



Comprehensive School Improvement Plan

Lewis County High School
Lewis County

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TABLE OF CONTENTS

Introduction	1
Phase I - Equitable Access to Effective Educators School Diagnostic	
Introduction	3
Equitable Access to Effective Educators - School	4
Phase I - The Missing Piece	
Introduction	11
Stakeholders	12
Relationship Building	13
Communications	14
Decision Making	16
Advocacy	18
Learning Opportunities	19
Community Partnerships	20
Reflection	21
Report Summary	22
Improvement Plan Stakeholder Involvement	
Introduction	24
Improvement Planning Process	25

Phase I - Needs Assessment

Introduction 27

Data Analysis 28

Areas of Strengths 29

Opportunities for Improvement 30

Conclusion 31

Plan for Closing the Achievement Gap 2016-17

Overview 33

Goals Summary 34

 Goal 1: Increase the average freshman 4 year cohort graduation rate from 97% to 98% by 2018; the 5 year cohort graduation rate will be 98.5% by 2018. 35

 Goal 2: Increase the percentage of students who are college and career ready to 90% by 2018. 37

 Goal 3: Decrease the percentage of students scoring novice and apprentice in reading from 40.6% in 2016 to 20% by 2018. 38

 Goal 4: Decrease the percent of students scoring novice and apprentice in math from 16.4% in 2016 to 10% in 2018 39

Activity Summary by Funding Source 40

Phase II - KDE Assurances - Schools

Introduction 44

Assurances 45

Phase II - KDE Compliance and Accountability - Schools

Introduction 51

Planning and Accountability Requirements 52

Executive Summary

Introduction 64

Description of the School 65

School's Purpose 66

Notable Achievements and Areas of Improvement 67

Additional Information 68

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

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Phase I - Equitable Access to Effective Educators School Diagnostic

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Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

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Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		Lewis County High School Equity

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

We have many students who will move in to the district for a period of time and then be gone to another district. In the past 2 years we have hired 3 new English teaches and currently have a retired English teacher filling the role of English teacher.

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

The barrier that we have identified is the lack of consistency in the English department over the past 2 years. It is very difficult to recruit and maintain teachers who are not from the area. We have had teachers who have taken jobs here and stayed a year then left to go back where they are from. We need to do a better job of encouraging our graduating seniors to pursue a career in education. Recruiting local high school graduates to go to college and major in education then move back home to teacher would be a way we could begin to overcome the barrier.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		Lewis County High School Goals

Comprehensive School Improvement Plan

Lewis County High School

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Increase the average freshman 4 year cohort graduation rate from 97% to 98% by 2018; the 5 year cohort graduation rate will be 98.5% by 2018

Measurable Objective 1:

collaborate to maintain the statewide target of the percent of youth with IEPs graduating from high school with a regular diploma of at least 90% by 06/01/2017 as measured by average graduation rate calculation.

Strategy1:

Dropout Prevention and Reduction - District assigned a transition coordinator at our high school to assist all special needs students in the transition process which includes dropout prevention and promotes graduation from high school.

Category: Continuous Improvement

Research Cited:

Activity - Dropout Prevention and Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The transition coordinator assists all special education teachers in getting their students to attend and participate in annual transition fairs to increase their awareness of the importance of a high school diploma, as well as the consequences of dropping out of high school. The high school guidance counselor targets all at-risk students, including students with special needs and counsels them on postsecondary options.	Other	08/03/2016	06/01/2017	\$0 - No Funding Required	Transition Coordinator, High School Counselor, Building Principal, Director of Special Education

Strategy2:

Comprehensive School Improvement Plan

Lewis County High School

Appropriate Placement Determination - Lewis County Schools shall make appropriate program eligibility determinations; the ARC will make the most appropriate and best decision in the interest of the child in taking the regular assessment or the alternate assessment.

Category: Continuous Improvement

Research Cited:

Activity - Record Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High school personnel will conduct record reviews to analyze student progress and placement.	Policy and Process	07/01/2016	06/01/2017	\$0 - No Funding Required	Selected teachers from each school, Building Administrators, Director of Special Education

Activity - ARC School Personnel Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish and procure consultation/technical assistance with the Big East Co-op to discuss guidelines and procedures for determining appropriate graduation path for students with IEP's.	Professional Learning	07/01/2016	06/01/2017	\$0 - No Funding Required	School Resource Teachers, Building Administration, Director of Special Education

Measurable Objective 2:

collaborate to maintain and/or decrease the suspension rate for students with disabilities to ensure that it is no more than 2 percentage points higher than the suspension rate for students without disabilities by 06/01/2017 as measured by Infinite Campus attendance and suspension reports.

Strategy1:

Suspension Policies and Procedures - Implement and revise district policies, procedures and practices that support the use of suspension as a last resort and the development and use of alternatives to suspension (i.e. phone calls, letters, contacts with parents on a consistent basis, proactive teacher involvement - hallway and restroom monitoring, continued implementation of the peer mediation program at the middle school, various counseling and behavior plans, as well as the in-school, after school, and Friday school detention programs).

Category: Continuous Improvement

Research Cited:

Activity - Monitor Suspension/Alternatives to Suspension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and district administration will monitor suspension/discipline data on a regular basis to ensure that schools are utilizing alternatives to suspension as appropriate and per policy.	Policy and Process	08/03/2016	06/01/2017	\$0 - No Funding Required	Counselors, School administration, District administration (DoSE, DPP, etc.)

Measurable Objective 3:

collaborate to increase the average freshman 4 year cohort graduation rate from 97% to 98% by 2018; the 5 year cohort graduation rate will be 98.5% by 2018 by 06/01/2018 as measured by Graduation formula.

Comprehensive School Improvement Plan

Lewis County High School

Strategy1:

College Readiness Pathway - The SBDM will develop in consultation with FMCTC and deploy the plan.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Utilize ILP in order to place freshmen in CTE courses aligned with their career interests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Readiness	Policy and Process	08/03/2016	06/01/2017	\$0 - No Funding Required	Mr. Lewis, Ms. Gastauer, Mr. Brammell and Mr. Lykins

Goal 2:

Increase the percentage of students who are college and career ready to 90% by 2018

Measurable Objective 1:

collaborate to Increase the percentage of students who are college and career ready to 90% by 2018 by 06/01/2018 as measured by Unbridled Learning CCR formula.

Strategy1:

Academic and Career Advising - The counselor and representative teachers from each grade level will develop and deploy the plan.

Category:

Research Cited: Kentucky Initiative

Activity - Advising Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon successful staff completion of professional development, all middle and high school students will have access to a comprehensive advising program utilizing ILP and the advising toolkit. Middle and secondary staff, upon training on the use of the advising toolkit, will provide guidance to students in regard to college and career readiness.	Career Preparation/Orientation	08/03/2016	06/01/2017	\$0 - No Funding Required	Teachers, Building Administrators, College and Career Readiness Coach, District Administration

Activity - Assessment Alternatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize alternate assessments for students not benchmarking on ACT: KYOTE, COMPASS, WorkKeys, etc. and track progress.	Academic Support Program	08/03/2016	06/01/2017	\$3200 - Perkins	Teachers, Counselors, and Administration from LCHS and FMCTC

Activity - Targeted Intervention (Data Analysis)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School reviews EPAS data to analyze gaps in instructional programming for students.	Academic Support Program	08/03/2016	06/01/2017	\$0 - No Funding Required	Teachers, Counselors, and Administrators from LCMS and LCHS

Comprehensive School Improvement Plan

Lewis County High School

Activity - Targeted Interventions (EPAS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine options for remediation for students not meeting benchmarks in EPAS; assign students to an intervention program, provide assistance, monitor usage and progress.	Academic Support Program	08/03/2016	06/01/2017	\$10000 - General Fund	LCMS and LCHS Counselors, Administration, Teachers, Paraeducators

Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership will run the Persistence to Graduation Tool from IC to determine which students are at risk of not meeting academic benchmarks, or who are in need of additional supports.	Policy and Process	08/03/2016	06/01/2017	\$0 - No Funding Required	College and Career Readiness Coach, Building Administration at LCMS and LCHS

Goal 3:

Decrease the percentage of students scoring novice and apprentice in reading from 40.6% in 2016 to 20% by 2018.

Measurable Objective 1:

A 10% decrease of Tenth grade students will demonstrate a proficiency at least 70% of students will score proficient or higher in English Language Arts by 06/01/2017 as measured by EOC.

Strategy1:

Literacy Initiative - The language arts department will develop and deploy a plan to reduce the number of students scoring novice and apprentice.

Category:

Research Cited: LCHS Initiative

Activity - Provide challenging reading material to students.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading novice and apprentice decrease.	Academic Support Program	08/03/2016	06/01/2017	\$0 - No Funding Required	All language arts teachers and all administrators

Goal 4:

Decrease the percent of students scoring novice and apprentice in math from 16.4% in 2016 to 10% in 2018

Measurable Objective 1:

A 40% increase of Tenth and Eleventh grade students will demonstrate a proficiency at least 65% scoring proficient or distinguished on Algebra II end of course exam in Mathematics by 05/18/2018 as measured by End of Course.

Strategy1:

Comprehensive School Improvement Plan

Lewis County High School

Math Initiative - All teachers of mathematics will collaborate to provide more rigorous readings, assignments, and assessments.

Category: Continuous Improvement

Research Cited: LCHS Initiative

Activity - Provide support and resources for teachers of mathematics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Help teachers challenge students in math.	Academic Support Program	08/03/2016	05/19/2017	\$1000 - General Fund	Teachers of mathematics and administrators

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Phase I - 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?

Kara Johnson- English department chairperson

Sara Poeppelman- Science department chairperson

Kenny Scott- Math department chairperson

Anna Sullivan- Social Studies department chairperson

Kibbey Hilger- AH/PL department chairperson

SBDM members:

Summer Behrendt - teacher

Charity Burriss- teacher

Matt Voiles- teachers

Amy Kennedy- parent

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Relationship Building

Overall Rating: 2.29

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

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

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 2.29

	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 uses informal conversations and/or a parent teacher conference to listen to parents or inform parents of students learning needs.	Apprentice

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

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

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

Comprehensive School Improvement Plan

Lewis County High School

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

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Decision Making

Overall Rating: 1.86

	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 action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

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

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

Comprehensive School Improvement Plan

Lewis County High School

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

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Advocacy

Overall Rating: 2.5

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

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

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

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

Learning Opportunities

Overall Rating: 2.5

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

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

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

Community Partnerships

Overall Rating: 2.67

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

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

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

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

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

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

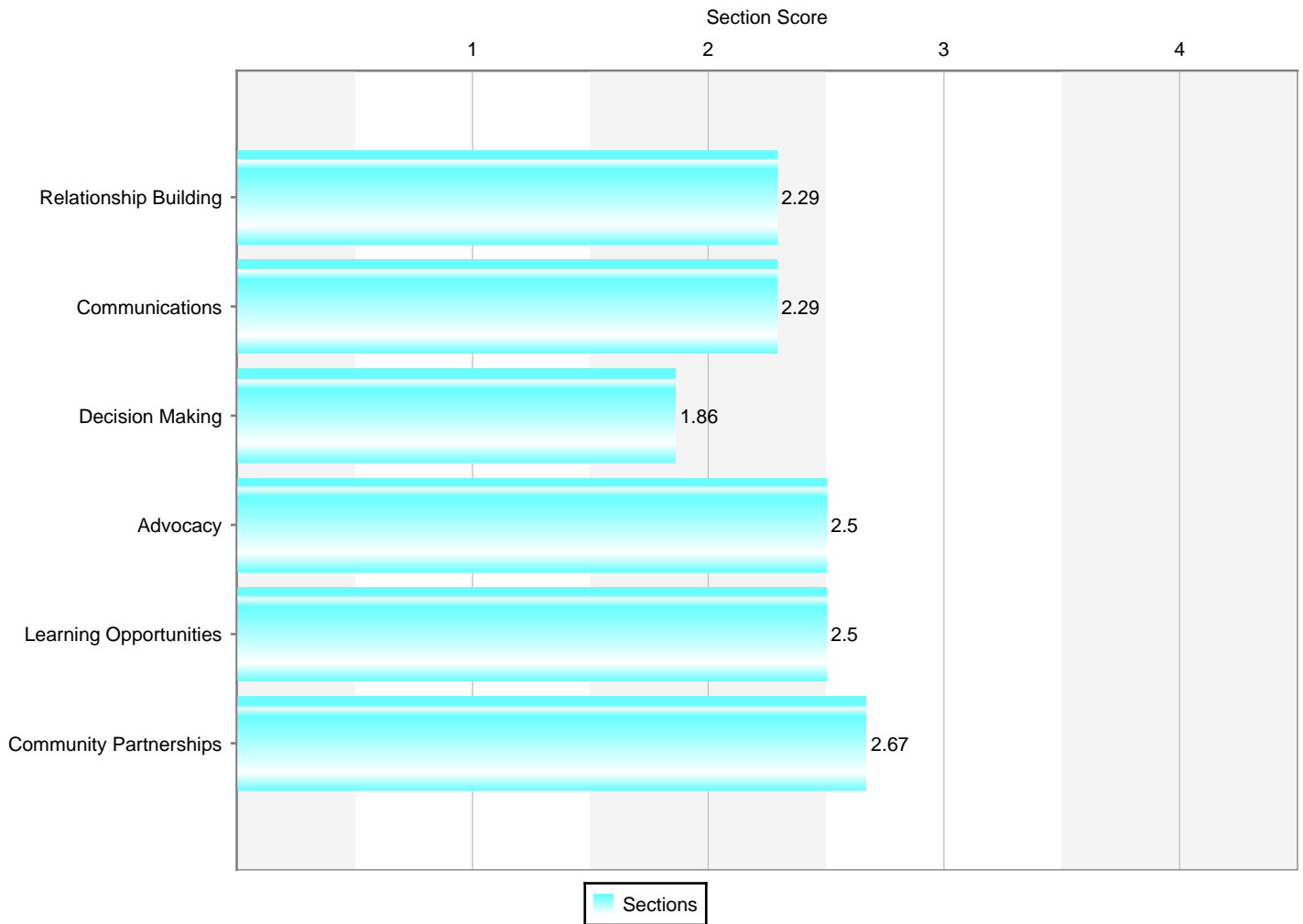
The school provides information to parents about student academic performance. Parents are given the opportunity to discuss school-wide achievement, assessment data at least once a semester. Parent-teacher conferences are held twice a year.

We have improved in the area of parent involvement and community relationships by building community relationships by inviting business and government leaders in to discuss what their needs are in their areas. As a school we have done a better job improving our interaction with businesses in the county. A way that we have done this is by inviting leaders in the community the opportunity to meet with the school leaders to discuss what they see as the needs for the students. We will improve parental involvement by hosting more nights at school for parents to get information such as nights for the following topics; college application, FASFA nights, early graduation, CCR, ACT, PLAN, scholarships, and others that parents may request.

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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.

Stakeholders selected were those that fill the leadership roles within the school. Stakeholders are representatives from each content area. Leaders were informed with an agenda they were to use in their meeting. These particular leaders at Lewis County High School meet with their content teams of teachers monthly and with the principal monthly. Administration attends all department meetings. SBDM members also reviewed and developed the improvement plan. This includes both parent members on the SBDM.

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

Kara Johnson- English department chairperson, schedules department meetings, ensures there is an agenda in place, ensures that members have the needed data, and ensures that all members participate in meetings.

Sara Poeppelman- Science department chairperson, schedules department meetings, ensures there is an agenda in place, ensures that members have the needed data, and ensures that all members participate in meetings.

Kenny Scott- Math department chairperson, schedules department meetings, ensures there is an agenda in place, ensures that members have the needed data, and ensures that all members participate in meetings.

Anna Sullivan- Social Studies department chairperson, schedules department meetings, ensures there is an agenda in place, ensures that members have the needed data, and ensures that all members participate in meetings.

Kibbey Hilger- AH/PL department chairperson, schedules department meetings, ensures there is an agenda in place, ensures that members have the needed data, and ensures that all members participate in meetings.

SBDM members

Summer Behrendt

Matt Voiels

Charity Burriss

Amy Kennedy

Jeff Lewis

PARENTS AND STUDENTS

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

The Lewis County High School improvement plan will be placed on the school web site with a place for suggestions. During faculty meetings the staff receives information on the plan. Any updates or notes added to the improvement plan will be discussed in the faculty/department meetings. SBDM members will review the plan and are also informed of any updates/notes throughout the school year.

Phase I - Needs Assessment

DRAFT

Introduction

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

DRAFT

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 always looking at our data and areas where we need to improve. What we are looking for the data to tell us is what areas we need to focus on for improvement, what demographics to focus on and what are trends are.

Our staff has reviewed (1) KPREP data, (2) ACT and PLAN data, (3) End-Of-Course data and (4) other relevant data. All staff members were assigned by department to analyze data and answer questions that were suggested by KASC training materials. Those responses are being summarized to answer the KDE Needs Assessment as required by ASSIST for our school improvement plan. We were looking for areas of strength and specific areas where we could improve. Our focus will be on overall achievement and gap improvement and novice reduction for 2015-2016.

K-PREP/End-Of-Course

Our KPREP data shows that in Reading our students scored at 12.8% lower in proficient and or distinguished than they did in 2014-15.

Our End-Of-Course data showed that two strongest areas of performance based on percentage of proficient and distinguished students in Language Mechanics 51.6% and social studies 55.9% proficient and distinguished were our highest content areas.

We still remain below the state average in math by 2.3 points, in science by 9.8 points and writing by 10.3 points.

Our focus will be on reducing the number of novice students in every area this school year. In all tested areas we exceeded the state average in novice. We reduced the percent of novice from 2014-15 in all areas except Reading. We also reduced our novice in all areas except Reading for our GAP students.

ACT

Our ACT data shows that the school increase from an 17.7 in 2011-12 to an 18.3 in 2012-13 to an 18.2 in 2014 to an 18.5 in 2014-15 and now an 18.9 in 2015-16

CCR

Our CCR numbers for dropped from 65.1% without bonus and 77.6 with bonus in 2013-14 to 64.1% without bonus and 74.9 with bonus in 2014-15. In 2015-16 our students were at 68.3% CCR without bonus and 88.2% with bonus.

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?

Our ACT scores indicate a slight, but consistent improvement since 2012. In each year our scores have been closing the gap with the state average LCHS is currently within .9 of the 2015 state average. On the End-Of-Course assessment our social studies and social studies scores were the highest performing areas. We are continuing to focus on writing and novice in all grades. We have contracted the services of Angela Hilterbrand to work with both writing and reading. A focus on this will not only help with writing and reading but she will work with all content areas to improve their scores as well.

Areas of strength will be sustained by continuing to focus on improvement in those areas as well as an initiative to focus on reading with Angela Hilterbrand. This reading focus will increase science, reading, English, and social studies scores.

DRAFT

Opportunities for Improvement

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

Looking at the data we see that we have several areas that we need to improve. In all subjects except social studies we identified significant gender gap with the females outperforming the males. We need to do a better job focusing on males in the areas of reading, English, and math. We will target homework assistance and ACT prep through ESS and ACTONLINE, we will target math and reading concerns in grades 9-12. The addition of ACTONLINE will help with that focus as we address specific areas that individual students need to focus. We will focus on more rigorous test which will be timed to simulate the assessments that students will be taking, ACT, KPREP, and End-Of-Course. We will limit classroom disruptions during class time to make sure all allotted time is devoted to instruction. In all EOC areas we will focus more time on the use of Quality Core material daily. We will also strive to be more focused on vocabulary in every subject. The schedule will be adjusted to allow for more classroom instructional time. Administration will do bi-monthly pacing guide checks to ensure that all material is being taught and mastered in a timely manner.

We will conduct scrimmage tests in all four EOC areas during the month of August. At a faculty meeting we will analyze the results and develop a plan to improve. We will have another EOC scrimmage in December and repeat the analysis. During August we will have an ACTONLINE and EOC scrimmage for 9-11th grade. These results will be analyze during the first department meeting in September.

DRAFT

Conclusion

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

The following strategies are in place and concerns we have that we continue to work on each day.

Effective Strategies

Posting student friendly learning targets

Following district developed pacing guides with focus on mastery

Equity

Refine questioning techniques and more rigorous questions

More timed reading passages of appropriate length

Maintain our commitment to reading and math fluency

Use of CIITS to create lesson plans and standards based assessments

Use of ACTONLINE and ACTROPOLIS as preps for ACT and diagnostic assessments

Maintain and update technology

Concerns

Maintaining technology

Program reviews

Angela Hilterbrand for reading help in all content areas

We feel that with a few changes the school is currently headed in the right direction. We will always strive to improve our quality of instruction and assessments. We have a hard working staff that is committed to improving achievement at Lewis County High School. We feel that with continued effort on our part, we will continue to improve and our students will excel.

Plan for Closing the Achievement Gap 2016-17

DRAFT

Overview

Plan Name

Plan for Closing the Achievement Gap 2016-17

Plan Description

DRAFT

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average freshman 4 year cohort graduation rate from 97% to 98% by 2018; the 5 year cohort graduation rate will be 98.5% by 2018	Objectives: 3 Strategies: 4 Activities: 5	Organizational	\$0
2	Increase the percentage of students who are college and career ready to 90% by 2018	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$13200
3	Decrease the percentage of students scoring novice and apprentice in reading from 40.6% in 2016 to 20% by 2018.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	Decrease the percent of students scoring novice and apprentice in math from 16.4% in 2016 to 10% in 2018	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1000

Goal 1: Increase the average freshman 4 year cohort graduation rate from 97% to 98% by 2018; the 5 year cohort graduation rate will be 98.5% by 2018

Measurable Objective 1:

collaborate to increase the average freshman 4 year cohort graduation rate from 97% to 98% by 2018; the 5 year cohort graduation rate will be 98.5% by 2018 by 06/01/2018 as measured by Graduation formula.

Strategy 1:

College Readiness Pathway - The SBDM will develop in consultation with FMCTC and deploy the plan.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Utilize ILP in order to place freshmen in CTE courses aligned with their career interests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career Readiness	Policy and Process	08/03/2016	06/01/2017	\$0	No Funding Required	Mr. Lewis, Ms. Gastauer, Mr. Brammell and Mr. Lykins

Measurable Objective 2:

collaborate to maintain and/or decrease the suspension rate for students with disabilities to ensure that it is no more than 2 percentage points higher than the suspension rate for students without disabilities by 06/01/2017 as measured by Infinite Campus attendance and suspension reports.

Strategy 1:

Suspension Policies and Procedures - Implement and revise district policies, procedures and practices that support the use of suspension as a last resort and the development and use of alternatives to suspension (i.e. phone calls, letters, contacts with parents on a consistent basis, proactive teacher involvement - hallway and restroom monitoring, continued implementation of the peer mediation program at the middle school, various counseling and behavior plans, as well as the in-school, after school, and Friday school detention programs).

Category: Continuous Improvement

Activity - Monitor Suspension/Alternatives to Suspension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and district administration will monitor suspension/discipline data on a regular basis to ensure that schools are utilizing alternatives to suspension as appropriate and per policy.	Policy and Process	08/03/2016	06/01/2017	\$0	No Funding Required	Counselors, School administration, District administration (DoSE, DPP, etc.)

Comprehensive School Improvement Plan

Lewis County High School

Measurable Objective 3:

collaborate to maintain the statewide target of the percent of youth with IEPs graduating from high school with a regular diploma of at least 90% by 06/01/2017 as measured by average graduation rate calculation.

Strategy 1:

Dropout Prevention and Reduction - District assigned a transition coordinator at our high school to assist all special needs students in the transition process which includes dropout prevention and promotes graduation from high school.

Category: Continuous Improvement

Activity - Dropout Prevention and Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The transition coordinator assists all special education teachers in getting their students to attend and participate in annual transition fairs to increase their awareness of the importance of a high school diploma, as well as the consequences of dropping out of high school. The high school guidance counselor targets all at-risk students, including students with special needs and counsels them on postsecondary options.	Other	08/03/2016	06/01/2017	\$0	No Funding Required	Transition Coordinator, High School Counselor, Building Principal, Director of Special Education

Strategy 2:

Appropriate Placement Determination - Lewis County Schools shall make appropriate program eligibility determinations; the ARC will make the most appropriate and best decision in the interest of the child in taking the regular assessment or the alternate assessment.

Category: Continuous Improvement

Activity - ARC School Personnel Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish and procure consultation/technical assistance with the Big East Co-op to discuss guidelines and procedures for determining appropriate graduation path for students with IEP's.	Professional Learning	07/01/2016	06/01/2017	\$0	No Funding Required	School Resource Teachers, Building Administration, Director of Special Education

Activity - Record Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Lewis County High School

High school personnel will conduct record reviews to analyze student progress and placement.	Policy and Process	07/01/2016	06/01/2017	\$0	No Funding Required	Selected teachers from each school, Building Administrators, Director of Special Education
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Goal 2: Increase the percentage of students who are college and career ready to 90% by 2018

Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready to 90% by 2018 by 06/01/2018 as measured by Unbridled Learning CCR formula.

Strategy 1:

Academic and Career Advising - The counselor and representative teachers from each grade level will develop and deploy the plan.

Category:

Research Cited: Kentucky Initiative

Activity - Targeted Interventions (EPAS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine options for remediation for students not meeting benchmarks in EPAS; assign students to an intervention program, provide assistance, monitor usage and progress.	Academic Support Program	08/01/2015	06/01/2016	\$10000	General Fund	LCMS and LCHS Counselors, Administration, Teachers, Paraeducators

Activity - Targeted Intervention (Data Analysis)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School reviews EPAS data to analyze gaps in instructional programming for students.	Academic Support Program	08/01/2015	06/01/2016	\$0	No Funding Required	Teachers, Counselors, and Administrators from LCMS and LCHS

Activity - Assessment Alternatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Lewis County High School

Utilize alternate assessments for students not benchmarking on ACT: KYOTE, COMPASS, WorkKeys, etc. and track progress.	Academic Support Program	08/01/2015	06/01/2016	\$3200	Perkins	Teachers, Counselors, and Administration from LCHS and FMCTC
Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership will run the Persistence to Graduation Tool from IC to determine which students are at risk of not meeting academic benchmarks, or who are in need of additional supports.	Policy and Process	08/01/2015	06/01/2016	\$0	No Funding Required	College and Career Readiness Coach, Building Administration at LCMS and LCHS
Activity - Advising Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon successful staff completion of professional development, all middle and high school students will have access to a comprehensive advising program utilizing ILP and the advising toolkit. Middle and secondary staff, upon training on the use of the advising toolkit, will provide guidance to students in regard to college and career readiness.	Career Preparation/Orientation	08/01/2015	06/01/2016	\$0	No Funding Required	Teachers, Building Administrator s, College and Career Readiness Coach, District Administration

Goal 3: Decrease the percentage of students scoring novice and apprentice in reading from 40.6% in 2016 to 20% by 2018.

Measurable Objective 1:

A 10% decrease of Tenth grade students will demonstrate a proficiency at least 70% of students will score proficient or higher in English Language Arts by 06/01/2017 as measured by EOC.

Strategy 1:

Literacy Initiative - The language arts department will develop and deploy a plan to reduce the number of students scoring novice and apprentice.

Category:

Research Cited: LCHS Initiative

Comprehensive School Improvement Plan

Lewis County High School

Activity - Provide challenging reading material to students.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading novice and apprentice decrease.	Academic Support Program	08/01/2015	06/01/2016	\$0	No Funding Required	All language arts teachers and all administrators

Goal 4: Decrease the percent of students scoring novice and apprentice in math from 16.4% in 2016 to 10% in 2018

Measurable Objective 1:

A 40% increase of Tenth and Eleventh grade students will demonstrate a proficiency at least 65% scoring proficient or distinguished on Algebra II end of course exam in Mathematics by 05/18/2018 as measured by End of Course.

Strategy 1:

Math Initiative - All teachers of mathematics will collaborate to provide more rigorous readings, assignments, and assessments.

Category: Continuous Improvement

Research Cited: LCHS Initiative

Activity - Provide support and resources for teachers of mathematics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Help teachers challenge students in math.	Academic Support Program	08/06/2014	05/19/2017	\$1000	General Fund	Teachers of mathematics and administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Provide support and resources for teachers of mathematics	Help teachers challenge students in math.	Academic Support Program	08/06/2014	05/19/2017	\$1000	Teachers of mathematics and administrators
Targeted Interventions (EPAS)	Determine options for remediation for students not meeting benchmarks in EPAS; assign students to an intervention program, provide assistance, monitor usage and progress.	Academic Support Program	08/01/2015	06/01/2016	\$10000	LCMS and LCHS Counselors, Administration, Teachers, Paraeducators
Total					\$11000	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment Alternatives	Utilize alternate assessments for students not benchmarking on ACT: KYOTE, COMPASS, WorkKeys, etc. and track progress.	Academic Support Program	08/01/2015	06/01/2016	\$3200	Teachers, Counselors, and Administration from LCHS and FMCTC
Total					\$3200	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

Lewis County High School

Persistence to Graduation Tool	School leadership will run the Persistence to Graduation Tool from IC to determine which students are at risk of not meeting academic benchmarks, or who are in need of additional supports.	Policy and Process	08/01/2015	06/01/2016	\$0	College and Career Readiness Coach, Building Administration at LCMS and LCHS
Utilize ILP in order to place freshmen in CTE courses aligned with their career interests	Career Readiness	Policy and Process	08/03/2016	06/01/2017	\$0	Mr. Lewis, Ms. Gastauer, Mr. Brammell and Mr. Lykins
Provide challenging reading material to students.	Reading novice and apprentice decrease.	Academic Support Program	08/01/2015	06/01/2016	\$0	All language arts teachers and all administrators
Targeted Intervention (Data Analysis)	School reviews EPAS data to analyze gaps in instructional programming for students.	Academic Support Program	08/01/2015	06/01/2016	\$0	Teachers, Counselors, and Administrators from LCMS and LCHS
Dropout Prevention and Transition	The transition coordinator assists all special education teachers in getting their students to attend and participate in annual transition fairs to increase their awareness of the importance of a high school diploma, as well as the consequences of dropping out of high school. The high school guidance counselor targets all at-risk students, including students with special needs and counsels them on postsecondary options.	Other	08/03/2016	06/01/2017	\$0	Transition Coordinator, High School Counselor, Building Principal, Director of Special Education
ARC School Personnel Training	Establish and procure consultation/technical assistance with the Big East Co-op to discuss guidelines and procedures for determining appropriate graduation path for students with IEP's.	Professional Learning	07/01/2016	06/01/2017	\$0	School Resource Teachers, Building Administration, Director of Special Education
Monitor Suspension/Alternatives to Suspension	School and district administration will monitor suspension/discipline data on a regular basis to ensure that schools are utilizing alternatives to suspension as appropriate and per policy.	Policy and Process	08/03/2016	06/01/2017	\$0	Counselors, School administration, District administration (DoSE, DPP, etc.)

Comprehensive School Improvement Plan

Lewis County High School

Record Reviews	High school personnel will conduct record reviews to analyze student progress and placement.	Policy and Process	07/01/2016	06/01/2017	\$0	Selected teachers from each school, Building Administrators, Director of Special Education
Advising Program	Upon successful staff completion of professional development, all middle and high school students will have access to a comprehensive advising program utilizing ILP and the advising toolkit. Middle and secondary staff, upon training on the use of the advising toolkit, will provide guidance to students in regard to college and career readiness.	Career Preparation/Orientation	08/01/2015	06/01/2016	\$0	Teachers, Building Administrators, College and Career Readiness Coach, District Administration
Total					\$0	

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Phase II - KDE Assurances - Schools

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.	No	We do not have preschool.	

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

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

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	No	We are not a Title 1 school.	

Comprehensive School Improvement Plan

Lewis County High School

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

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Lewis County High School

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	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.	No	Lewis County High School is not a Title 1 school.	

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	No	Lewis County High School is not a Title 1 school..	

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

Comprehensive School Improvement Plan

Lewis County High School

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	Lewis County High School is not a Title 1 school.	

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

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

Comprehensive School Improvement Plan

Lewis County High School

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

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

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	Lewis County High School is not a Title 1 school.	

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

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Phase II - KDE Compliance and Accountability - Schools

DRAFT

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 average freshman 4 year cohort graduation rate from 97% to 98% by 2018; the 5 year cohort graduation rate will be 98.5% by 2018

Measurable Objective 1:

collaborate to maintain the statewide target of the percent of youth with IEPs graduating from high school with a regular diploma of at least 90% by 06/01/2017 as measured by average graduation rate calculation.

Strategy1:

Appropriate Placement Determination - Lewis County Schools shall make appropriate program eligibility determinations; the ARC will make the most appropriate and best decision in the interest of the child in taking the regular assessment or the alternate assessment.

Category: Continuous Improvement

Research Cited:

Activity - Record Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High school personnel will conduct record reviews to analyze student progress and placement.	Policy and Process	07/01/2016	06/01/2017	\$0 - No Funding Required	Selected teachers from each school, Building Administrators, Director of Special Education

Activity - ARC School Personnel Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish and procure consultation/technical assistance with the Big East Co-op to discuss guidelines and procedures for determining appropriate graduation path for students with IEP's.	Professional Learning	07/01/2016	06/01/2017	\$0 - No Funding Required	School Resource Teachers, Building Administration , Director of Special Education

Strategy2:

Dropout Prevention and Reduction - District assigned a transition coordinator at our high school to assist all special needs students in the transition process which includes dropout prevention and promotes graduation from high school.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Lewis County High School

Activity - Dropout Prevention and Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The transition coordinator assists all special education teachers in getting their students to attend and participate in annual transition fairs to increase their awareness of the importance of a high school diploma, as well as the consequences of dropping out of high school. The high school guidance counselor targets all at-risk students, including students with special needs and counsels them on postsecondary options.	Other	08/03/2016	06/01/2017	\$0 - No Funding Required	Transition Coordinator, High School Counselor, Building Principal, Director of Special Education

Measurable Objective 2:

collaborate to increase the average freshman 4 year cohort graduation rate from 97% to 98% by 2018; the 5 year cohort graduation rate will be 98.5% by 2018 by 06/01/2018 as measured by Graduation formula.

Strategy1:

College Readiness Pathway - The SBDM will develop in consultation with FMCTC and deploy the plan.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Utilize ILP in order to place freshmen in CTE courses aligned with their career interests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Readiness	Policy and Process	08/03/2016	06/01/2017	\$0 - No Funding Required	Mr. Lewis, Ms. Gastauer, Mr. Brammell and Mr. Lykins

Measurable Objective 3:

collaborate to maintain and/or decrease the suspension rate for students with disabilities to ensure that it is no more than 2 percentage points higher than the suspension rate for students without disabilities by 06/01/2017 as measured by Infinite Campus attendance and suspension reports.

Strategy1:

Suspension Policies and Procedures - Implement and revise district policies, procedures and practices that support the use of suspension as a last resort and the development and use of alternatives to suspension (i.e. phone calls, letters, contacts with parents on a consistent basis, proactive teacher involvement - hallway and restroom monitoring, continued implementation of the peer mediation program at the middle school, various counseling and behavior plans, as well as the in-school, after school, and Friday school detention programs).

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Lewis County High School

Activity - Monitor Suspension/Alternatives to Suspension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and district administration will monitor suspension/discipline data on a regular basis to ensure that schools are utilizing alternatives to suspension as appropriate and per policy.	Policy and Process	08/03/2016	06/01/2017	\$0 - No Funding Required	Counselors, School administration, District administration (DoSE, DPP, etc.)

Goal 2:

Increase the percentage of students who are college and career ready to 90% by 2018

Measurable Objective 1:

collaborate to Increase the percentage of students who are college and career ready to 90% by 2018 by 06/01/2018 as measured by Unbridled Learning CCR formula.

Strategy1:

Academic and Career Advising - The counselor and representative teachers from each grade level will develop and deploy the plan.

Category:

Research Cited: Kentucky Initiative

Activity - Targeted Interventions (EPAS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine options for remediation for students not meeting benchmarks in EPAS; assign students to an intervention program, provide assistance, monitor usage and progress.	Academic Support Program	08/03/2016	06/01/2017	\$10000 - General Fund	LCMS and LCHS Counselors, Administration, Teachers, Paraeducators

Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership will run the Persistence to Graduation Tool from IC to determine which students are at risk of not meeting academic benchmarks, or who are in need of additional supports.	Policy and Process	08/03/2016	06/01/2017	\$0 - No Funding Required	College and Career Readiness Coach, Building Administration at LCMS and LCHS

Activity - Targeted Intervention (Data Analysis)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School reviews EPAS data to analyze gaps in instructional programming for students.	Academic Support Program	08/03/2016	06/01/2017	\$0 - No Funding Required	Teachers, Counselors, and Administrators from LCMS and LCHS

Comprehensive School Improvement Plan

Lewis County High School

Activity - Advising Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon successful staff completion of professional development, all middle and high school students will have access to a comprehensive advising program utilizing ILP and the advising toolkit. Middle and secondary staff, upon training on the use of the advising toolkit, will provide guidance to students in regard to college and career readiness.	Career Preparation/Orientation	08/03/2016	06/01/2017	\$0 - No Funding Required	Teachers, Building Administrators, College and Career Readiness Coach, District Administration

Activity - Assessment Alternatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize alternate assessments for students not benchmarking on ACT: KYOTE, COMPASS, WorkKeys, etc. and track progress.	Academic Support Program	08/03/2016	06/01/2017	\$3200 - Perkins	Teachers, Counselors, and Administration from LCHS and FMCTC

Goal 3:

Decrease the percent of students scoring novice and apprentice in math from 16.4% in 2016 to 10% in 2018

Measurable Objective 1:

A 40% increase of Tenth and Eleventh grade students will demonstrate a proficiency at least 65% scoring proficient or distinguished on Algebra II end of course exam in Mathematics by 05/18/2018 as measured by End of Course.

Strategy1:

Math Initiative - All teachers of mathematics will collaborate to provide more rigorous readings, assignments, and assessments.

Category: Continuous Improvement

Research Cited: LCHS Initiative

Activity - Provide support and resources for teachers of mathematics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Help teachers challenge students in math.	Academic Support Program	08/03/2016	05/19/2017	\$1000 - General Fund	Teachers of mathematics and administrators

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

Goal 1:

Decrease the percentage of students scoring novice and apprentice in reading from 40.6% in 2016 to 20% by 2018.

Measurable Objective 1:

A 10% decrease of Tenth grade students will demonstrate a proficiency at least 70% of students will score proficient or higher in English Language Arts by 06/01/2017 as measured by EOC.

Comprehensive School Improvement Plan

Lewis County High School

Strategy1:

Literacy Initiative - The language arts department will develop and deploy a plan to reduce the number of students scoring novice and apprentice.

Category:

Research Cited: LCHS Initiative

Activity - Provide challenging reading material to students.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading novice and apprentice decrease.	Academic Support Program	08/03/2016	06/01/2017	\$0 - No Funding Required	All language arts teachers and all administrators

Goal 2:

Decrease the percent of students scoring novice and apprentice in math from 16.4% in 2016 to 10% in 2018

Measurable Objective 1:

A 40% increase of Tenth and Eleventh grade students will demonstrate a proficiency at least 65% scoring proficient or distinguished on Algebra II end of course exam in Mathematics by 05/18/2018 as measured by End of Course.

Strategy1:

Math Initiative - All teachers of mathematics will collaborate to provide more rigorous readings, assignments, and assessments.

Category: Continuous Improvement

Research Cited: LCHS Initiative

Activity - Provide support and resources for teachers of mathematics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Help teachers challenge students in math.	Academic Support Program	08/03/2016	05/19/2017	\$1000 - General Fund	Teachers of mathematics and administrators

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)

Comprehensive School Improvement Plan

Lewis County High School

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap groups from 27.4% in 2014 to 70% in 2017.

Measurable Objective 1:

collaborate to Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group percentage from 36.9% to 42.2%. by 06/30/2014 as measured by KPREP.

Strategy1:

RTI/KSI - Using state test results, universal and diagnostic screeners, schools will identify areas for academic growth for all students. Schools shall provide appropriate, needs-based interventions on a regular basis. Student progress shall be monitored to determine efficacy of intervention and further instructional needs.

Category:

Research Cited:

Activity - ESS Century Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS/21st c. program will be utilized to support instructional needs of students in reading, math and other core subjects	Academic Support Program	08/06/2014	05/29/2015	\$100000 - State Funds	School and District ESS Coordinators, Teachers, Principal, School and District Coordinator

Activity - Intervention Diagnostics and Planning)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will administer universal and diagnostic screenings 2-3 times per year. Intervention teams will meet to discuss and develop plans for addressing student needs.	Academic Support Program	08/06/2014	05/29/2015	\$80000 - Other	Teachers, Building Administrators, District Administrators

Activity - Intervention (Core/Tier 1 improvement)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on data from assessments, schools will determine large areas of need within Tier 1. School-based teams will meet to determine curricular or instructional gaps or weaknesses and develop plans to address these areas of need.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers, Building Administrators, District Administrators

Comprehensive School Improvement Plan

Lewis County High School

Activity - Intervention (Tier II and Tier III)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop plans for Tier II and Tier III intervention services. Intervention teams will consider scheduling options and instructional resources available	Academic Support Program	08/06/2014	06/30/2015	\$25000 - Other	Teachers, Paraeducators, Building Administrators, District Administrators, Instructional Coach

Goal 2:

Decrease the percentage of students scoring novice and apprentice in reading from 40.6% in 2016 to 20% by 2018.

Measurable Objective 1:

A 10% decrease of Tenth grade students will demonstrate a proficiency at least 70% of students will score proficient or higher in English Language Arts by 06/01/2017 as measured by EOC.

Strategy1:

Literacy Initiative - The language arts department will develop and deploy a plan to reduce the number of students scoring novice and apprentice.

Category:

Research Cited: LCHS Initiative

Activity - Provide challenging reading material to students.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading novice and apprentice decrease.	Academic Support Program	08/03/2016	06/01/2017	\$0 - No Funding Required	All language arts teachers and all administrators

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

Goal 1:

Increase the average freshman 4 year cohort graduation rate from 97% to 98% by 2018; the 5 year cohort graduation rate will be 98.5% by 2018

Measurable Objective 1:

collaborate to Increase the average freshman 4 year cohort graduation rate from 97% to 98% by 2018; the 5 year cohort graduation rate will be 98.5% by 2018 by 06/01/2018 as measured by Graduation formula.

Strategy1:

College Readiness Pathway - The SBDM will develop in consultation with FMCTC and deploy the plan.

Comprehensive School Improvement Plan

Lewis County High School

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Utilize ILP in order to place freshmen in CTE courses aligned with their career interests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Readiness	Policy and Process	08/03/2016	06/01/2017	\$0 - No Funding Required	Mr. Lewis, Ms. Gastauer, Mr. Brammell and Mr. Lykins

Measurable Objective 2:

collaborate to maintain and/or decrease the suspension rate for students with disabilities to ensure that it is no more than 2 percentage points higher than the suspension rate for students without disabilities by 06/01/2017 as measured by Infinite Campus attendance and suspension reports.

Strategy1:

Suspension Policies and Procedures - Implement and revise district policies, procedures and practices that support the use of suspension as a last resort and the development and use of alternatives to suspension (i.e. phone calls, letters, contacts with parents on a consistent basis, proactive teacher involvement - hallway and restroom monitoring, continued implementation of the peer mediation program at the middle school, various counseling and behavior plans, as well as the in-school, after school, and Friday school detention programs).

Category: Continuous Improvement

Research Cited:

Activity - Monitor Suspension/Alternatives to Suspension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and district administration will monitor suspension/discipline data on a regular basis to ensure that schools are utilizing alternatives to suspension as appropriate and per policy.	Policy and Process	08/03/2016	06/01/2017	\$0 - No Funding Required	Counselors, School administration, District administration (DoSE, DPP, etc.)

Measurable Objective 3:

collaborate to maintain the statewide target of the percent of youth with IEPs graduating from high school with a regular diploma of at least 90% by 06/01/2017 as measured by average graduation rate calculation.

Strategy1:

Dropout Prevention and Reduction - District assigned a transition coordinator at our high school to assist all special needs students in the transition process which includes dropout prevention and promotes graduation from high school.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Lewis County High School

Activity - Dropout Prevention and Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The transition coordinator assists all special education teachers in getting their students to attend and participate in annual transition fairs to increase their awareness of the importance of a high school diploma, as well as the consequences of dropping out of high school. The high school guidance counselor targets all at-risk students, including students with special needs and counsels them on postsecondary options.	Other	08/03/2016	06/01/2017	\$0 - No Funding Required	Transition Coordinator, High School Counselor, Building Principal, Director of Special Education

Strategy2:

Appropriate Placement Determination - Lewis County Schools shall make appropriate program eligibility determinations; the ARC will make the most appropriate and best decision in the interest of the child in taking the regular assessment or the alternate assessment.

Category: Continuous Improvement

Research Cited:

Activity - Record Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High school personnel will conduct record reviews to analyze student progress and placement.	Policy and Process	07/01/2016	06/01/2017	\$0 - No Funding Required	Selected teachers from each school, Building Administrators, Director of Special Education

Activity - ARC School Personnel Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish and procure consultation/technical assistance with the Big East Co-op to discuss guidelines and procedures for determining appropriate graduation path for students with IEP's.	Professional Learning	07/01/2016	06/01/2017	\$0 - No Funding Required	School Resource Teachers, Building Administration , Director of Special Education

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 to 90% by 2018

Measurable Objective 1:

collaborate to Increase the percentage of students who are college and career ready to 90% by 2018 by 06/01/2018 as measured by Unbridled Learning CCR formula.

Strategy1:

Academic and Career Advising - The counselor and representative teachers from each grade level will develop and deploy the plan.

Category:

Research Cited: Kentucky Initiative

SY 2016-2017

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Comprehensive School Improvement Plan

Lewis County High School

Activity - Advising Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon successful staff completion of professional development, all middle and high school students will have access to a comprehensive advising program utilizing ILP and the advising toolkit. Middle and secondary staff, upon training on the use of the advising toolkit, will provide guidance to students in regard to college and career readiness.	Career Preparation/Orientation	08/03/2016	06/01/2017	\$0 - No Funding Required	Teachers, Building Administrators, College and Career Readiness Coach, District Administration

Activity - Targeted Intervention (Data Analysis)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School reviews EPAS data to analyze gaps in instructional programming for students.	Academic Support Program	08/03/2016	06/01/2017	\$0 - No Funding Required	Teachers, Counselors, and Administrators from LCMS and LCHS

Activity - Assessment Alternatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize alternate assessments for students not benchmarking on ACT: KYOTE, COMPASS, WorkKeys, etc. and track progress.	Academic Support Program	08/03/2016	06/01/2017	\$3200 - Perkins	Teachers, Counselors, and Administration from LCHS and FMCTC

Activity - Targeted Interventions (EPAS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine options for remediation for students not meeting benchmarks in EPAS; assign students to an intervention program, provide assistance, monitor usage and progress.	Academic Support Program	08/03/2016	06/01/2017	\$10000 - General Fund	LCMS and LCHS Counselors, Administration, Teachers, Paraeducators

Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership will run the Persistence to Graduation Tool from IC to determine which students are at risk of not meeting academic benchmarks, or who are in need of additional supports.	Policy and Process	08/03/2016	06/01/2017	\$0 - No Funding Required	College and Career Readiness Coach, Building Administration at LCMS and LCHS

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

Goal 1:

All Lewis County Schools will develop strong programming in: Practical Living, Arts and Humanities and Writing.

Measurable Objective 1:

collaborate to increase programming strength and quality in the following: Practical Living/Career Studies; Arts and Humanities; Writing, from SY 2016-2017

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Comprehensive School Improvement Plan

Lewis County High School

Needs Improvement Status to Proficient Status by 06/01/2016 as measured by ASSIST.

Strategy1:

Program Improvement Planning - Each program area will be reviewed by a designated set of stakeholders 3 times per year to examine program strengths and weaknesses and choose specific indicators and characteristics for focus before the next internal review. Results will be communicated with the SBDM council for recommendations and approval. Between each review, school will work to strengthen chosen indicators and characteristics, then evaluate at the next internal review.

Category: Continuous Improvement

Research Cited:

Activity - Matrix Development, Implementation and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
collaborative work and planning, each teacher will articulate where and when he/she will contribute to the cache of artifacts collected to determine program effectiveness. Teachers will post artifacts to the appropriate program wiki as indicated in matrix. School administrators will monitor submission and follow up with staff on their contributions.	Policy and Process	08/01/2015	06/01/2016	\$0 - No Funding Required	All School Personnel

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?

Lewis County High School is a comprehensive high school with an enrollment of over 700 students. Lewis County Schools employs 50 certified staff at Lewis County High School and 16 classified employees to serve the students. The student body at Lewis County High School has the following make-up: 97.1% white, 2.9% other. Within the enrollment is a minority population of 2.9%, a Free/Reduced Lunch population of 68% and Special Education/504 population of 7.26%. Lewis County High School is located in Vanceburg, Kentucky which is in the northeast corner of Kentucky. There are several college campuses within an hour's drive of the city including Morehead State University (Morehead, KY), Maysville Community and Technical College, and Ashland Community and Technical College.

Economy in Vanceburg is supported by a few industries such as the Coroplast, Nelson Brothers, and Northern Contours. Lewis County Schools is the largest employer in the county. Vanceburg has seen no growth in population over the past 5 years. The median income of families in Vanceburg is \$27,311. 31.7% of the people in Lewis County live below the poverty level compared to 18.6% state wide. 22.7% of homes in Lewis County have children under the age of 18 living with them.

Lewis County High School offers a variety of options in classes to meet the needs of all students as they become College and Career Ready upon leaving high school. The opportunities include Advance Placement courses, Dual Credit classes in conjunction with Morehead State University, Maysville Community and Technical College, and Shawnee State University along with a vocational school which joins the high school.

Some of the challenges faced by students in our community include the growing economic issues faced by many in our state. As mentioned above our Free and Reduced population is at 68% which is a reflection of the economic challenges faced by our community. Another challenge faced by students at Lewis County High School the lack of importance placed on education by family members.

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.

Lewis County High School Mission Statement- The mission of Lewis County High School is to provide students with the knowledge and skills necessary to become college and/or career ready.

Other Beliefs:

- 1.As a school we set high expectations of all students.
2. ALL students deserve a caring, productive, and effective learning environment.
3. Parental support is essential to student success.
4. We believe in open communication and collaboration with local government leaders, business leaders, community members, professionals, and active parents.
5. Students and staff succeed in a safe environment.

LCHS strives to fulfill its mission by providing a wide variety of course selections that range from Dual Credit, Advance Placement courses to Career and Technical Education. Students are also supported through services by special education teachers in both resource classrooms and through collaboration. Additional support for students is ACT online prep, IXL Math, ACT tutoring before school, and ESS after school tutoring. This year, school administration will meet with each junior who will take the ACT to set goals for the student. Each junior will have a personal and school goal to attain. Every student is enrolled in a course of study designed to meet the needs of each student. Learners have the opportunity to take courses that challenge them such as Honors, Advanced Placement Courses, Dual Credit Classes. Students who do not meet benchmark on ACT are enrolled in CCR classes to help them reach the needed scores to be successful.

Teachers are trained to teach students in Quality Core, Advanced Placement, KCAS/ Kentucky Core Academic Standards, Laying the Foundation, and Transition Course training. Our school also participates with the Advance Kentucky Grant which has increased enrollment in AP class offerings, enrollment and teacher training.

Students at LCHS are provided with college counseling through the guidance office at LCHS plus several college and university staff visit on site to discuss opportunities with students.

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.

Academic

2016 ACT scores were up .5 to an 18.9 the highest ever for the school.

The 2016 ACT scores were as follows:

English 17.9 an increase from 17.6 in 2015

Math 18.6 an increase from 18.2 in 2015.

Reading 19.1 an increase from 18.4 in 2015.

Science 19.3 an increase from 18.9 in 2015.

Our 2016 graduating class had an ACT composite of 18.8 which is the highest the school has had.

The scores on the 2014-15 End of Course exams were as follows:

Math 47.7% proficient/distinguished an increase of 11.8 from 2014-15

Writing 44.5% proficient/distinguished an increase of 4.8% from 2014-15

Social Studies 53.4% proficient/distinguished an increase of 2.8 from 2014-15

CCR increased from 64.1% to a 68.3% in 2016.

Our focus this year is in novice reduction in all areas. We have consistently increased our proficient/distinguished numbers but have not focused as much on the novice reduction.

LCHS has been committed and a major focus of the high school and vocational school has been to help students become College and Career Ready in the last three years. The primary focus and initial task has been to improve the school's ACT scores. The plan has included having teachers trained in Quality Core Standards as well as End Of Course Assessment and the standards based curriculum that supports the End Of Course Assessments in English II, Biology, Algebra II and US History. We continue to work with Angela Hilterbrand, a reading specialist to concentrate in the ELA area. For the past 5 years we have worked with Dr. Linda Sheffield to improve our math scores.

Teachers have been meeting in PLCs to align curriculum.

Since the 2011-12 school year, the school composite for the ACT has improved from 17.7 to 18.9. This has been achieved primarily through a focus on the ACT, ACT practice in the classroom, standards based curriculum being taught and the high expectations of teachers in the classroom.

Gains have been made in the area of Career Readiness. The school will continue to work to allow opportunities for students to be aware of the opportunities to be Career Ready by obtaining certificates in industry recognized areas or by taking tests such as Work Keys or KOSSA.

Additional Information

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

LCHS has changed course offerings to provide better class choice to our students and we will continue to look at different options available to us to increase the opportunities for our students.

LCHS has increased Early College classes offerings to students from 9 hours in 2012 to 45 hours in 2015-16 We continue to work with MCTC and Morehead State to look for opportunities for our students.

LCHS will continue to strive to be a part of the community by working with stakeholders provide the resources that our students require in order to be successful, and graduate college/career ready.

This year we have allowed students to partner with local businesses to do a work study opportunity

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