08/15/2013	05/15/2015	\$0 - No Funding Required	Counselor, Designated Faculty must include CTE

Activity - KOSSA or Industry Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE Preparatory students are required to take KOSSA or Industry Certificate	Career Preparation/Orientation	08/15/2013	05/15/2015	\$0 - No Funding Required	Administration, CTE Instructors

Activity - WorkKeys Retest	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
List of students is compiled which designates which students will need to retest and the section or sections of the test which will need to be reassessed in order to earn a score sufficient to be considered career ready.	Career Preparation/Orientation	08/15/2013	05/15/2015	\$1000 - Other	Administration

# KDE Comprehensive School Improvement Plan

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## Strategy4:

Implementation of Career Readiness Pathways - Implementation of Career Pathways will allow our students to choose classes which increase their knowledge of and skill set in the career of their choice.

Category: Career Readiness Pathways

Research Cited:

Activity - Implementation and Monitoring of a CTE Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committee is developed comprised of CTE Teachers and Community Business and Industry partners which will meet regularly to oversee and advise the CTE regarding career readiness for students.	Community Engagement	08/15/2013	05/15/2015	\$0 - No Funding Required	Administration, Committee Members

Activity - KyAHED Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grant used to expose students to college and career activities.	Career Preparation/Orientation	08/11/2014	05/15/2015	\$3200 - Grant Funds	Administration, Guidance

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common teacher planning and PLC time will be designated in the Master Schedule to review data from common formative and summative assessments, state tests and student needs. Common Planning is an area that needed addressing according to the TELL Survey.	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Administration and scheduling team, teachers

Activity - College and Career Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A College/Career Fair will be hosted annually at RCSHS.	Career Preparation/Orientation	12/01/2014	05/15/2015	\$0 - No Funding Required	Administration, Guidance, Community Education, CTE Teachers, Community Partners

## Strategy5:

Professional Development and Continued Training focused upon College/Career Readiness - Continuous training and professional development will enable us to do a better job implementing all policies and procedures necessary to accomplish College/Career Readiness goals.

Category: Professional Learning & Support

Research Cited:

Activity - ISLN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and Teacher Leaders will participate in ISLN sessions with KDE.	Professional Learning	08/15/2013	05/15/2015	\$1000 - District Funding	Principal, Teacher Leaders

# KDE Comprehensive School Improvement Plan

Rowan County Senior High School

## Strategy6:

Implementation/Expansion of Work-Based Learning Opportunities - Work-Based Learning (WBL) provides students with real-life experiences as identified in Kentucky School Board/KDE Goal 3 which focuses upon strong support from the community for the students and emphasizes the community involvement in students' learning. WBL experiences are judged on performance and personal achievements. WBL programs help students develop and refine the job skills they need for their particular career pathway.

Category: Career Readiness Pathways

Research Cited:

Activity - Scheduling Students to Work-Based Learning Opportunit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have completed at least three credits in courses outlined in their particular Career Pathway may apply for a Work-Based Learning Opportunities in their Career Pathway.	Career Preparation/Orientation	08/15/2013	05/15/2015	\$0 - No Funding Required	Scheduling Team, POC Career Pathway Teachers

Activity - Ongoing Implementation of Work-Based Learning Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Contact and educate career partners about the various types of work-based learning: (Cooperative Education, Entrepreneurship, Internship, Mentoring, Service-learning, Shadowing). Determine which work-based learning opportunities can be developed with each community partner.	Academic Support Program	08/15/2013	05/13/2016	\$0 - No Funding Required	Scheduling Team, Career Pathway POC Teachers

Activity - Identification of Business/Community Partnerships for Each Career Pathway	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify worksites and personnel contacts in our community associated with each Career Pathway through the CTE Advisory Committee.	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Scheduling Team, POC Teachers for non-CTE linked Career Pathways, ILP Facilitators

## Strategy7:

Student Selection of Career Pathway - When included in the selection of a career pathways, students as stakeholders are more focused upon the direct and intentional selection of classes to support the pathway of their choice.

Category: Career Readiness Pathways

Research Cited:

Activity - Career Pathway Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The scheduling team will meet with all students in small group settings to define and describe each Career Pathway and outline the courses and course sequence for each pathway. They will explain how the course selection and course sequence help prepare the student in terms of knowledge base and skill set necessary for success in each career pathway.	Career Preparation/Orientation	08/15/2013	05/15/2015	\$0 - No Funding Required	Scheduling Team

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Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scheduling Team, homeroom teachers, and ILP facilitators aide students in submitting classes for the 2014-2015 school year which are appropriately selected for their career pathway of choice.	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	Scheduling Team

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community Members work one-on-one to advise sophomores in career pathway selection through Operation Preparation.	Career Preparation/Orientation	08/15/2013	05/15/2015	\$0 - No Funding Required	Scheduling Team Librarian, Technology Personnel

Activity - Student Review of ILP and Pathway Course Selection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Scheduling Team and ILP Facilitators will work with students one-on-one to aide them in referencing their ILPs to examine Interest Inventories and EPAS data to guide them in choosing appropriate career pathways. Students will develop a course plan for the remainder of their high school career.	Career Preparation/Orientation	08/15/2013	05/15/2015	\$0 - No Funding Required	Scheduling Team

Activity - CTE Class Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes appropriate for Career Pathways are planned and reviewed for the 2014-2015 school year.	Career Preparation/Orientation	08/15/2013	05/15/2015	\$0 - No Funding Required	Scheduling Team

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

**Goal 1:**

Increase Program Review from 25.3 "Proficient" to Distinguished by end of school year 2015 - 2016

**Measurable Objective 1:**

collaborate to increase the overall score on the Arts and Humanities Program Review from 8.5 to 9.5 by 05/13/2016 as measured by program review scores.

**Strategy1:**

Arts and Humanities Curriculum and Instruction - Arts and Humanities curriculum will be implemented across the curriculum in all content areas.



# KDE Comprehensive School Improvement Plan

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Category: Continuous Improvement

Research Cited:

Activity - SBDM Program Review Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM established a policy to ensure that Arts and Humanities concepts are taught across the curriculum in all content areas.	Policy and Process	08/15/2013	05/15/2015	\$0 - No Funding Required	AH teachers and administration

Activity - Arts and Humanities Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and Humanities teachers provide professional development to all content teachers on integrating arts and humanities into their classes.	Professional Learning	08/15/2013	05/15/2015	\$0 - No Funding Required	Teachers, Administration

Activity - Coordinated School Performance/Event	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of a coordinated school event/performance that exposes students to the arts and has established activities.	Academic Support Program	08/15/2013	05/15/2015	\$150 - General Fund	Arts and Humanities Teachers

## Measurable Objective 2:

collaborate to increase the overall score on the Writing Program Review from 7.4 to 8.5 by 05/13/2016 as measured by by program review scores.

## Strategy1:

Writing Program Ongoing Implementation - All teachers will review and implement the writing program in their content areas.

Category: Continuous Improvement

Research Cited:

Activity - School Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will collaborate with departments to help implement On-Demand Writing in all content areas.	Academic Support Program	08/11/2014	05/15/2015	\$0 - No Funding Required	ELA teachers

Activity - Teacher training in reading and writing strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training in Faculty meetings/PD sessions on specific reading and writing instructional strategies.	Professional Learning	01/16/2013	05/15/2015	\$0 - No Funding Required	All teachers and administration.

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Activity - SBDM Program Review Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM Policy established writing policy to ensure writing concepts are taught across the curriculum	Policy and Process	08/15/2013	05/15/2015	\$0 - No Funding Required	PR chairs, curriculum committee, Administration

### Measurable Objective 3:

collaborate to increase the overall score on the Practical Living and Career Studies Program Review from 9.4 to 10.0 by 05/13/2016 as measured by program review scores.

### Strategy1:

Focus on Career Readiness - Teachers will engage in school wide Practical Living and Career Studies curriculum to prepare students for career readiness.

Category: Career Readiness Pathways

Research Cited:

Activity - Community Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CBI Coordinator works with special education students to provide job shadowing experiences during the school day.	Community Engagement	08/11/2014	05/15/2015	\$22000 - Grant Funds	CBI Coordinator and Special Education Teachers

Activity - CTE Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committee is developed and comprised of CTE teachers and community business and industry partners which will meet regularly to oversee and advise the CTE regarding career readiness for students.	Community Engagement	08/15/2013	05/15/2015	\$0 - No Funding Required	CTE Advisory Committee

Activity - Coordinated School Health Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRYSC Coordinator organizes a community health fair as well as a school wide health fair highlighting careers related to service careers	Academic Support Program	08/15/2013	05/15/2015	\$0 - No Funding Required	FRYSC Coordinator

Activity - SBDM Program Review Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM must establish a policy to ensure that PLCS concepts are integrated across the curriculum.	Policy and Process	08/15/2013	05/15/2015	\$0 - No Funding Required	PR chairs, curriculum committee, Administration

Activity - Work Experience/Career Cohort Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work Experience Coordinator and students work together to find job shadowing experiences related to students career pathway.	Community Engagement	12/09/2013	05/15/2015	\$1600 - Perkins	CTE Teachers

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Activity - Career Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career education curriculum is incorporated across content areas and documented for program review.	Career Preparation/Orientation	08/15/2013	05/15/2015	\$0 - No Funding Required	Teachers, Administration

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## **KDE Assurances - School**

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## **Introduction**

KDE Assurances - School

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### 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.	Yes		

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	RTI	

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

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

# KDE Comprehensive School Improvement Plan

Rowan County Senior 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	Lots of strategies to involve parents. No compacts or policies.	

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.	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	PLCs report RTI accomplishments	

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

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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.	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	no compact or policy, only protocol	

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.	N/A		



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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Will be on-line soon	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

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

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# The Missing Piece

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## **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.

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## Stakeholders

**What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?**

Dr. Ray Ginter, Principal

Mrs. Brandy Carver, Assistant Principal

Mr. Ed Jones, Assistant Principal

Mrs. Denine Sergent, Counselor

Mrs. Kate Thacker, Counselor

Ms. Kellyn Gussler, Youth Service Center Director

Ms. Jen Williams, Community Education Coordinator

Teachers Leadership Team

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## 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 their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

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

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

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

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

## Communications

Overall Rating: 2.71

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

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff 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).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

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

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## 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 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 actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	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**

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	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

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## Advocacy

Overall Rating: 3.17

	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.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	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 collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	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 educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

## Learning Opportunities

Overall Rating: 2.0

	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 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 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.	There is little or no development of parent leaders.	Novice

## Community Partnerships

Overall Rating: 3.33

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

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

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	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).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	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.**

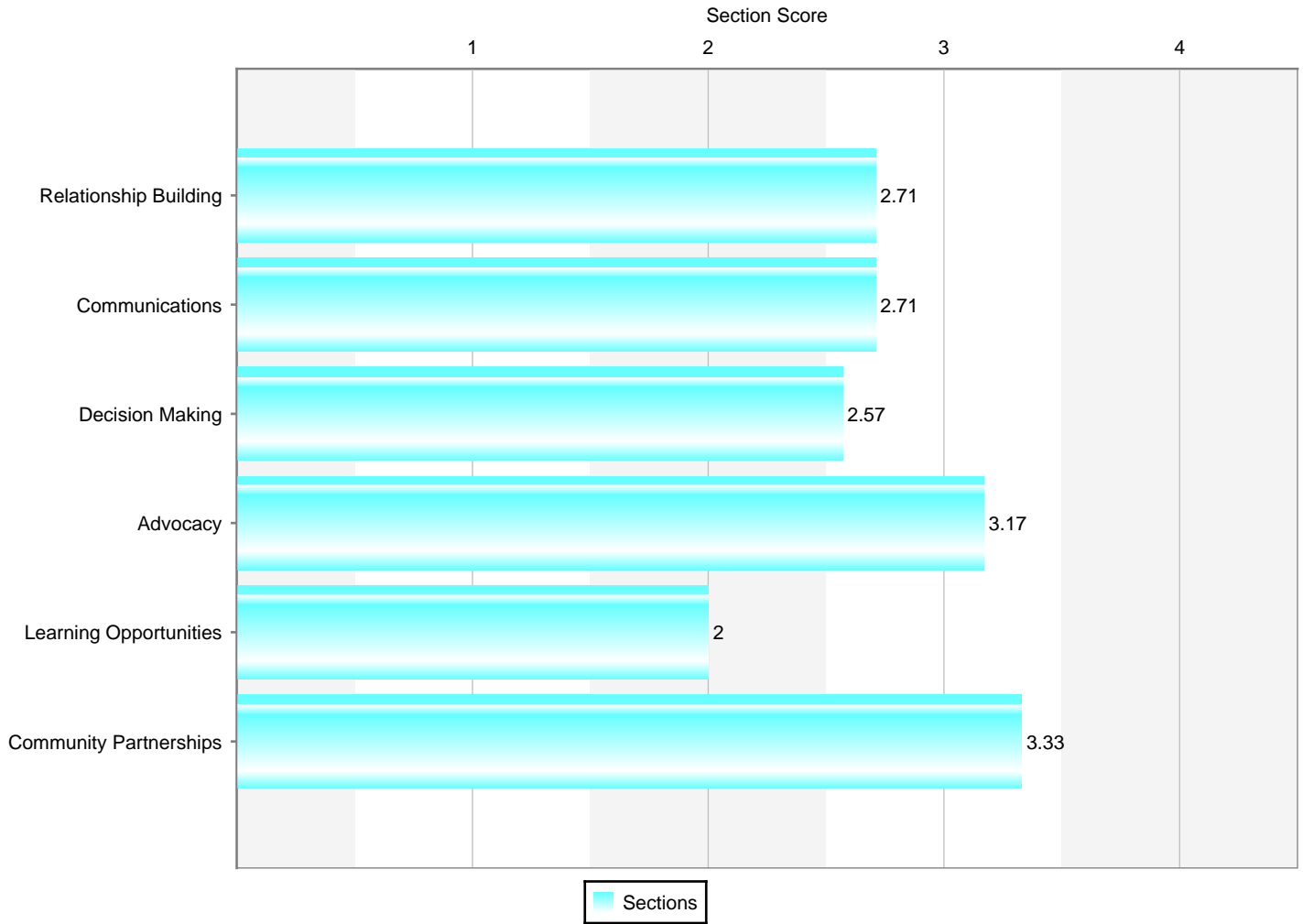
Areas of strength include making initial contact with stakeholders on student progress, activities and engagement. Phone calls home, newsletters, Remind 101, emails, newspaper announcements and announcements on our school website are used as ways to inform stakeholders. Parent survey was offered and reviewed for academic and cultural improvement.

Areas that need improvement are following up with stakeholders to ensure that they respond and participate in the activities that engage and promote student learning. We are intentionally scheduling parental involvement activities around extra curricular activities to promote parent engagement.

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## Report Summary

### Scores By Section



# Improvement Plan Stakeholder Involvement

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## **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.

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## **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.**

Invite parents and teachers to be on SBDM and to the committees supporting the objectives. Meetings are scheduled on a monthly basis at a time convenient to committee members. The CTE committee invites local businesses twice per year to collaborate with teachers. Teachers have developed VIP classes and added them to the daily schedule. This 30 minute intervention class is designed for students to be intentionally assigned based on inability to attain benchmarks or enrichment for those who have reached benchmarks. A variety of events are organized to collaborate with the community and provide services to students and parents (for example, College/Career Fair, Health Fair, Operation Preparation). Stakeholders are chosen based on their field of experience.

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

Teachers, counselors, and other administrators analyzed data from test scores, identified weaknesses, determined which shortcomings were the most pressing (Growth, Math, Reading/Writing) and determined methods for improvement. SBDM Committees, Literacy Committee and Wellness committee provide input for the development of strategies and activities addressed in the CSIP.

**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 plan was read, discussed and revised by the SBDM before being adopted. Then it was discussed with the faculty during staff meetings and with the students at the beginning of each trimester. Monthly, teachers and administrators will revisit the CSIP in PLC meetings to update and revise as needed.

# School Safety Report

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## **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.

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### 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	August 2015	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	Sept 2015	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	August 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	August 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	And evaluate drills	

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**

Rowan County Senior High School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Sept 2015	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
10.	Have practices been developed for students to follow during an earthquake?	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	prior to Sept 15, 2015	

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

# Equitable Access Diagnostic

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## **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”.

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**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	This is an ongoing process.	

**What are the barriers identified?**

student engagement, parental involvement, socioeconomic status

**What sources of data were used to determine the barriers?**

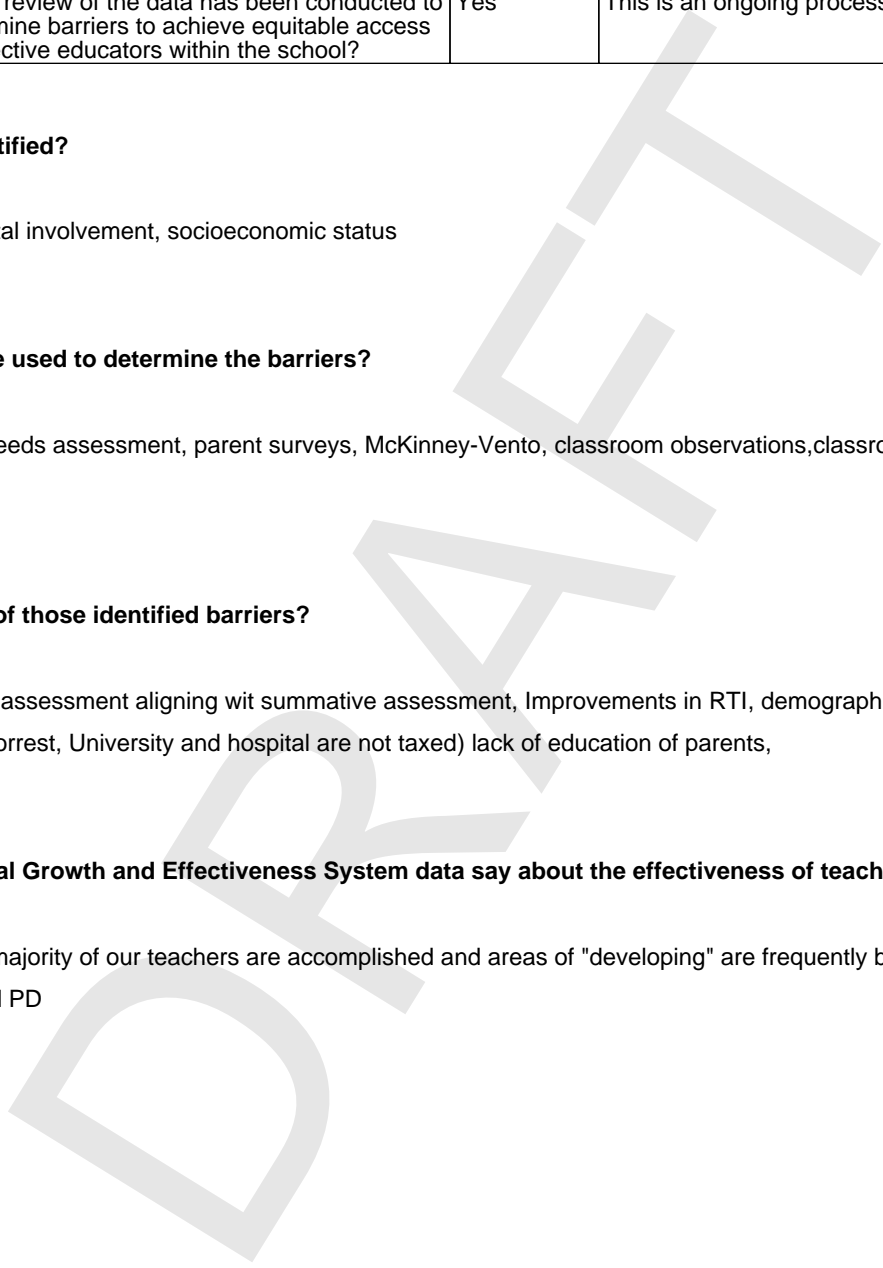
free-reduced lunch forms, needs assessment, parent surveys, McKinney-Vento, classroom observations, classroom formative/summative assessments, EOC, ACT

**What are the root causes of those identified barriers?**

teacher turnover, formative assessment aligning wit summative assessment, Improvements in RTI, demographic location (rural, 1/3 of county protected National Forrest, University and hospital are not taxed) lack of education of parents,

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

PGES data shows that the majority of our teachers are accomplished and areas of "developing" are frequently being evaluated and the teachers are being assigned PD



## 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.**

Our school uses the site based council policy on student placement that assures that all students are equitably divided among all teachers. This policy helps assure that all inexperienced teachers or out of field teachers do not have a higher rate of minorities, low socioeconomic, and students with disabilities in their classroom.

**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?**

Teachers and staff discuss individual student needs in weekly PLC meetings to determine placement for the upcoming school year. When the master schedule of classes is developed, the most experienced and effective teachers are placed in areas of need. When schedules are balanced, ELL, Special Education, Behavior, RTI, Gifted and Talented categories are reviewed to ensure that there is an equitable grouping for each class.

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

Applicants are sought out through our local university job fair. We analyze student data prior to hiring and try to match their skills to our needs.

**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?**

Interview questioning is aligned with the needs of the school and specific populations of students, Information from surveys, assessments, plus/deltas etc.

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

School focuses on providing a positive school climate for all stakeholders. Administration values teacher voice on school climate. First year teachers provided training by district. PLCs meet weekly to support teachers through department dialog. Common planning by department.

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

District provides monthly meetings for new teachers to the district. School assigns mentors.

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

Individual conferences with peers and administrators. Individualized PD opportunities/suggestions. Peer observations.

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

According to the TELL survey we are protecting teacher time by limiting after school teacher meetings.

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## Questions

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

The following Goals, Strategies, and Activities from the CSIP and are directly related, not solely, to supporting equitable access. It is the responsibility of the school leadership and every teacher at Rowan County Senior High School to provide an environment that is safe for all students to learn and the responsibility of the leadership team to support each teacher and their responsibility.

Goal: Increased proficiency in combine reading and math.

Strategy: Reading writing and math specific professional development.

Activity: extended school services.

Strategy: school wide reading and writing activities.

Strategy: test and retest with formative assessments.

Activity: RTI

Strategy: weekly leadership meetings

Activity: leadership/service team meetings to discuss issues for individual students

Activity: teacher training in reading and writing strategies.

Strategy: strategic scheduling of intervention courses.

Activity: implementation of your loan intervention courses.

Strategy: common planning.

Strategy: daytime ESS waiver for algebra two.

Goal: increase proficiency for gap students in the non-duplicated gap group in combined reading and math.

Strategy: implementation of school one reading and writing Activities.

Strategy: professional development in math and reading.

Activity: data teams in common planning.