



Comprehensive School Improvement Plan - Priority

Lee County High School
Lee County School District

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Lee County High School is located in Beattyville, Kentucky nestled in the foothills of eastern Kentucky with an enrollment of 318 students. The present IDEA-B participation rate is 7.86 % and the mobility rate is 3.07%. In the past two years, Lee County High School has lost an average of fifteen (15) students per year. This loss has led to a loss in SEEK Funding and a loss in instructional staff.

Lee County and its schools have been adversely affected by state and federal budget cuts, the most recent recession, and a persistent loss in local revenue. In the last year the school board and the superintendent have addressed the lack of revenue with tax initiatives to increase the amount of monetary support needed for local bonding issues and resources to address student needs. A further concern, regardless of tax increases has been the continued loss of businesses and a declining population. The students of Lee County High School participate in a universal feeding program that is eligible to service 100% of the populace.

The faculty, staff, administrators, instructional supervisors, and community have never been satisfied with just meeting minimum requirements. Therefore, we have endeavored to "Re-Focus, Re-Position, and Re-Invent," in our efforts to become one of Kentucky's leading schools once again providing college and career ready students for the work force. Taking the time to reflect upon previous instructional practices and all available data has provided a reinforcing shot of intentional actions to correct, update, remind, and encourage our students, staff, and community of plight of continuous growth. It is our ultimate goal to make Lee County High School a "Next Level School" where achieving and succeeding is a never-ending process.

Lee County High School's Vision Statement was developed as an out-growth of the LCHS Belief Statements. "LCHS - Clawing to the Top," has become the defining statement that follows the student's overall desire to make a concerted effort to move to the next level of performance. The schools beliefs and vision statement were used as a springboard to create the present Mission Statement, "LCHS recognizes each student's uniqueness in learning, achieving, and succeeding." On a daily basis, students accept individual differences; have become intensely focused in their quest for success, and academic achievement has become a new found badge of honor.

With the "Re-Focus" we have further striven to meet the needs of all learners. There have been master schedule adjustments made to meet student needs through course offerings that include the TEALS Program (Technology class taught by Microsoft Employees via Distance Learning), dual credit courses via Distance Learning with neighboring school districts, Hazard Community and Technical College, Eastern Kentucky University, and Murray State University. We have also enhanced Gear-Up, Advanced Placement, Credit Recovery, and Vocational opportunities taught at Lee County High School and the Lee County Area Technology Center with an expectation of maximum performance commensurate with every student's innate capacity to learn. As a result, the intentionality of treating students as individuals has helped our student performance continue to improve annually. In addition, we have incorporated Transition Courses for English, Reading, and Mathematics, initiated Mathematics and English Lab classes. To further support the transition students we have introduced WIN Learn, COMPASS Learning, and Edgenuity software support programs. We have also introduced after-schools programs such as Second Chance, Early Start, Credit Recovery via Edgenuity in our summer programs, Benchmark Boot Camp, Saturday, Amnesty, Evening Drop-In School, and Diploma Recovery as a result of AT&T Grant received in July 2013. Additional support has been provided for our literacy program though the funding acquired through the Dollar General Store Grant. We are in the process of re-implementing a Reading Intervention Program within the daily master schedule upon starting the second semester. As a result, we have observed substantial gains in student

performance.

Presently, Lee County High School (LCHS) is accredited with the Southern Association of Colleges and Schools. LCHS has made great strides in overall academic performance since the Spring of 2012. The overall performance on the END of Course (EOC), ACT, PLAN, KOSSA, and COMPASS have shown great improvement. Along with the academic success we have many successes in state contests and extracurricular activities. The collaborative effort of the school and community is proof that schools can have strong academic and extracurricular programs.

As we continue our effort to "Re-Position," our goal is to become the "Beacon of the Mountains." Employing a laser-like focus, every student will benefit from the development of a progressive, vertically aligned curriculum as well as a quality master schedule to meet the needs of all learners. We will focus on adding rigor and relevance, quality learning targets, and implementing quality questioning techniques as improvement steps that will be driven by all personnel. Student learning and success will serve as the catalyst leading to our communities "Re-Invention" of competitive greatness.

The young people attending Lee County Schools are our community's greatest untapped resource. They have the desire to become highly successful and are willing to work to reach unknown heights. As we work to improve school culture and organizational performance we have concentrated on utilizing the Internal and external support services, intentional relationship building, and the A-Team's address of the 30-60-90 Plan to guide Lee County High School. LCHS has started to Re-Invent itself by moving from a proficient to a distinguished school with the inclusion of student input from the "Bobcat Talk Team, Bobcats That Care, impromptu group interviews, and the Superintendent's Advisory Council." To further support the increase in stakeholder participation, the number of parents participating in surveys and activities has increased substantially. Students are the catalyst for moving us once again into the spotlight so that we may serve as a model school site for the region and the state.

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.

Lee County High School's Vision Statement was developed as an out-growth of the LCHS Belief Statements. "LCHS - Clawing to the Top," has become the defining statement that follows the student's overall desire to make a concerted effort to move to the next level of performance. The school's beliefs and vision statement were used as a springboard to create the present Mission Statement, "LCHS recognizes each student's uniqueness in learning, achieving, and succeeding." Students have embraced their role in making themselves successful in the future in the junior and senior grades. Student ownership of their learning is still a growth area for our freshmen and sophomores.

As stated in the Description of the School, there are many, many ways that the school efforts to embody this purpose and mission. A variety of engaging student activities (both focused on academic and career studies) are available for all students. Numerous support and intervention opportunities exist for the struggling student, including: transition courses, additional lab classes in math and reading, tutoring, ACT Prep, Lighthouse, and other interventions designed to support student growth. EVERY STUDENT matters at LCHS - as proven by the 1:1 authentic mentoring relationships with adults in the building. Adults indicate the students that they are mentoring, and students without an authentic mentor are specifically sought out by an adult staff member for a new mentoring relationship.

Student successes are celebrated and displayed for all through visual displays, assemblies, awards and other recognitions. As we have now reached the 80th percentile performance level of all KY high schools, the 90th percentile in college and career readiness, and a ranking of 1st in the state (out of 231 high schools) specifically in career readiness - it is obvious that LCHS truly is "Clawing to the Top."

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.

Presently, Lee County High School (LCHS) is accredited with the Southern Association of Colleges and Schools. LCHS has made great strides in overall academic performance since the Spring of 2012. The overall performance on the END of Course (EOC), ACT, PLAN, KOSSA, and COMPASS have shown great improvement. Along with the academic success we have many successes in state contests and extracurricular activities. The collaborative effort of the school and community is proof that schools can have strong academic and extracurricular programs.

Lee County High School has made great strides on the various measures used to indicate student success. For example, in the area of College and Career Readiness, LCHS has moved into the upper echelon of schools in the state of Kentucky as evidenced by the following data:

LEE COUNTY HIGH SCHOOL - DATA SUMMARY - End of Year 2012-13

1) Achievement

END OF COURSE ASSESSMENTS

Percent Proficient:

ENG II 46.70%

ALG II 25.60%

BIO 27.80%

US HIST 56.60%

2) GROWTH

Reading Percent making Typical or Higher Annual Growth 48.0%

Mathematics Percent making Typical or Higher Annual Growth 52.0%

Combined Reading and Mathematics Growth Points Total 50.0%

3) COLLEGE/CAREER READY

Met All Benchmarks 44.6% (up from 35.5% the previous year.)

WORKKEYS "Gold" or "Silver" 65 of 83 (78.3%) (up from 56.5% the previous year.)

KOSSA Pass Rate: 43.40% (up from 28.6% the previous year)

INDUSTRY CERTIFICATES 29* (up from 12 the previous year)

*Career-ready Industry certificates awarded in Automotive Repair, Medical Nurse Aid, Construction and Business)

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COLLEGE and/or CAREER READINESS

College Ready Career Ready Non-Duplicated Score (w/ Bonus)

2010-11 5 of 47 (10.6%) 10 of 47 (21.3%) 12 of 47 (25.5%) 29.0

2011-12 27 of 76 (35.5%) 26 of 76 (34.2%) 39 of 76 (51.3%) 62.5

2012-13 37 of 83 (44.6.0%) 46 of 83 (55.4%) 52 of 83 (62.7%) 81.3

5) GRADUATION RATE

2011-2012 2012-2013 2013-2014 Goal

Graduation Rate 68.6 89.2 90.2

OVERALL ACCOUNTABILITY

2011-12 20% 2012-13 20%

Achievement 52.1 10.4 55.2 11

Gap 31.0 6.2 31.9 6.4

Growth 62.8 12.6 50 10

CCR 62.5 12.5 80.1 16.0

Graduation Rate 68.6 13.7 89.2 17.8

TOTAL 55.4 61.2

CCR Lee County HS 81.3 Ranked 23rd in state

College Ready 45% Ranked 133rd in state

Career Academic 72% Ranked 2nd in state

Career Technical 54% Ranked 5th in the state

Career Total 53% Ranked 2nd in the state

LCHS moved from the 57th Percentile in 2011-2012 to the 80th Percentile in 2012-2013.

As we continue our effort to "Re-Position," our goal is to become the "Beacon of the Mountains." By utilizing a laser-like focus, every student will benefit from the development of a progressive, vertically aligned curriculum as well as a quality master schedule to meet the needs of all learners. We will focus on adding rigor and relevance, quality learning targets, and implementing quality questioning strategies as leverage points that will be driven by all available data sources. Student learning and success will serve as the catalyst leading to our communities "Re-Invention" of competitive greatness.

Additional Information

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

The young people attending Lee County Schools are our community's greatest untapped resource. They have the desire to become highly successful and are willing to work to reach unknown heights. As we work to improve school culture and organizational performance we have concentrated on utilizing the Internal and external support services, intentional relationship building, and the A-Team's address of the 30-60-90 Plan to guide Lee County High School. LCHS has started to Re-Invent itself by moving to the "Next Level" with the inclusion of student input from the "Bobcat Talk Team, Bobcats That Care, impromptu group interviews, and the Superintendent's Advisory Council."

As a result of the District's Strategic Plan, we have garnered additional support in the areas of communication, relationship-building, decision-making, advocacy, learning opportunity support, and community partnerships. The strategic plan has served as a unification piece for our entire school district.

The professional learning community format is now in place and is addressing student and instructional needs. Almost every student is working toward a career pathway and will take the KOSSA and other industry assessments to show their technical skill level.

To further support the increase in stakeholder participation, the number of parents participating in surveys and activities has increased substantially. Students are the catalyst for moving us once again into the spotlight so that we may serve as a model school site for the region and the state.

Lee County High School 2014 CSIP - Priority

Overview

Plan Name

Lee County High School 2014 CSIP - Priority

Plan Description

Revised CSIP (December 20, 2013)

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 freshman graduation rate from 68.6% to 76.7% by 2015.	Objectives: 1 Strategies: 4 Activities: 6	Organizational	\$8400
2	Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 34.9% to 51.2% (in 2015) and 67.5% (in 2017).	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$5500
3	Increase the averaged combined reading and math end-of-course proficiency scores for all LCHS students from 42% to 57% (by 2015) and to 71% (by 2017.)	Objectives: 1 Strategies: 4 Activities: 13	Academic	\$44400
4	Increase the number of students who are college and/or career ready from 51.3% to 64% by 2015.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$2700

Goal 1: Increase the freshman graduation rate from 68.6% to 76.7% by 2015.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the average freshman graduation rate by 9% by 05/31/2015 as measured by AFGR.

Strategy 1:

Credit Recovery - Students who have failed courses previously will participate in online credit recovery courses. Students can progress at their own pace. Progress will be monitored and student placements adjusted as needed.

Activity - Credit Recovery Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with identified needs will participate in self-guided credit recovery coursework in conjunction with Area Technical Center,	Direct Instruction	09/01/2012	05/31/2015	\$3700	Title I Part A	Principal Counselor Credit Recovery Teacher

Strategy 2:

Reduction of Truancy - District and school will make multiple contacts with the home to reduce truancy issues and increase attendance and graduation rate. School will work in partnership with families to help reduce absenteeism and reward attendance growth.

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Persistence to Graduation reports indicate potential dropouts due to absenteeism. Students with low P to G scores are assigned an adult mentor for an authentic mentoring relationship to enhance their ownership in the school and improve attendance.	Policy and Process	09/01/2012	05/31/2015	\$0	Other	Principal Counselor Teachers

Activity - Additional Truancy Diversion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students must take additional steps before dropping out of school. DPP will work closely with school to enact home visits to promote increased student attendance. Operation Preparation activities will engage students and parents in ILP work to increase awareness of the student academic goals and need for improved attendance.	Policy and Process	09/01/2012	05/31/2015	\$0	No Funding Required	Director of Pupil Personnel Principal Counselor Youth Service Center Staff

Activity - Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Afterschool tutoring/ESS/Interventions will be required to all at-risk students to increase student achievement and reduce the number of dropouts.	Tutoring	09/01/2012	05/31/2015	\$4000	District Funding	Principal Teachers
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Strategy 3:

Attendance Celebrations - Student attendance (and attendance improvement) will be celebrated. Assemblies, certificates, special priveledges will be rewarded.

Activity - Attendance Awards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with few absences will be recognized with certificates and special events. Students with improving attendance will also recieve acknowledgement.	Behavioral Support Program	09/01/2012	05/31/2015	\$700	Other	Principal Attendance Committee FRYSC

Strategy 4:

Target and Support At-Risk Students - At-risk students as identified by the Persistence to Graduation Report will be targeted for specific mentoring and intervention.

Activity - Course Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All targeted at-risk students will receive intentional scheduling to support their ILP/pathway completion.	Academic Support Program	08/08/2012	05/31/2015	\$0	No Funding Required	Principal ATC Principal Counselor

Goal 2: Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 34.9% to 51.2% (in 2015) and 67.5% (in 2017).

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 16% increase of Male Economically Disadvantaged students will demonstrate a proficiency in Math and in English Language Arts by 05/31/2015 as measured by state end of course assessments.

Strategy 1:

Male/At-Risk Focus - Increase reading opportunities and materials to reflect male interests and to appeal to reluctant readers.

Activity - Male Reading/Writing Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Since a majority of gap students are male, we will Increase materials and opportunities for males to read and engage interesting text passages. Intentionally increase interest for male and other reluctant readers.	Direct Instruction	09/01/2012	05/31/2015	\$4000	School Council Funds	Media Specialist Principal Language Arts Teachers

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Activity - Active Learning Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase active learning opportunities (i.e.hands-on, kinesthetic-based, product oriented) for all boys and reluctant learners. Differentiate instruction to meet the needs of students.	Academic Support Program	09/01/2012	05/31/2015	\$1000	Other	Principal Assistant Principal Educational Recovery Team
Activity - Build Intentional Relationships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to build authentic mentoring relationships with struggling students - especially males and reluctant students.	Academic Support Program	09/01/2012	05/31/2015	\$0	Other	Principal Counselor District Staff Teachers
Activity - Track Progress of Targeted Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use student data notebooks to record their own academic progress, as well as set goals for improvement.	Academic Support Program	01/01/2013	05/31/2015	\$300	Title I SIG	Principal Teachers Educational Recovery Staff
Activity - Applied Math/ELA Instruction in CTE Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math and ELA support for career-path students through direct instruction in LCHS and Area Technical Center applied classes.	Direct Instruction	08/08/2012	05/31/2015	\$0	Other	Principal ATC Principal Counselor Teachers
Activity - Intensive Male Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of male-driven behavioral intervention program led by principal to impact 18 targeted students with significant academic behaviors caused by behavioral issues.	Behavioral Support Program	10/24/2013	05/01/2015	\$200	School Council Funds	Principal Assistant Principal Mentor Teachers

Goal 3: Increase the averaged combined reading and math end-of-course proficiency scores for all LCHS students from 42% to 57% (by 2015) and to 71% (by 2017.)

This plan includes progress notes which are at the very end of this document

Comprehensive School Improvement Plan - Priority

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Measurable Objective 1:

A 15% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency on the Algebra II and English II in English Language Arts by 05/31/2015 as measured by end of course assessments.

Strategy 1:

Increase Course Rigor - Teachers will use rigorous instruction to teach their curriculum and increase student achievement. Teachers will participate in professional development designed to increase their skill level (i.e., questioning techniques, engagement, lesson design.) Teachers will collaborate in professional learning communities to analyze student performance and adjust instruction accordingly.

Activity - Vertical Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school teachers met with middle school teachers to study, create, align and analyze curriculum for maximum student achievement. Will be revisited throughout 2013-14 and 2014-15.	Professional Learning	11/01/2012	05/31/2015	\$1100	Title I SIG	District Supervisor of Instruction Principal
Activity - Dual Credit/Advanced Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with HCTC , Murray State and Eastern Kentucky Universities to facilitate advanced classes bearing college credit for our students. Seek additional college coursework so that existing staff become certified to teach dual credit.	Direct Instruction	09/01/2012	05/31/2015	\$0	Other	Principal ATC Principal Teachers of Courses
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use common planning time to improve instruction via professional learning community work. Activities will include analysis of student work, development of lessons and assessments, and focus on student data to modify instruction.	Professional Learning	10/01/2012	05/31/2015	\$0	No Funding Required	Educational Recovery Staff Principal Asst Principal Teacher Leaders
Activity - Increase Writing across the Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and implement writing modules across content areas.	Direct Instruction	09/01/2012	05/01/2015	\$1400	Title I SIG	Curriculum Coach Education Recovery Specialist Classroom Teachers

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Activity - Student Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will track their own progress and set performance goals in math and ELA through the use of student data notebooks.	Academic Support Program	01/01/2013	05/31/2015	\$300	Title I SIG	Educational Recovery Staff Teachers

Activity - English and Math Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Low performing students (as indicated by assessment data) will be scheduled for additional coursework/intervention in lab classes.	Direct Instruction	08/07/2012	05/31/2015	\$35000	General Fund	Superintendent Principal Counselor Teachers

Strategy 2:

Program Reviews - Related Arts classes help some students identify with and participate in school activities. Program reviews in Arts and Humanities, Practical Living and Writing will help the school build stronger programs in these areas to better serve students.

Activity - Program Review Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Academic Support Program	09/01/2012	05/31/2015	\$600	General Fund	Principal Related Arts Teacher Leaders Teachers

Activity - Gaps in Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team is initiating the elimination of gaps in particular program areas to determine next steps for continuous improvement.	Policy and Process	09/01/2012	05/31/2015	\$0	No Funding Required	Principal Related Arts Teacher Leaders Teachers

Strategy 3:

LCHS Administrative Communication (A-Team) - Principal, Asst Principal, Counselor, Teacher Leaders, Education Recovery Staff, Superintendent, Asst Supt, DPP and Instructional Supervisor meet weekly to align and communicate all of the improvement work within the school.

Activity - Administrative A-Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and district leadership meet weekly to develop long-range (CSIP), medium-range (30/60/90 day), and short range (Weekly Action Plans) to drive improvement work across all school areas.	Academic Support Program	09/11/2012	05/31/2015	\$0	No Funding Required	Principal Education Recovery Staff

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Strategy 4:

Increase Teacher Efficacy and Impact - This strategy will impact the learning culture within the building. It will include responses to the stae TELL survey, recruiting and retaining highly qualified staff, and developing our teaching skills through the Kentucky Department of Education Teacher Professional Growth and Effectiveness System (TPGES).

Research Cited: Charlotte Danielson's work on Teacher Effectiveness.

Activity - Implement KDE Teacher Professional Growth and Effectiveness System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize TPGES to increase teacher effectiveness within the classroom. Impact will be measures through the meeting of student performance goals established collaboratively through evaluation and growth processes.	Professional Learning	06/01/2013	05/30/2015	\$0	State Funds	Principal TPGES Pilot Team Teachers

Activity - TELL Survey Analysis and Working Environment Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon receipt of the school/district TELL survey results, a committee will be convened to analyze the responses adn identify significant concern areas. Areas will be addressed, then the staff re-surveyed to determine growth or lack of growth in addressing working condition concerns.	Policy and Process	08/01/2013	05/01/2015	\$0	No Funding Required	Superintende nt Principal District/Schoo I TELL Committee All Teachers

Activity - Selection of Professional Development based on Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in data analysis of all pertinent student data within the school - academic, behavioral and attendance. Professional development will be scheduled based on findings in order for improvements in problem areas to be addressed. The district will continue to lead district-wide PD initiatives, but individuals will also have the opportunity to grow professionally in individual or specific conternt areas that have been identified as a need based on analysis of data..	Professional Learning	07/01/2013	06/05/2015	\$0	Other	Principal District PD Coordinator Individual Teachers

Activity - Recruit and Retain Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will develop a plan to recruit and retain highly qualified teachers and teachers who are certified to teach dual-credit courses (18 credit hours in content area.)	Recruitment and Retention	08/01/2013	05/30/2015	\$6000	Title I Part A	Principal Teachers

Goal 4: Increase the number of students who are college and/or career ready from 51.3% to 64% by 2015.

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This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase college and career readiness from 51.3% to 64% by 05/31/2015 as measured by ACT, COMPASS, KYOTE, WORKKEYS, ASVAB, KOSSA and Industry Certificates.

Strategy 1:

Communicate importance of college/career readiness - The culture of LCHS will be transformed to promote an increase in college and career readiness among students. Reading and math transition classes will intervene and emphasize the importance of college readiness. All initiatives that can emphasize CCR (Assemblies, discussions, etc...) will be used to increase awareness among students.

Activity - Senior Math/English/Reading Transition Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not attaining the college benchmark scores on the ACT will be placed in transitional courses until meeting the benchmarks on subsequent ACT's, COMPASS or KYOTE assessments.	Direct Instruction	08/08/2012	05/31/2015	\$0	No Funding Required	Principal Counselor Transitional Course Teachers
Activity - Intentional Scheduling for Pathway Completion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Lee Area Technical Center and LCHS cooperate closely to ensure that student schedules lead to completion of 3-course pathways that allow a student to assess for career readiness.	Policy and Process	09/01/2012	05/31/2015	\$0	Career and Technical Education Funds	Principal ATC Principal Counselor
Activity - Rewards for CCR Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assemblies, scheduling of elective courses and visual hallway displays will recognize and stimulate increased performance in meeting college and career benchmarks.	Academic Support Program	09/01/2012	05/31/2015	\$0	No Funding Required	Principal Education Recovery Staff Teachers
Activity - Intervention to meet benchmarks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A wide variety of support pieces are available for use in and out of class to help promote meeting benchmarks. IXL, TCA, WinLearn are used to help students progress toward fulfillment of benchmark. College fairs and career days emphasize benchmarks.	Academic Support Program	09/01/2012	05/31/2015	\$2700	District Funding	Principal Intervention Teachers

Strategy 2:

Career-Ready Instruction - Utilize curriculum maps aligned with KOSSA and common core standards.

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Activity - KOSSA Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use KOSSA standards in planning instruction to promote career readiness.	Policy and Process	09/01/2012	05/31/2015	\$0	Other	Principal ATC Principal Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I SIG

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase Writing across the Curriculum	Teachers will develop and implement writing modules across content areas.	Direct Instruction	09/01/2012	05/01/2015	\$1400	Curriculum Coach Education Recovery Specialist Classroom Teachers
Vertical Curriculum Alignment	High school teachers met with middle school teachers to study, create, align and analyze curriculum for maximum student achievement. Will be revisited throughout 2013-14 and 2014-15.	Professional Learning	11/01/2012	05/31/2015	\$1100	District Supervisor of Instruction Principal
Track Progress of Targeted Students	Students will use student data notebooks to record their own academic progress, as well as set goals for improvement.	Academic Support Program	01/01/2013	05/31/2015	\$300	Principal Teachers Educational Recovery Staff
Student Data Notebooks	Students will track their own progress and set performance goals in math and ELA through the use of student data notebooks.	Academic Support Program	01/01/2013	05/31/2015	\$300	Educational Recovery Staff Teachers
Total					\$3100	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review Team	Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Academic Support Program	09/01/2012	05/31/2015	\$600	Principal Related Arts Teacher Leaders Teachers
English and Math Labs	Low performing students (as indicated by assessment data) will be scheduled for additional coursework/intervention in lab classes.	Direct Instruction	08/07/2012	05/31/2015	\$35000	Superintendent Principal Counselor Teachers

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Total \$35600

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intensive Male Intervention	Use of male-driven behavioral intervention program led by principal to impact 18 targeted students with significant academic behaviors caused by behavioral issues.	Behavioral Support Program	10/24/2013	05/01/2015	\$200	Principal Assistant Principal Mentor Teachers
Male Reading/Writing Focus	Since a majority of gap students are male, we will increase materials and opportunities for males to read and engage interesting text passages. Intentionally increase interest for male and other reluctant readers.	Direct Instruction	09/01/2012	05/31/2015	\$4000	Media Specialist Principal Language Arts Teachers
Total					\$4200	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention to meet benchmarks	A wide variety of support pieces are available for use in and out of class to help promote meeting benchmarks. IXL, TCA, WinLearn are used to help students progress toward fulfillment of benchmark. College fairs and career days emphasize benchmarks.	Academic Support Program	09/01/2012	05/31/2015	\$2700	Principal Intervention Teachers
Academic Support	Afterschool tutoring/ESS/Interventions will be required to all at-risk students to increase student achievement and reduce the number of dropouts.	Tutoring	09/01/2012	05/31/2015	\$4000	Principal Teachers
Total					\$6700	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rewards for CCR Success	Assemblies, scheduling of elective courses and visual hallway displays will recognize and stimulate increased performance in meeting college and career benchmarks.	Academic Support Program	09/01/2012	05/31/2015	\$0	Principal Education Recovery Staff Teachers

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Professional Learning Communities	Teachers will use common planning time to improve instruction via professional learning community work. Activities will include analysis of student work, development of lessons and assessments, and focus on student data to modify instruction.	Professional Learning	10/01/2012	05/31/2015	\$0	Educational Recovery Staff Principal Asst Principal Teacher Leaders
Gaps in Evidence	Team is initiating the elimination of gaps in particular program areas to determine next steps for continuous improvement.	Policy and Process	09/01/2012	05/31/2015	\$0	Principal Related Arts Teacher Leaders Teachers
Senior Math/English/Reading Transition Courses	Students not attaining the college benchmark scores on the ACT will be placed in transitional courses until meeting the benchmarks on subsequent ACT's, COMPASS or KYOTE assessments.	Direct Instruction	08/08/2012	05/31/2015	\$0	Principal Counselor Transitional Course Teachers
TELL Survey Analysis and Working Environment Improvement	Upon receipt of the school/district TELL survey results, a committee will be convened to analyze the responses and identify significant concern areas. Areas will be addressed, then the staff re-surveyed to determine growth or lack of growth in addressing working condition concerns.	Policy and Process	08/01/2013	05/01/2015	\$0	Superintendent Principal District/School TELL Committee All Teachers
Administrative A-Team	School and district leadership meet weekly to develop long-range (CSIP), medium-range (30/60/90 day), and short range (Weekly Action Plans) to drive improvement work across all school areas.	Academic Support Program	09/11/2012	05/31/2015	\$0	Principal Education Recovery Staff
Additional Truancy Diversion	Students must take additional steps before dropping out of school. DPP will work closely with school to enact home visits to promote increased student attendance. Operation Preparation activities will engage students and parents in ILP work to increase awareness of the student academic goals and need for improved attendance.	Policy and Process	09/01/2012	05/31/2015	\$0	Director of Pupil Personnel Principal Counselor Youth Service Center Staff
Course Scheduling	All targeted at-risk students will receive intentional scheduling to support their ILP/pathway completion.	Academic Support Program	08/08/2012	05/31/2015	\$0	Principal ATC Principal Counselor
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
KOSSA Alignment	Use KOSSA standards in planning instruction to promote career readiness.	Policy and Process	09/01/2012	05/31/2015	\$0	Principal ATC Principal Teachers

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Build Intentional Relationships	Continue to build authentic mentoring relationships with struggling students - especially males and reluctant students.	Academic Support Program	09/01/2012	05/31/2015	\$0	Principal Counselor District Staff Teachers
Mentoring	Persistence to Graduation reports indicate potential dropouts due to absenteeism. Students with low P to G scores are assigned an adult mentor for an authentic mentoring relationship to enhance their ownership in the school and improve attendance.	Policy and Process	09/01/2012	05/31/2015	\$0	Principal Counselor Teachers
Applied Math/ELA Instruction in CTE Classes	Math and ELA support for career-path students through direct instruction in LCHS and Area Technical Center applied classes.	Direct Instruction	08/08/2012	05/31/2015	\$0	Principal ATC Principal Counselor Teachers
Dual Credit/Advanced Classes	Collaborate with HCTC , Murray State and Eastern Kentucky Universities to facilitate advanced classes bearing college credit for our students. Seek additional college coursework so that existing staff become certified to teach dual credit.	Direct Instruction	09/01/2012	05/31/2015	\$0	Principal ATC Principal Teachers of Courses
Active Learning Strategies	Increase active learning opportunities (i.e.hands-on, kinesthetic-based, product oriented) for all boys and reluctant learners. Differentiate instruction to meet the needs of students.	Academic Support Program	09/01/2012	05/31/2015	\$1000	Principal Assistant Principal Educational Recovery Team
Selection of Professional Development based on Data	Teachers will participate in data analysis of all pertinent student data within the school - academic, behavioral and attendance. Professional development will be scheduled based on findings in order for improvements in problem areas to be addressed. The district will continue to lead district-wide PD initiatives, but individuals will also have the opportunity to grow professionally in individual or specific content areas that have been identified as a need based on analysis of data..	Professional Learning	07/01/2013	06/05/2015	\$0	Principal District PD Coordinator Individual Teachers
Attendance Awards	Students with few absences will be recognized with certificates and special events. Students with improving attendance will also receive acknowledgement.	Behavioral Support Program	09/01/2012	05/31/2015	\$700	Principal Attendance Committee FRYSC
Total					\$1700	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intentional Scheduling for Pathway Completion	The Lee Area Technical Center and LCHS cooperate closely to ensure that student schedules lead to completion of 3-course pathways that allow a student to assess for career readiness.	Policy and Process	09/01/2012	05/31/2015	\$0	Principal ATC Principal Counselor
Total					\$0	

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State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement KDE Teacher Professional Growth and Effectiveness System	Utilize TPGES to increase teacher effectiveness within the classroom. Impact will be measures through the meeting of student performance goals established collaboratively through evaluation and growth processes.	Professional Learning	06/01/2013	05/30/2015	\$0	Principal TPGES Pilot Team Teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Recruit and Retain Highly Qualified Teachers	School will develop a plan to recruit and retain highly qualified teachers and teachers who are certified to teach dual-credit courses (18 credit hours in content area.)	Recruitment and Retention	08/01/2013	05/30/2015	\$6000	Principal Teachers
Credit Recovery Classes	Students with identified needs will participate in self-guided credit recovery coursework in conjunction with Area Technical Center,	Direct Instruction	09/01/2012	05/31/2015	\$3700	Principal Counselor Credit Recovery Teacher
Total					\$9700	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Goal	Increase the freshman graduation rate from 68.6% to 76.7% by 2015.		Graduation rate reported by KDE for 2012-13 was 89.2%.	December 12, 2013	Mr. Mark A Murray
Goal	Increase the freshman graduation rate from 68.6% to 76.7% by 2015.		Actual graduation rate for 2012-13 ~ 81%	June 06, 2013	Mr. Mark A Murray
Activity	Academic Support	In Progress	Labs, formal and informal tutoring after school, and the presence of an interventionist are used to support students academically. The FRYSC continuously looks for methods to reduce barriers to learning for students.	March 04, 2013	Mr. Mark A Murray
Activity	Mentoring	In Progress	At risk students (as defined by Infinite Campus Persistence to Graduation calculation and report) are paired with teachers with whom they have an existing authentic relationship. Grades are printed every 4.5 weeks and distributed to these teachers to facilitate these conversations.	March 04, 2013	Mr. Mark A Murray
Activity	Credit Recovery Classes	In Progress	Several students returned on track to graduate (and 2 actually did) due to credit recovery track. 7 additional students continued work into and through summer school program.	June 06, 2013	Mr. Mark A Murray
Activity	Credit Recovery Classes	In Progress	3 students have successfully completed the required courses to be back on track to graduate within 4 years. Approximately 20 additional students are moving through content in an effort to recover lost credits.	March 04, 2013	Mr. Mark A Murray
Activity	Additional Truancy Diversion	In Progress	DPP made numerous home visits and followed up where necessary with court involvement. Attendance rose 0.18% over 2011-12.	June 06, 2013	Mr. Mark A Murray
Activity	Additional Truancy Diversion	In Progress	District is pursuing truancy cases in the court system. DPP has made 139 home visits this year. School makes daily contact with absent students.	March 04, 2013	Mr. Mark A Murray
Activity	Course Scheduling	In Progress	74 of 78 Seniors (2013-14) intentionally scheduled to complete three-course career pathway. 2012-13 career readiness data indicated that LCHS had the highest percentage in the state (#1 of 231 high schools) if career-ready seniors.	December 12, 2013	Mr. Mark A Murray
Activity	Course Scheduling		A new 2013-2014 master schedule has already been developed in draft form. It is currently being revised to meet the needs of all students and facilitate joint dual credit courses during the day with our partner institutions.	March 04, 2013	Mr. Mark A Murray
Activity	Attendance Awards	In Progress	Significant attendance awards presented to students with strong attendance. Limited impact, but expectations are that increase will occur next year now that students are aware of reward system.	June 06, 2013	Mr. Mark A Murray

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Activity	Attendance Awards	In Progress	School has awarded students with good attendance on multiple occasions, including certificates, recognition, social events and celebration trips.	March 04, 2013	Mr. Mark A Murray
Objective	A 16% increase of Male Economically Disadvantaged students will demonstrate a proficiency in Math and in English Language Arts by 05/31/2015 as measured by state end of course assessments.	Met	While our ACT scores did not show significant improvement, our End-of-course assessments showed a 22% jump in the number of males meeting the proficiency standards on the English II EOC.	June 06, 2013	Mr. Mark A Murray
Activity	Active Learning Strategies	In Progress	This is in the early stages. Teachers are beginning to use active learning strategies to improve student engagement. Our ELEOT walkthrough data will reflect growth in this area over time.	March 04, 2013	Mr. Mark A Murray
Activity	Male Reading/Writing Focus	In Progress	Addition of WinLearn reading and writing software for assessment and learning is helping to increase engagement of boys.	March 04, 2013	Mr. Mark A Murray
Activity	Intensive Male Intervention	In Progress	Principal meeting with targeted boys twice weekly for a book study of "Cowboy Ethics". Program designed to teach responsibility.	December 12, 2013	Mr. Mark A Murray
Activity	Applied Math/ELA Instruction in CTE Classes	In Progress	ELA and math lab classes are allowing students to interact with content in differentiated ways. Software programs designed to pre-test, deliver content and post-test are in place in addition to supportive instruction utilizing a variety of teaching models for individualized learning.	March 04, 2013	Mr. Mark A Murray
Activity	Build Intentional Relationships	In Progress	Targeted students were mentored 1:1 with an identified adult in the building that they have a previous relationship with. Many of these relationships led to these students remaining in school/graduating.	June 06, 2013	Mr. Mark A Murray
Activity	Build Intentional Relationships	In Progress	Teachers are focusing on at-risk students with which they have an existing mentoring relationship and discussing grades, attendance and other issues with them on a one-to-one basis. Data related to specific mentorees is provided to the teachers to facilitate this process.	March 04, 2013	Mr. Mark A Murray
Activity	Track Progress of Targeted Students	In Progress	ALL student's academic progress is tracked and intervention applied when not successful. Specific emphasis this year was on exiting seniors. This year, all 4 classes will receive this level of scrutiny and support.	June 06, 2013	Mr. Mark A Murray
Activity	Track Progress of Targeted Students	In Progress	We are tracking the progress of ALL students in benchmarks, attendance, interim assessments, and mastery of content. Systems to track progress have been developed and implemented.	March 04, 2013	Mr. Mark A Murray
Activity	Professional Learning Communities	In Progress	PLC leaders visiting hub/model schools to learn processes for improvement of our work.	December 12, 2013	Mr. Mark A Murray
Activity	Professional Learning Communities	In Progress	Prototype master schedule for Fall '13 includes common planning periods within the day to facilitate PLC work. Plc groups will no longer be required to meet after school.	June 06, 2013	Mr. Mark A Murray
Activity	Professional Learning Communities	In Progress	PLCs in place in all content areas. Some PLCs are still looking for external direction - others are driving their own work forward without external management.	March 04, 2013	Mr. Mark A Murray

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Activity	Implement KDE Teacher Professional Growth and Effectiveness System	In Progress	Teacher reflections complete.	December 12, 2013	Mr. Mark A Murray
Activity	Student Data Notebooks	In Progress	Student Data Notebooks in use in all math and ELA courses. Teachers report student ownership of learning is increasing.	December 12, 2013	Mr. Mark A Murray
Activity	Student Data Notebooks	In Progress	Student data notebooks have been created for all 9th, 10th, and 11th grade students including Thinklink, EOC, PLAN and other assessment data. Goal sheets in place to help students reflect on own learning. Full implementation in 11th grade. Other grades awaiting assessment results.	March 04, 2013	Mr. Mark A Murray
Activity	Dual Credit/Advanced Classes	In Progress	Number of dual credit enrollments has quadrupled this school year to 144 (through the fall semester, only).	December 12, 2013	Mr. Mark A Murray
Activity	Dual Credit/Advanced Classes	In Progress	Expanded course offerings for 2013/2014 - adding Morehead State University to ECU and partner network (Madison and Owsley Counties)	March 04, 2013	Mr. Mark A Murray
Activity	Increase Writing across the Curriculum	In Progress	All teachers currently developing LDL and MDL units in summer professional development sessions.	June 06, 2013	Mr. Mark A Murray
Activity	Increase Writing across the Curriculum	In Progress	ACES (Answer, Cite, Explain, Summarize) strategy in place in all classes. The goal for every class in every content area is to use/model ACES 2x per month. Gates Grant coach is observing and providing feedback to teachers through literacy design collaborative.	March 04, 2013	Mr. Mark A Murray
Activity	Program Review Team	In Progress	2012-13 Program Reviews in Arts/Humanities, Practical Living/Career Studies and Writing are completed. Next steps outlined for continued growth.	June 06, 2013	Mr. Mark A Murray
Activity	Program Review Team	In Progress	Program Review team meeting regularly and reviewing evidence in preparation for completion of program review.	March 04, 2013	Mr. Mark A Murray
Activity	TELL Survey Analysis and Working Environment Improvement	In Progress	Initial survey identified 5 areas of concern. Follow up survey three months later indicated improvements in working conditions in three of those five areas.	December 12, 2013	Mr. Mark A Murray
Activity	English and Math Labs	In Progress	Loss of 0.5 of a math position will negatively impact the availability of math labs for 2013-14. Additional intervention will be explored.	June 06, 2013	Mr. Mark A Murray
Activity	English and Math Labs	In Progress	Students not meeting ACT benchmarks were placed in transitional courses until they meet benchmarks on subsequent tests. Currently, 15.5% of ELA students have met the benchmark due to this intervention system. Younger students are placed into labs based on EXPLORE or PLAN scores.	March 04, 2013	Mr. Mark A Murray
Activity	Administrative A-Team	In Progress	School leadership using 30-60-90 day planning framework to outline summer 2013 planning and prep activities.	June 06, 2013	Mr. Mark A Murray
Activity	Administrative A-Team	In Progress	Systems approach to administrative leadership implemented. Focuses entire leadership core on the "next step" of the work to be done - and holds all parties accountable. Attended by district and school leadership every week if at all possible.	March 04, 2013	Mr. Mark A Murray
Activity	Vertical Curriculum Alignment	In Progress	All curriculum now uploaded to CIITS for teacher access.	June 06, 2013	Mr. Mark A Murray

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Activity	Vertical Curriculum Alignment	In Progress	District has facilitated vertical alignment days. ELA has developed pacing guide/units of study with essential questions for 9th and 10th grade. Math grades 6-12 have met twice in sessions to align the math curriculum.	March 04, 2013	Mr. Mark A Murray
Activity	Gaps in Evidence	In Progress	Evidence now submitted to SkyDrive from entire faculty, but some review indicators have little or no evidence at this point.	March 04, 2013	Mr. Mark A Murray
Activity	Recruit and Retain Highly Qualified Teachers	In Progress	At the beginning of fall, 2014, we will be able to offer dual credit courses in all four academic disciplines with existing staff.	December 12, 2013	Mr. Mark A Murray
Goal	Increase the number of students who are college and/or career ready from 51.3% to 64% by 2015.		Actual percentage of students who are College/career ready at end-of-2013: 62.7%. We are ahead of pace needed to meet this goal.	June 06, 2013	Mr. Mark A Murray
Goal	Increase the number of students who are college and/or career ready from 51.3% to 64% by 2015.		Actual percentage of students who are College/career ready at end-of-2013: 62.7%. We are ahead of pace needed to meet this goal.	June 06, 2013	Mr. Mark A Murray
Objective	collaborate to increase college and career readiness from 51.3% to 64% by 05/31/2015 as measured by ACT, COMPASS, KYOTE, WORKKEYS, ASVAB, KOSSA and Industry Certificates.	Not Met	62.7% currently.	June 06, 2013	Mr. Mark A Murray
Activity	Intervention to meet benchmarks	In Progress	Transition courses had significant impact. In addition, reading interventionist was able to move many students back on grade-level.	June 06, 2013	Mr. Mark A Murray
Activity	Intervention to meet benchmarks	In Progress	Interventions include Tier 3 interventionist, additional math and reading lab classes, transitional classes, tutoring, Lighthouse, and software programs TCA, Aleks, WinLearn and COMPASS.	March 04, 2013	Mr. Mark A Murray
Activity	Senior Math/English/Reading Transition Courses	In Progress	2012-13 courses had significant impact on student benchmarks. Courses will be continued into 2013-14.	June 06, 2013	Mr. Mark A Murray
Activity	Senior Math/English/Reading Transition Courses	In Progress	These courses have helped to dramatically increase the expectations among seniors for benchmark completion. Currently, 15.5% of seniors have successfully transitioned out of initial placement in ELA intervention courses.	March 04, 2013	Mr. Mark A Murray
Activity	KOSSA Alignment	In Progress	End of year KOSSA test data reflects a 15% increase in the number of seniors passing KOSSA exam - from 29% to 44% in one year. Alignment and focus on KOSSA standards was effective.	June 06, 2013	Mr. Mark A Murray
Activity	KOSSA Alignment	In Progress	Within the technical area PLC (covering agriculture and Industrial arts classes) the teachers have aligned their instruction with KOSSA standards strongly. Students are responsible owners of their standards, and systems to ensure mastery have been developed and implemented. KOSSA student assessments were completed last week, and we anticipate strong growth upon return of those results.	March 04, 2013	Mr. Mark A Murray
Activity	Rewards for CCR Success	Completed	Rewards included: recognition, visual hallway awards, opportunities to make own awards, and special honors cords at graduation.	June 06, 2013	Mr. Mark A Murray

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Activity	Rewards for CCR Success	In Progress	Specific rewards are in place to encourage the meeting of CCR benchmarks, including: Medals posted in hallway based on benchmark status School thermometer in hallway for each grade level re: benchmarks School assemblies and presentations describing successes Community and district presentations of student successes Student data notebooks that catalog student successes	March 04, 2013	Mr. Mark A Murray
Activity	Intentional Scheduling for Pathway Completion	In Progress	74 of 78 seniors completed a three-course pathway.	December 12, 2013	Mr. Mark A Murray
Activity	Intentional Scheduling for Pathway Completion	Completed	This activity is completed for the 2012-13 school year, but must be continued and completed for each subsequent year beyond this one. This year, 76 of 83 students completed three-course technical pathways and were eligible for KOSSA industry tests. In addition 30 of those students were eligible in 2 pathways to meet career-ready status. This was due to strong coordination between the ATC and LCHS and intentional scheduling for all of our students.	March 04, 2013	Mr. Mark A Murray

KDE Needs Assessment

Introduction

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

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

From the data presented to us, we are trying to determine the best next steps to improve achievement for all students. Every decision we make and every lesson we deliver is aligned with that overall goal. In the end we want to take every student as far as we can as fast as we can to the next level.

Student attendance is consistent with the same period last year, even though multiple attendance incentives have been put into place. Teacher attendance continues to trend above last year's percentages. In addition to the teacher attendance improvements overall (due to sickness, personal days, etc.) the number of days that teachers have been out of the school because of training or other legitimate reasons has been cut dramatically as well. This is because the ER Team, building leadership and district leadership have moved to an imbedded professional development model where training is internal and based on our own staff's strengths, as well as the development available by utilizing the ER staff as embedded PD providers. Teacher leader groups (TPGES pilot implementation team, principal's cabinet) are meeting to discuss and develop plans to address school issues.

The administrators have seen an overall reduction in all behavior referrals across all student groups.

Tardies to class have fallen drastically since a hallway sweep system was implemented early in the year and along with an expectation for instruction within the first 90 seconds of class.

A focus among all staff on intentional relationships with students is driving a reduction in the need for intensive intervention. Teachers explored which student in the school had no adult relationship then intentionally chose those students to mentor and connect with. Series of questions guide these interactions to increase student relationships with adults. Each student at LCHS has an identified connection with an adult advocate. Student grade sheets are printed for at-risk students and mentor teachers discuss progress with students at regular intervals. As a result of data analysis we find that an inordinate number (21) of sophomores are very low performing individuals. Eighteen of the twenty-one are males. Further data also indicates that the student success rates of the same identified students is quiet low.

Data prior to October 2013 has indicated growth across the board in all measured academic areas with the exception of end of course assessments. Upon receipt of the remaining Accountability Performance Data we have been able to quickly identify areas of growth. At the conclusion of the data disaggregation by the instructional staff the following areas were identified as areas of immediate address:

- ☐ There was an unusually high number of novice performers that must be reduced, both male and female
- ☐ Data indicates that LCHS must identify the causes of the high number of novice performers
- ☐ Lee County High School has increased the number of 10th graders that are low performing
- ☐ Improve writing and literacy in all content areas (to include Constructed Response and EWR item formats)
- ☐ We have intensified our focus on Rigor (there must be relevance) and the use of Quality Core
- ☐ We must close the gap between males and females
- ☐ LCHS must move Apprentice performers into the Proficient and Distinguished ranges
- ☐ Very few females were novice in writing
- ☐ Graduation Rate has increased dramatically

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By utilization of the final data acquired from the multiple measures used to assess student performance and other universal screeners we have been able to further define student needs. In addition, our focus upon intentionally establishing relationships with our student population now has Lee County High School ahead of the previous year's attendance rates, dramatically reduced failure rates, and a continued improvement of overall student performance.

(Additional data - this improvement in College/Career Readiness was top ten in Kentucky for improvement in CCR. More importantly - LCHS Seniors are already 8% ahead in meeting all benchmarks than last year's senior class was at the end of the year. Meeting the college benchmarks has become an expected part of the LCHS culture due to teacher and staff focus and increased student awareness.)

With the dispatch of the final accountability scores Lee County High School was rendered a further opportunity to determine the holistic needs of all stakeholders. However, the instructors are still limited by the lack of specific individual data necessary to build a longitudinal group of consistencies that will identify gaps in instruction. In a general sense, the staff was unable to specifically identify individual student needs, nor conduct an item analysis as the assessment relates to the Common Core. Another issue which concerns the staff of LCHS was the lack of information as it relates to special needs students. The data also does not tell us whether nor not the lack of a vertically aligned curriculum impacted assessment scores. Without the aforementioned data the lack of more detailed feedback becomes a barrier.

In conclusion, 2012-13 Kentucky Unbridled Learning Accountability Performance assessment identified Lee County High School as a "Proficient" and a "Progressing" school.

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 biggest strength is a dedicated and knowledgeable teaching and administrative staff that loves students and wishes to see them succeed. Our school focus on college and/or career readiness for all students is permeating the entire school culture. Students are now interested in their own performance, and are actively seeking opportunities to meet college benchmarks and career/industry certifications. The focus on CCR for all of our students has intentionally increased the rigor and relevance of our school culture.

Another big strength is the cooperative working relationship that exists between the high school and the vocational school/area technical center that shares our campus. School administrators and ATC administrators collaboratively build schedules that allow students to complete vocational and technical pathways and promotes the opportunities for carer readiness. Currently 74 of LCHS's 78 seniors are preparing for a KOSSA test that will help them become career-ready. This intentionality of scheduling is a strong reason that these students can be successful.

Our dual-credit program has grown tremendously, reaching 144 enrollments in college courses being taken by the students of Lee County High School.

Opportunities for Improvement

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

Our teachers are now highly involved in the MDC and LDC initiatives which have been impacting instructional strategies and student learning. In our lab classes our teachers are focusing upon the needs of students in the math, reading, and English. We are continuing to focus upon Algebra II Labs, Algebra I Labs, Reading for College Success to assist students with meeting College and Career Readiness Benchmarks, and English I Labs to address deficits of 9th Grade students. We now realize that it is important for staff to receive professional development in the areas of constructed responses, a common writing format, on demand writing, and questioning strategies for higher order thinking skills. With the implementation of the previously mentioned courses and strategies it is expected that student performance will improve.

The AT & T Innovative Grant also offers a variety of programs to enhance academic opportunities for past and present students. Programs such as Second Chance, Credit Recovery(Edgenuity), Benchmark Boot Camp, Diploma Recovery, Drop-In Night School, and Saturday Amnesty provide a variety of opportunities for all student to be successful.

The entire district has now met to address the district vertical alignment of the curriculum. The configuration of grade level and content teams has resulted in some great dialogue. They are now planning on more team meetings in the immediate future to address common identified needs from the initial gatherings.

The Area Technology Center (ATC) continues to work closely monitoring the success of all LCHS students that are enrolled in their courses. The ATC also continues to prepare students to meet the multiple measures of assessing College and Career Readiness. As we continue to work with the ATC it is our intent to increase the number of courses that can be counted for as core classes (e. g. Anatomy).

Identified areas of need that we are currently addressing:

1. Low end-of-course assessment scores in reading, math and science
2. Low PLAN scores for sophomore class (particularly boys)
3. Lag in ACT benchmark meeting in math when compared with ELA
4. Need for core teachers to complete 18 hours in content areas for dual credit certification

Conclusion

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

We are continuing to use our 30-60-90 Improvement Plan as well as our weekly 7-day Action plans to drive systemic change and celebrate small successes. Each week in our Administrative team meeting (A-team), we look at the next steps of the improvement process and focus on who will shepherd those initiatives through to implementation. These small "weekly goals" drive our work throughout our 7-day action plan, and A-team members (including the Superintendent and principal) are held accountable for weekly progress in these areas. We then use the PDSA model to study the impact and change the action as necessary. This process allows us to focus on continuous growth for every part of our instructional and administrative program. Our 30, 60, 90 and 120 day goals are really a summary of the steps taken during each consecutive set of seven days. Our Quarterly Report is the tool that helps us frame the impact of this work across time.

The approval of the School Improvement Grant (SIG) will allow us to address the literacy concern that was identified as a result of data disaggregation. Gear-Up is working to reduce or eliminate freshmen failures in reading and writing. Our teachers are addressing on-demand writing, constructed response, formative assessments, and questioning techniques. We have provided release time and the funding to cover substitutes. We are also sending individuals to take part in professional development in the appropriate educational cooperative locations. Staff member are taking a leadership role and training other teachers on how to use Quality Core. Instructors will then be imbedding Quality Core assessment items into formative and summative assessments from the QC Test Bank and developing school-wide writing approach across all content areas.

Posting of Learning Targets will be followed by Questioning Techniques, Student Engagement, and Formative Assessments as part of the TPGES implementation process that is gauged by walk-through observations and District Walk-Throughs. In addition, we are in the process of implementing WIN Learn as support for student learning.

Much of the improvement work related to classroom instruction, questioning, and delivery of content standards will be an outgrowth of our newly re-constituted PLC process whereby student results are the common focus. The PLC process utilizes the PDSA model in which teachers are actively studying and modifying instruction to aid in student success. All teachers (especially in EOC strands of content) are required to use EOC-like questions when checking student mastery. Student results are discussed and plans for improved instruction are an expected PLC product.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

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

The LCHS CSIP process involved stakeholders at multiple stages of development of the improvement plan. The groups included:

Students: The principal has an ongoing "Bobcat Talk" team that includes a variety of students from different socioeconomic and demographic backgrounds. This group of students was involved in multiple discussions about the state of the school and their own learning. The principal listens to them. Student input was sought out during the creation of new mission and vision statements, and all 331 students in the school voted to choose both the final new mission and vision.

Teachers: A teacher survey in the fall was administered to indicate areas for improvement. Continuous improvement is a consistent topic at PLC meetings. Teachers spent a release day analyzing student work for instructional implications, then acted on their findings within the classroom. The activities contained within the 4 goals of the plan describe the improvement efforts driven by teachers within the building.

Administrators: Our school has a weekly Administrative team (A-Team) meeting that addresses Advanc-ED's 5 standards and 33 indicators of quality schools. Each of our initiatives is viewed through a filter of "how does this impact students" or "Is this best for kids?" The A-team tracks within its minutes those things that are related to the CSIP, or additional initiatives that need to be folded into the school's long range plan. This group includes the principal, assistant principal, counselor, area tech center principal, superintendent, instructional supervisor, special ed coordinator, director of pupil personnel and teachers on a rotating basis. They meet weekly to plan for and monitor student success across the school.

Parents: This is a weak area for us. We have 2 active parents within the school's Advisory Council as well as several parents involved with athletic teams, but we do not have a strong structure to involve parents across all school initiatives. We shared school results and improvement data with parents and community members at multiple civic functions, but do not have a strong parent base. A new school communication plan is in place to help with this need. Although a strong parent outreach was attempted to secure parent survey responses in the Fall of 2013 (including email invitations, personal contacts, student-delivered instructions and electronic automated telephone calls home) only 23% of our parents responded to a school-wide parent survey.

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

Students: (30 intensive and all 331 when voting for new mission/vision). Students made suggestions for school improvement and voted on new mission and vision. Students are also involved in the district Strategic Planning process.

Teachers: (All teachers within the building.) Identified needs through data analysis and discussion within PLC's. Developed strategies and activities to meet each of the school's 4 goals.

Administration: (School- and district-level) Weekly meetings to drive improvement work and facilitate full communication between the school and the district.

Parents: Participation in the school Advisory Council which discusses and recommends approval of the final plan.

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

The final CSIP will be distributed widely throughout the school and community in accordance with our new school and district communication plans. It will be available in print and electronic format within the school community, as well as posted on the school and district website. Highlights of goals, objectives, strategies and activities will be shared with the local school board as well as within the school community itself.

It is the goal of this school to make this plan a dynamic force for change instead of a static placeholder on a shelf. Data related to these 4 goals will be shared among the entire faculty (through PLC, faculty and A-team meetings) and modifications will be made on a continuous basis to ensure ongoing improvement. Currently, our local school board has a standing agenda item to hear improvement updates monthly from the schools in the district. These opportunities will be used to outline progress and identify next steps in the LCHS improvement process.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

The Missing Piece was developed and ratings based on data from:

District/School Title-I Parent Survey (2012 - 29 parent respondents)

District/School Safe Schools Survey (2011 - 115 respondents) and

LCHS Family Resource Center Parent Survey (2013 - 278 respondents.)

Advanc-Ed Parent Survey (2013 - 68 Respondents of 291 households = 23%)

Advanc-Ed Student Survey (2013 - 291 Respondents of 319 total students = 91%)

Advanc-Ed Staff Survey (2013 - 19 Respondents of 19 staff members = 100%)

TELL Survey & Tell follow-up survey (100% of staff responding.)

Stakeholders surveyed to inform this diagnostic review included parents, teachers, students, administrative staff and community members.

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.43

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

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

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Some parents report they are welcome to visit school.	Apprentice

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

	Statement or Question	Response	Rating
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
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
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

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.0

	Statement or Question	Response	Rating
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 relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

	Statement or Question	Response	Rating
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 conversation and/or a parent teacher conference to listen to parents or inform parents of students' learning needs.	Apprentice

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

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	Statement or Question	Response	Rating
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
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 - Priority

Lee County High School

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

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 1.71

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council are invited to attend basic district training. No effort to include other parents on SBDM committees.	Novice

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

	Statement or Question	Response	Rating
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
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 - Priority

Lee County High School

	Statement or Question	Response	Rating
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

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 1.83

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
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
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 that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
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.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

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

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 1.33

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - 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 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 	<p>School provides one open house a year and offers some written materials about:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. 	Novice

	Statement or Question	Response	Rating
2.	<p>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.</p>	<p>School staff provides parents with information about their child's academic progress and the progress of the school.</p>	Apprentice

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff exhibits some student work with scoring guide and proficient level work.</p>	Apprentice

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>School staff offers some information to parents to learn how to support their child's learning.</p>	Novice

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

Comprehensive School Improvement Plan - Priority

Lee County High School

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.0

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

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
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
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
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

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

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

Parent participation and connections are an opportunity for growth for our school. Generally, we see parents when they come into the front foyer see the principal/guidance counselor or to check their student out from school when ill. Visual displays (TV's with electronic messages, bulletin boards and other displays) share information with parents in public areas. Electronic bulletin boards (TV's with messages) have been installed and used to convey school information and announcements to all stakeholders in the building.

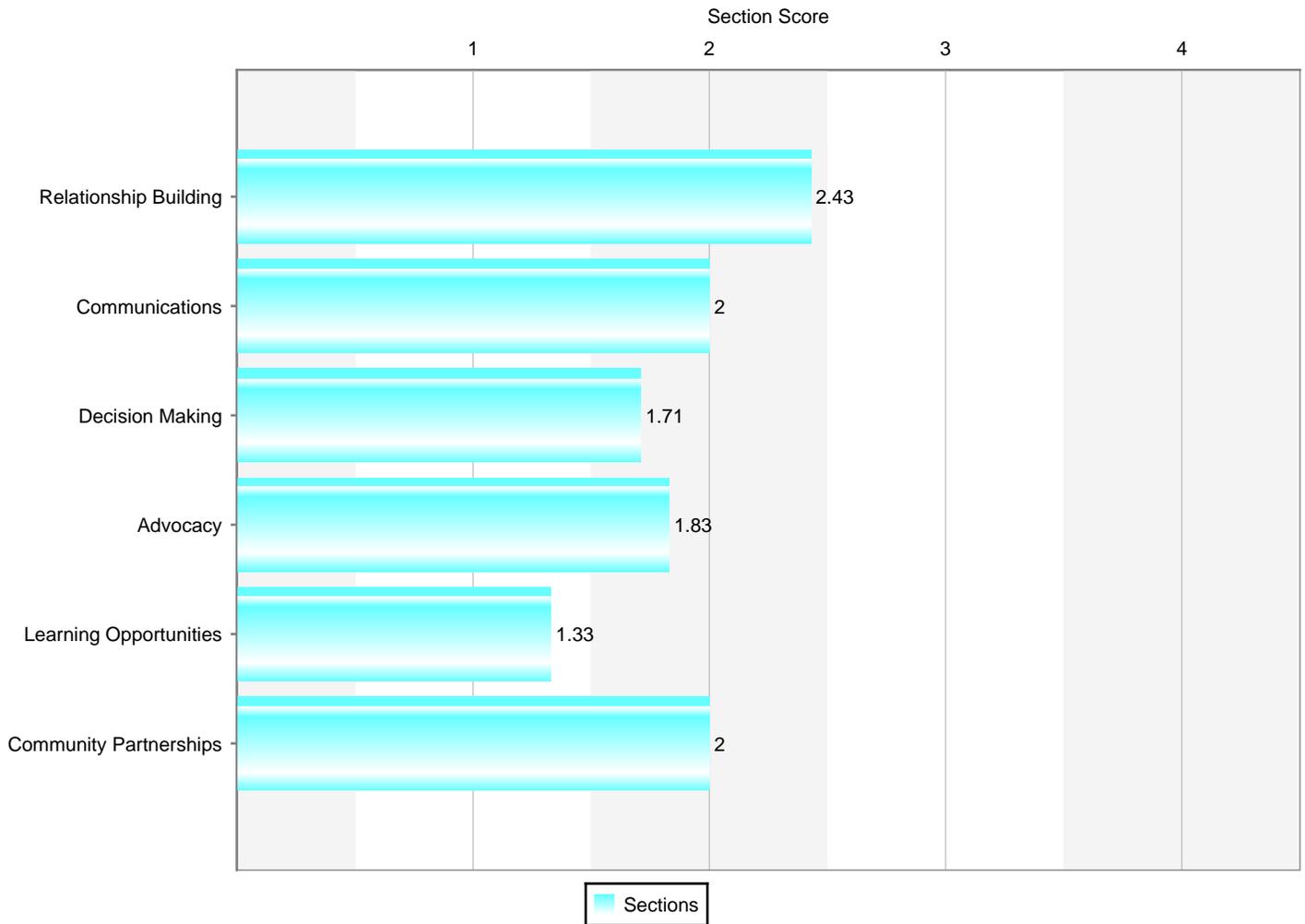
Many of our parents do not come to school, so it will be necessary for us to go to them. Right now, the most aggressive home visitation program for the school/district is related to attendance improvement/reduction of truancy. Outreach programs to families related to academics are on a teacher-by-teacher basis. Some teachers actively involve families while other teachers do not. All families are contacted by telephone calls at the beginning of the school year, but follow-up conversations are not mandated. Report cards are sent by students at midterms of grading periods and mailed home at the end of the semester. The principal meets with struggling students every three weeks in order to address student grades and classroom performance issues.

Both the school and the district have new communication plans. These plans are designed to use all existing communication avenues as well as future emerging technologies to facilitate better school-home communication. The district's strategic plan supports improvement initiatives in place at LCHS. School and district improvement plans are aligned and implemented through the use of 30/60/90-day and 7-day action plans.

Our district communication is limited somewhat by a lack of internet connectivity - only 120 of our 331 students report that they have an internet connection at home. Other communication pieces (such as handouts and School Messenger automatic phone call system) are used to communicate important information to the homes. There is no systematic approach in place to facilitate communication back to the school from the home other than individual teacher initiatives for the students in their classes.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by either a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP or b) inserting a narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

Component 1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Goal 1:

Increase the freshman graduation rate from 68.6% to 76.7% by 2015.

Measurable Objective 1:

collaborate to increase the average freshman graduation rate by 9% by 05/31/2015 as measured by AFGR.

Strategy1:

Attendance Celebrations - Student attendance (and attendance improvement) will be celebrated. Assemblies, certificates, special priveledges will be rewarded.

Research Cited:

Activity - Attendance Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with few absences will be recognized with certificates and special events. Students with improving attendance will also recieve acknowledgement.	Behavioral Support Program	09/01/2012	05/31/2015	\$700 - Other	Principal Attendance Committee FRYSC

Strategy2:

Target and Support At-Risk Students - At-risk students as identified by the Persistence to Graduation Report will be targeted for specific mentoring and intervention.

Research Cited:

Activity - Course Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All targeted at-risk students will receive intentional scheduling to support their ILP/pathway completion.	Academic Support Program	08/08/2012	05/31/2015	\$0 - No Funding Required	Principal ATC Principal Counselor

Goal 2:

Increase the averaged combined reading and math end-of-course proficiency scores for all LCHS students from 42% to 57% (by 2015) and to 71% (by 2017.)

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency on the Algebra II and English II in English Language Arts by 05/31/2015 as measured by end of course assessments.

Comprehensive School Improvement Plan - Priority

Lee County High School

Strategy1:

Increase Teacher Efficacy and Impact - This strategy will impact the learning culture within the building. It will include responses to the stae TELL survey, recruiting and retaining highly qualified staff, and developing our teaching skills through the Kentucky Department of Education Teacher Professional Growth and Effectiveness System (TPGES).

Research Cited: Charlotte Danielson's work on Teacher Effectiveness.

Activity - Selection of Professional Development based on Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in data analysis of all pertinent student data within the school - academic, behavioral and attendance. Professional development will be scheduled based on findings in order for improvements in problem areas to be addressed. The district will continue to lead district-wide PD initiatives, but individuals will also have the opportunity to grow professionally in individual or specific conternt areas that have been identified as a need based on analysis of data..	Professional Learning	07/01/2013	06/05/2015	\$0 - Other	Principal District PD Coordinator Individual Teachers

Strategy2:

Increase Course Rigor - Teachers will use rigorous instruction to teach their curriculum and increase student achievement. Teachers will participate in professional development designed to increase their skill level (i.e., questioning techniques, engagement, lesson design.)

Teachers will collaborate in professional learning communities to analyze student performance and adjust instruction accordingly.

Research Cited:

Activity - Increase Writing across the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and implement writing modules across content areas.	Direct Instruction	09/01/2012	05/01/2015	\$1400 - Title I SIG	Curriculum Coach Education Recovery Specialist Classroom Teachers

Activity - Student Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will track their own progress and set performance goals in math and ELA through the use of student data notebooks.	Academic Support Program	01/01/2013	05/31/2015	\$300 - Title I SIG	Educational Recovery Staff Teachers

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use common planning time to improve instruction via professional learning community work. Activities will include analysis of student work, development of lessons and assessments, and focus on student data to modify instruction.	Professional Learning	10/01/2012	05/31/2015	\$0 - No Funding Required	Educational Recovery Staff Principal Asst Principal Teacher Leaders

Comprehensive School Improvement Plan - Priority

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Goal 3:

Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 34.9% to 51.2% (in 2015) and 67.5% (in 2017).

Measurable Objective 1:

A 16% increase of All Students will demonstrate a proficiency in Math and in English Language Arts by 05/31/2015 as measured by state end of course assessments.

Strategy1:

Male/At-Risk Focus - Increase reading opportunities and materials to reflect male interests and to appeal to reluctant readers.

Research Cited:

Activity - Male Reading/Writing Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Since a majority of gap students are male, we will increase materials and opportunities for males to read and engage interesting text passages. Intentionally increase interest for male and other reluctant readers.	Direct Instruction	09/01/2012	05/31/2015	\$4000 - School Council Funds	Media Specialist Principal Language Arts Teachers

Activity - Intensive Male Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of male-driven behavioral intervention program led by principal to impact 18 targeted students with significant academic behaviors caused by behavioral issues.	Behavioral Support Program	10/24/2013	05/01/2015	\$200 - School Council Funds	Principal Assistant Principal Mentor Teachers

Activity - Track Progress of Targeted Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use student data notebooks to record their own academic progress, as well as set goals for improvement.	Academic Support Program	01/01/2013	05/31/2015	\$300 - Title I SIG	Principal Teachers Educational Recovery Staff

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 34.9% to 51.2% (in 2015) and 67.5% (in 2017).

Measurable Objective 1:

A 16% increase of All Students will demonstrate a proficiency in Math and in English Language Arts by 05/31/2015 as measured by state end of course assessments.

Strategy1:

Male/At-Risk Focus - Increase reading opportunities and materials to reflect male interests and to appeal to reluctant readers.

Research Cited:

Activity - Intensive Male Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of male-driven behavioral intervention program led by principal to impact 18 targeted students with significant academic behaviors caused by behavioral issues.	Behavioral Support Program	10/24/2013	05/01/2015	\$200 - School Council Funds	Principal Assistant Principal Mentor Teachers

Activity - Applied Math/ELA Instruction in CTE Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and ELA support for career-path students through direct instruction in LCHS and Area Technical Center applied classes.	Direct Instruction	08/08/2012	05/31/2015	\$0 - Other	Principal ATC Principal Counselor Teachers

Activity - Male Reading/Writing Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Since a majority of gap students are male, we will increase materials and opportunities for males to read and engage interesting text passages. Intentionally increase interest for male and other reluctant readers.	Direct Instruction	09/01/2012	05/31/2015	\$4000 - School Council Funds	Media Specialist Principal Language Arts Teachers

Activity - Build Intentional Relationships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to build authentic mentoring relationships with struggling students - especially males and reluctant students.	Academic Support Program	09/01/2012	05/31/2015	\$0 - Other	Principal Counselor District Staff Teachers

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Activity - Active Learning Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase active learning opportunities (i.e. hands-on, kinesthetic-based, product oriented) for all boys and reluctant learners. Differentiate instruction to meet the needs of students.	Academic Support Program	09/01/2012	05/31/2015	\$1000 - Other	Principal Assistant Principal Educational Recovery Team

Activity - Track Progress of Targeted Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use student data notebooks to record their own academic progress, as well as set goals for improvement.	Academic Support Program	01/01/2013	05/31/2015	\$300 - Title I SIG	Principal Teachers Educational Recovery Staff

Goal 2:

Increase the freshman graduation rate from 68.6% to 76.7% by 2015.

Measurable Objective 1:

collaborate to increase the average freshman graduation rate by 9% by 05/31/2015 as measured by AFGR.

Strategy1:

Reduction of Truancy - District and school will make multiple contacts with the home to reduce truancy issues and increase attendance and graduation rate. School will work in partnership with families to help reduce absenteeism and reward attendance growth.

Research Cited:

Activity - Additional Truancy Diversion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students must take additional steps before dropping out of school. DPP will work closely with school to enact home visits to promote increased student attendance. Operation Preparation activities will engage students and parents in ILP work to increase awareness of the student academic goals and need for improved attendance.	Policy and Process	09/01/2012	05/31/2015	\$0 - No Funding Required	Director of Pupil Personnel Principal Counselor Youth Service Center Staff

Activity - Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Afterschool tutoring/ESS/Interventions will be required to all at-risk students to increase student achievement and reduce the number of dropouts.	Tutoring	09/01/2012	05/31/2015	\$4000 - District Funding	Principal Teachers

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Lee County High School

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Persistence to Graduation reports indicate potential dropouts due to absenteeism. Students with low P to G scores are assigned an adult mentor for an authentic mentoring relationship to enhance their ownership in the school and improve attendance.	Policy and Process	09/01/2012	05/31/2015	\$0 - Other	Principal Counselor Teachers

Strategy2:

Target and Support At-Risk Students - At-risk students as identified by the Persistence to Graduation Report will be targeted for specific mentoring and intervention.

Research Cited:

Activity - Course Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All targeted at-risk students will receive intentional scheduling to support their ILP/pathway completion.	Academic Support Program	08/08/2012	05/31/2015	\$0 - No Funding Required	Principal ATC Principal Counselor

Strategy3:

Credit Recovery - Students who have failed courses previously will participate in online credit recovery courses. Students can progress at their own pace. Progress will be monitored and student placements adjusted as needed.

Research Cited:

Activity - Credit Recovery Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with identified needs will participate in self-guided credit recovery coursework in conjunction with Area Technical Center,	Direct Instruction	09/01/2012	05/31/2015	\$3700 - Title I Part A	Principal Counselor Credit Recovery Teacher

Goal 3:

Increase the averaged combined reading and math end-of-course proficiency scores for all LCHS students from 42% to 57% (by 2015) and to 71% (by 2017.)

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency on the Algebra II and English II in English Language Arts by 05/31/2015 as measured by end of course assessments.

Strategy1:

Increase Course Rigor - Teachers will use rigorous instruction to teach their curriculum and increase student achievement. Teachers will participate in professional development designed to increase their skill level (i.e., questioning techniques, engagement, lesson design.)

Teachers will collaborate in professional learning communities to analyze student performance and adjust instruction accordingly.

Research Cited:

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Lee County High School

Activity - Vertical Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High school teachers met with middle school teachers to study, create, align and analyze curriculum for maximum student achievement. Will be revisited throughout 2013-14 and 2014-15.	Professional Learning	11/01/2012	05/31/2015	\$1100 - Title I SIG	District Supervisor of Instruction Principal

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use common planning time to improve instruction via professional learning community work. Activities will include analysis of student work, development of lessons and assessments, and focus on student data to modify instruction.	Professional Learning	10/01/2012	05/31/2015	\$0 - No Funding Required	Educational Recovery Staff Principal Asst Principal Teacher Leaders

Activity - English and Math Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Low performing students (as indicated by assessment data) will be scheduled for additional coursework/intervention in lab classes.	Direct Instruction	08/07/2012	05/31/2015	\$35000 - General Fund	Superintendent Principal Counselor Teachers

Activity - Student Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will track their own progress and set performance goals in math and ELA through the use of student data notebooks.	Academic Support Program	01/01/2013	05/31/2015	\$300 - Title I SIG	Educational Recovery Staff Teachers

Activity - Increase Writing across the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and implement writing modules across content areas.	Direct Instruction	09/01/2012	05/01/2015	\$1400 - Title I SIG	Curriculum Coach Education Recovery Specialist Classroom Teachers

Goal 4:

Increase the number of students who are college and/or career ready from 51.3% to 64% by 2015.

Measurable Objective 1:

collaborate to increase college and career readiness from 51.3% to 64% by 05/31/2015 as measured by ACT, COMPASS, KYOTE, WORKKEYS, ASVAB, KOSSA and Industry Certificates.

Strategy1:

Communicate importance of college/career readiness - The culture of LCHS will be transformed to promote an increase in college and career readiness among students. Reading and math transition classes will intervene and emphasize the importance of college readiness. All initiatives that can emphasize CCR (Assemblies, discussions, etc...) will be used to increase awareness among students.

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Research Cited:

Activity - Senior Math/English/Reading Transition Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not attaining the college benchmark scores on the ACT will be placed in transitional courses until meeting the benchmarks on subsequent ACT's, COMPASS or KYOTE assessments.	Direct Instruction	08/08/2012	05/31/2015	\$0 - No Funding Required	Principal Counselor Transitional Course Teachers

Activity - Intervention to meet benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A wide variety of support pieces are available for use in and out of class to help promote meeting benchmarks. IXL, TCA, WinLearn are used to help students progress toward fulfillment of benchmark. College fairs and career days emphasize benchmarks.	Academic Support Program	09/01/2012	05/31/2015	\$2700 - District Funding	Principal Intervention Teachers

Activity - Intentional Scheduling for Pathway Completion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Lee Area Technical Center and LCHS cooperate closely to ensure that student schedules lead to completion of 3-course pathways that allow a student to assess for career readiness.	Policy and Process	09/01/2012	05/31/2015	\$0 - Career and Technical Education Funds	Principal ATC Principal Counselor

Strategy2:

Career-Ready Instruction - Utilize curriculum maps aligned with KOSSA and common core standards.

Research Cited:

Activity - KOSSA Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use KOSSA standards in planning instruction to promote career readiness.	Policy and Process	09/01/2012	05/31/2015	\$0 - Other	Principal ATC Principal Teachers

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

Increase the averaged combined reading and math end-of-course proficiency scores for all LCHS students from 42% to 57% (by 2015) and to 71% (by 2017.)

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency on the Algebra II and English II in English Language Arts by 05/31/2015 as measured by end of course assessments.

Strategy1:

Increase Teacher Efficacy and Impact - This strategy will impact the learning culture within the building. It will include responses to the stae TELL survey, recruiting and retaining highly qualified staff, and developing our teaching skills through the Kentucky Department of Education Teacher Professional Growth and Effectiveness System (TPGES).

Research Cited: Charlotte Danielson's work on Teacher Effectiveness.

Activity - Implement KDE Teacher Professional Growth and Effectiveness System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize TPGES to increase teacher effectiveness within the classroom. Impact will be measured through the meeting of student performance goals established collaboratively through evaluation and growth processes.	Professional Learning	06/01/2013	05/30/2015	\$0 - State Funds	Principal TPGES Pilot Team Teachers

Activity - Recruit and Retain Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will develop a plan to recruit and retain highly qualified teachers and teachers who are certified to teach dual-credit courses (18 credit hours in content area.)	Recruitment and Retention	08/01/2013	05/30/2015	\$6000 - Title I Part A	Principal Teachers

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Activity - Selection of Professional Development based on Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in data analysis of all pertinent student data within the school - academic, behavioral and attendance. Professional development will be scheduled based on findings in order for improvements in problem areas to be addressed. The district will continue to lead district-wide PD initiatives, but individuals will also have the opportunity to grow professionally in individual or specific conternt areas that have been identified as a need based on analysis of data..	Professional Learning	07/01/2013	06/05/2015	\$0 - Other	Principal District PD Coordinator Individual Teachers

Activity - TELL Survey Analysis and Working Environment Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon receipt of the school/district TELL survey results, a committee will be convened to analyze the responses adn identify significant concern areas. Areas will be addressed, then the staff re-surveyed to determine growth or lack of growth in addressing working condition concerns.	Policy and Process	08/01/2013	05/01/2015	\$0 - No Funding Required	Superintendent Principal District/School TELL Committee All Teachers

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

High Quality Professional Development for Principals, Teachers, and Paraprofessionals

Goal 1:

Increase the averaged combined reading and math end-of-course proficiency scores for all LCHS students from 42% to 57% (by 2015) and to 71% (by 2017.)

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency on the Algebra II and English II in English Language Arts by 05/31/2015 as measured by end of course assessments.

Strategy1:

Increase Teacher Efficacy and Impact - This strategy will impact the learning culture within the building. It will include responses to the stae TELL survey, recruiting and retaining highly qualified staff, and developing our teaching skills through the Kentucky Department of Education Teacher Professional Growth and Effectiveness System (TPGES).

Research Cited: Charlotte Danielson's work on Teacher Effectiveness.

Activity - Selection of Professional Development based on Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in data analysis of all pertinent student data within the school - academic, behavioral and attendance. Professional development will be scheduled based on findings in order for improvements in problem areas to be addressed. The district will continue to lead district-wide PD initiatives, but individuals will also have the opportunity to grow professionally in individual or specific content areas that have been identified as a need based on analysis of data..	Professional Learning	07/01/2013	06/05/2015	\$0 - Other	Principal District PD Coordinator Individual Teachers

Activity - Recruit and Retain Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will develop a plan to recruit and retain highly qualified teachers and teachers who are certified to teach dual-credit courses (18 credit hours in content area.)	Recruitment and Retention	08/01/2013	05/30/2015	\$6000 - Title I Part A	Principal Teachers

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Activity - TELL Survey Analysis and Working Environment Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon receipt of the school/district TELL survey results, a committee will be convened to analyze the responses and identify significant concern areas. Areas will be addressed, then the staff re-surveyed to determine growth or lack of growth in addressing working condition concerns.	Policy and Process	08/01/2013	05/01/2015	\$0 - No Funding Required	Superintendent Principal District/School TELL Committee All Teachers

Activity - Implement KDE Teacher Professional Growth and Effectiveness System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize TPGES to increase teacher effectiveness within the classroom. Impact will be measures through the meeting of student performance goals established collaboratively through evaluation and growth processes.	Professional Learning	06/01/2013	05/30/2015	\$0 - State Funds	Principal TPGES Pilot Team Teachers

Strategy2:

Increase Course Rigor - Teachers will use rigorous instruction to teach their curriculum and increase student achievement. Teachers will participate in professional development designed to increase their skill level (i.e., questioning techniques, engagement, lesson design.)

Teachers will collaborate in professional learning communities to analyze student performance and adjust instruction accordingly.

Research Cited:

Activity - Increase Writing across the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and implement writing modules across content areas.	Direct Instruction	09/01/2012	05/01/2015	\$1400 - Title I SIG	Curriculum Coach Education Recovery Specialist Classroom Teachers

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use common planning time to improve instruction via professional learning community work. Activities will include analysis of student work, development of lessons and assessments, and focus on student data to modify instruction.	Professional Learning	10/01/2012	05/31/2015	\$0 - No Funding Required	Educational Recovery Staff Principal Asst Principal Teacher Leaders

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Increase the averaged combined reading and math end-of-course proficiency scores for all LCHS students from 42% to 57% (by 2015) and to 71% (by 2017.)

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency on the Algebra II and English II in English Language Arts by 05/31/2015 as measured by end of course assessments.

Strategy1:

Increase Teacher Efficacy and Impact - This strategy will impact the learning culture within the building. It will include responses to the stae TELL survey, recruiting and retaining highly qualified staff, and developing our teaching skills through the Kentucky Department of Education Teacher Professional Growth and Effectiveness System (TPGES).

Research Cited: Charlotte Danielson's work on Teacher Effectiveness.

Activity - Selection of Professional Development based on Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in data analysis of all pertinent student data within the school - academic, behavioral and attendance. Professional development will be scheduled based on findings in order for improvements in problem areas to be addressed. The district will continue to lead district-wide PD initiatives, but individuals will also have the opportunity to grow professionally in individual or specific conternt areas that have been identified as a need based on analysis of data..	Professional Learning	07/01/2013	06/05/2015	\$0 - Other	Principal District PD Coordinator Individual Teachers

Activity - TELL Survey Analysis and Working Environment Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon receipt of the school/district TELL survey results, a committee will be convened to analyze the responses adn identify significant concern areas. Areas will be addressed, then the staff re-surveyed to determine growth or lack of growth in addressing working condition concerns.	Policy and Process	08/01/2013	05/01/2015	\$0 - No Funding Required	Superintendent Principal District/School TELL Committee All Teachers

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Activity - Implement KDE Teacher Professional Growth and Effectiveness System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize TPGES to increase teacher effectiveness within the classroom. Impact will be measured through the meeting of student performance goals established collaboratively through evaluation and growth processes.	Professional Learning	06/01/2013	05/30/2015	\$0 - State Funds	Principal TPGES Pilot Team Teachers

Activity - Recruit and Retain Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will develop a plan to recruit and retain highly qualified teachers and teachers who are certified to teach dual-credit courses (18 credit hours in content area.)	Recruitment and Retention	08/01/2013	05/30/2015	\$6000 - Title I Part A	Principal Teachers

Component 6: Parent Involvement

Parent Involvement

Goal 1:

Increase the freshman graduation rate from 68.6% to 76.7% by 2015.

Measurable Objective 1:

collaborate to increase the average freshman graduation rate by 9% by 05/31/2015 as measured by AFGR.

Strategy1:

Reduction of Truancy - District and school will make multiple contacts with the home to reduce truancy issues and increase attendance and graduation rate. School will work in partnership with families to help reduce absenteeism and reward attendance growth.

Research Cited:

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Persistence to Graduation reports indicate potential dropouts due to absenteeism. Students with low P to G scores are assigned an adult mentor for an authentic mentoring relationship to enhance their ownership in the school and improve attendance.	Policy and Process	09/01/2012	05/31/2015	\$0 - Other	Principal Counselor Teachers

Activity - Additional Truancy Diversion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students must take additional steps before dropping out of school. DPP will work closely with school to enact home visits to promote increased student attendance. Operation Preparation activities will engage students and parents in ILP work to increase awareness of the student academic goals and need for improved attendance.	Policy and Process	09/01/2012	05/31/2015	\$0 - No Funding Required	Director of Pupil Personnel Principal Counselor Youth Service Center Staff

Activity - Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Afterschool tutoring/ESS/Interventions will be required to all at-risk students to increase student achievement and reduce the number of dropouts.	Tutoring	09/01/2012	05/31/2015	\$4000 - District Funding	Principal Teachers

Strategy2:

Target and Support At-Risk Students - At-risk students as identified by the Persistence to Graduation Report will be targeted for specific mentoring and intervention.

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Research Cited:

Activity - Course Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All targeted at-risk students will receive intentional scheduling to support their ILP/pathway completion.	Academic Support Program	08/08/2012	05/31/2015	\$0 - No Funding Required	Principal ATC Principal Counselor

Goal 2:

Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 34.9% to 51.2% (in 2015) and 67.5% (in 2017).

Measurable Objective 1:

A 16% increase of All Students will demonstrate a proficiency in Math and in English Language Arts by 05/31/2015 as measured by state end of course assessments.

Strategy1:

Male/At-Risk Focus - Increase reading opportunities and materials to reflect male interests and to appeal to reluctant readers.

Research Cited:

Activity - Build Intentional Relationships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to build authentic mentoring relationships with struggling students - especially males and reluctant students.	Academic Support Program	09/01/2012	05/31/2015	\$0 - Other	Principal Counselor District Staff Teachers

Goal 3:

Increase the averaged combined reading and math end-of-course proficiency scores for all LCHS students from 42% to 57% (by 2015) and to 71% (by 2017.)

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency on the Algebra II and English II in English Language Arts by 05/31/2015 as measured by end of course assessments.

Strategy1:

Increase Course Rigor - Teachers will use rigorous instruction to teach their curriculum and increase student achievement. Teachers will participate in professional development designed to increase their skill level (i.e., questioning techniques, engagement, lesson design.)

Teachers will collaborate in professional learning communities to analyze student performance and adjust instruction accordingly.

Research Cited:

Comprehensive School Improvement Plan - Priority

Lee County High School

Activity - Student Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will track their own progress and set performance goals in math and ELA through the use of student data notebooks.	Academic Support Program	01/01/2013	05/31/2015	\$300 - Title I SIG	Educational Recovery Staff Teachers

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 34.9% to 51.2% (in 2015) and 67.5% (in 2017).

Measurable Objective 1:

A 16% increase of All Students will demonstrate a proficiency in Math and in English Language Arts by 05/31/2015 as measured by state end of course assessments.

Strategy1:

Male/At-Risk Focus - Increase reading opportunities and materials to reflect male interests and to appeal to reluctant readers.

Research Cited:

Activity - Build Intentional Relationships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to build authentic mentoring relationships with struggling students - especially males and reluctant students.	Academic Support Program	09/01/2012	05/31/2015	\$0 - Other	Principal Counselor District Staff Teachers

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Goal 1:

Increase the freshman graduation rate from 68.6% to 76.7% by 2015.

Measurable Objective 1:

collaborate to increase the average freshman graduation rate by 9% by 05/31/2015 as measured by AFGR.

Strategy1:

Target and Support At-Risk Students - At-risk students as identified by the Persistence to Graduation Report will be targeted for specific mentoring and intervention.

Research Cited:

Activity - Course Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All targeted at-risk students will receive intentional scheduling to support their ILP/pathway completion.	Academic Support Program	08/08/2012	05/31/2015	\$0 - No Funding Required	Principal ATC Principal Counselor

Goal 2:

Increase the averaged combined reading and math end-of-course proficiency scores for all LCHS students from 42% to 57% (by 2015) and to 71% (by 2017.)

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency on the Algebra II and English II in English Language Arts by 05/31/2015 as measured by end of course assessments.

Strategy1:

Program Reviews - Related Atrs classes help some students identify with and participate in school activities. Program reviews in Arts and Humanities, Practical Living and Writing will help the school build stronger programs in these areas to better serve students.

Research Cited:

Comprehensive School Improvement Plan - Priority

Lee County High School

Activity - Program Review Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Academic Support Program	09/01/2012	05/31/2015	\$600 - General Fund	Principal Related Arts Teacher Leaders Teachers

Strategy2:

Increase Course Rigor - Teachers will use rigorous instruction to teach their curriculum and increase student achievement. Teachers will participate in professional development designed to increase their skill level (i.e., questioning techniques, engagement, lesson design.) Teachers will collaborate in professional learning communities to analyze student performance and adjust instruction accordingly.

Research Cited:

Activity - Student Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will track their own progress and set performance goals in math and ELA through the use of student data notebooks.	Academic Support Program	01/01/2013	05/31/2015	\$300 - Title I SIG	Educational Recovery Staff Teachers

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use common planning time to improve instruction via professional learning community work. Activities will include analysis of student work, development of lessons and assessments, and focus on student data to modify instruction.	Professional Learning	10/01/2012	05/31/2015	\$0 - No Funding Required	Educational Recovery Staff Principal Asst Principal Teacher Leaders

Activity - Vertical Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High school teachers met with middle school teachers to study, create, align and analyze curriculum for maximum student achievement. Will be revisited throughout 2013-14 and 2014-15.	Professional Learning	11/01/2012	05/31/2015	\$1100 - Title I SIG	District Supervisor of Instruction Principal

Strategy3:

LCMS Administrative Communication (A-Team) - Principal, Asst Principal, Counselor, Teacher Leaders, Education Recovery Staff, Superintendent, Asst Supt, DPP and Instructional Supervisor meet weekly to align and communicate all of the improvement work within the school.

Research Cited:

Activity - Administrative A-Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and district leadership meet weekly to develop long-range (CSIP), medium-range (30/60/90 day), and short range (Weekly Action Plans) to drive improvement work across all school areas.	Academic Support Program	09/11/2012	05/31/2015	\$0 - No Funding Required	Principal Education Recovery Staff

Strategy4:

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Increase Teacher Efficacy and Impact - This strategy will impact the learning culture within the building. It will include responses to the stae TELL survey, recruiting and retaining highly qualified staff, and developing our teaching skills through the Kentucky Department of Education Teacher Professional Growth and Effectiveness System (TPGES).

Research Cited: Charlotte Danielson's work on Teacher Effectiveness.

Activity - TELL Survey Analysis and Working Environment Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon receipt of the school/district TELL survey results, a committee will be convened to analyze the responses and identify significant concern areas. Areas will be addressed, then the staff re-surveyed to determine growth or lack of growth in addressing working condition concerns.	Policy and Process	08/01/2013	05/01/2015	\$0 - No Funding Required	Superintendent Principal District/School TELL Committee All Teachers

Activity - Recruit and Retain Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will develop a plan to recruit and retain highly qualified teachers and teachers who are certified to teach dual-credit courses (18 credit hours in content area.)	Recruitment and Retention	08/01/2013	05/30/2015	\$6000 - Title I Part A	Principal Teachers

Activity - Selection of Professional Development based on Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in data analysis of all pertinent student data within the school - academic, behavioral and attendance. Professional development will be scheduled based on findings in order for improvements in problem areas to be addressed. The district will continue to lead district-wide PD initiatives, but individuals will also have the opportunity to grow professionally in individual or specific content areas that have been identified as a need based on analysis of data..	Professional Learning	07/01/2013	06/05/2015	\$0 - Other	Principal District PD Coordinator Individual Teachers

Activity - Implement KDE Teacher Professional Growth and Effectiveness System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize TPGES to increase teacher effectiveness within the classroom. Impact will be measured through the meeting of student performance goals established collaboratively through evaluation and growth processes.	Professional Learning	06/01/2013	05/30/2015	\$0 - State Funds	Principal TPGES Pilot Team Teachers

Goal 3:

Increase the number of students who are college and/or career ready from 51.3% to 64% by 2015.

Measurable Objective 1:

collaborate to increase college and career readiness from 51.3% to 64% by 05/31/2015 as measured by ACT, COMPASS, KYOTE, WORKKEYS, ASVAB, KOSSA and Industry Certificates.

Comprehensive School Improvement Plan - Priority

Lee County High School

Strategy1:

Communicate importance of college/career readiness - The culture of LCHS will be transformed to promote an increase in college and career readiness among students. Reading and math transition classes will intervene and emphasize the importance of college readiness. All initiatives that can emphasize CCR (Assemblies, discussions, etc...) will be used to increase awareness among students.

Research Cited:

Activity - Intervention to meet benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A wide variety of support pieces are available for use in and out of class to help promote meeting benchmarks. IXL, TCA, WinLearn are used to help students progress toward fulfillment of benchmark. College fairs and career days emphasize benchmarks.	Academic Support Program	09/01/2012	05/31/2015	\$2700 - District Funding	Principal Intervention Teachers

Component 9: Activities to Ensure that Students Meet State Academic Standards

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

Increase the averaged combined reading and math end-of-course proficiency scores for all LCHS students from 42% to 57% (by 2015) and to 71% (by 2017.)

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency on the Algebra II and English II in English Language Arts by 05/31/2015 as measured by end of course assessments.

Strategy1:

Increase Course Rigor - Teachers will use rigorous instruction to teach their curriculum and increase student achievement. Teachers will participate in professional development designed to increase their skill level (i.e., questioning techniques, engagement, lesson design.)

Teachers will collaborate in professional learning communities to analyze student performance and adjust instruction accordingly.

Research Cited:

Activity - Dual Credit/Advanced Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with HCTC , Murray State and Eastern Kentucky Universities to facilitate advanced classes bearing college credit for our students. Seek additional college coursework so that existing staff become certified to teach dual credit.	Direct Instruction	09/01/2012	05/31/2015	\$0 - Other	Principal ATC Principal Teachers of Courses

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use common planning time to improve instruction via professional learning community work. Activities will include analysis of student work, development of lessons and assessments, and focus on student data to modify instruction.	Professional Learning	10/01/2012	05/31/2015	\$0 - No Funding Required	Educational Recovery Staff Principal Asst Principal Teacher Leaders

Activity - English and Math Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Low performing students (as indicated by assessment data) will be scheduled for additional coursework/intervention in lab classes.	Direct Instruction	08/07/2012	05/31/2015	\$35000 - General Fund	Superintendent Principal Counselor Teachers

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Activity - Increase Writing across the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and implement writing modules across content areas.	Direct Instruction	09/01/2012	05/01/2015	\$1400 - Title I SIG	Curriculum Coach Education Recovery Specialist Classroom Teachers

Activity - Student Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will track their own progress and set performance goals in math and ELA through the use of student data notebooks.	Academic Support Program	01/01/2013	05/31/2015	\$300 - Title I SIG	Educational Recovery Staff Teachers

Activity - Vertical Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High school teachers met with middle school teachers to study, create, align and analyze curriculum for maximum student achievement. Will be revisited throughout 2013-14 and 2014-15.	Professional Learning	11/01/2012	05/31/2015	\$1100 - Title I SIG	District Supervisor of Instruction Principal

Strategy2:

Increase Teacher Efficacy and Impact - This strategy will impact the learning culture within the building. It will include responses to the stae TELL survey, recruiting and retaining highly qualified staff, and developing our teaching skills through the Kentucky Department of Education Teacher Professional Growth and Effectiveness System (TPGES).

Research Cited: Charlotte Danielson's work on Teacher Effectiveness.

Activity - Recruit and Retain Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will develop a plan to recruit and retain highly qualified teachers and teachers who are certified to teach dual-credit courses (18 credit hours in content area.)	Recruitment and Retention	08/01/2013	05/30/2015	\$6000 - Title I Part A	Principal Teachers

Activity - Selection of Professional Development based on Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in data analysis of all pertinent student data within the school - academic, behavioral and attendance. Professional development will be scheduled based on findings in order for improvements in problem areas to be addressed. The district will continue to lead district-wide PD initiatives, but individuals will also have the opportunity to grow professionally in individual or specific conternt areas that have been identified as a need based on analysis of data..	Professional Learning	07/01/2013	06/05/2015	\$0 - Other	Principal District PD Coordinator Individual Teachers

Comprehensive School Improvement Plan - Priority

Lee County High School

Activity - Implement KDE Teacher Professional Growth and Effectiveness System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize TPGES to increase teacher effectiveness within the classroom. Impact will be measures through the meeting of student performance goals established collaboratively through evaluation and growth processes.	Professional Learning	06/01/2013	05/30/2015	\$0 - State Funds	Principal TPGES Pilot Team Teachers

Activity - TELL Survey Analysis and Working Environment Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon receipt of the school/district TELL survey results, a committee will be convened to analyze the responses and identify significant concern areas. Areas will be addressed, then the staff re-surveyed to determine growth or lack of growth in addressing working condition concerns.	Policy and Process	08/01/2013	05/01/2015	\$0 - No Funding Required	Superintendent Principal District/School TELL Committee All Teachers

Strategy3:

Program Reviews - Related Arts classes help some students identify with and participate in school activities. Program reviews in Arts and Humanities, Practical Living and Writing will help the school build stronger programs in these areas to better serve students.

Research Cited:

Activity - Gaps in Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team is initiating the elimination of gaps in particular program areas to determine next steps for continuous improvement.	Policy and Process	09/01/2012	05/31/2015	\$0 - No Funding Required	Principal Related Arts Teacher Leaders Teachers

Activity - Program Review Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Academic Support Program	09/01/2012	05/31/2015	\$600 - General Fund	Principal Related Arts Teacher Leaders Teachers

Strategy4:

LCMS Administrative Communication (A-Team) - Principal, Asst Principal, Counselor, Teacher Leaders, Education Recovery Staff, Superintendent, Asst Supt, DPP and Instructional Supervisor meet weekly to align and communicate all of the improvement work within the school.

Research Cited:

Activity - Administrative A-Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and district leadership meet weekly to develop long-range (CSIP), medium-range (30/60/90 day), and short range (Weekly Action Plans) to drive improvement work across all school areas.	Academic Support Program	09/11/2012	05/31/2015	\$0 - No Funding Required	Principal Education Recovery Staff

Comprehensive School Improvement Plan - Priority

Lee County High School

Goal 2:

Increase the freshman graduation rate from 68.6% to 76.7% by 2015.

Measurable Objective 1:

collaborate to increase the average freshman graduation rate by 9% by 05/31/2015 as measured by AFGR.

Strategy1:

Attendance Celebrations - Student attendance (and attendance improvement) will be celebrated. Assemblies, certificates, special priveledges will be rewarded.

Research Cited:

Activity - Attendance Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with few absences will be recognized with certificates and special events. Students with improving attendance will also recieve acknowledgement.	Behavioral Support Program	09/01/2012	05/31/2015	\$700 - Other	Principal Attendance Committee FRYSC

Strategy2:

Target and Support At-Risk Students - At-risk students as identified by the Persistence to Graduation Report will be targeted for specific mentoring and intervention.

Research Cited:

Activity - Course Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All targeted at-risk students will receive intentional scheduling to support their ILP/pathway completion.	Academic Support Program	08/08/2012	05/31/2015	\$0 - No Funding Required	Principal ATC Principal Counselor

Strategy3:

Reduction of Truancy - District and school will make multiple contacts with the home to reduce truancy issues and increase attendance and graduation rate. School will work in partnership with families to help reduce absenteeism and reward attendance growth.

Research Cited:

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Persistence to Graduation reports indicate potential dropouts due to absenteeism. Students with low P to G scores are assigned an adult mentor for an authentic mentoring relationship to enhance their ownership in the school and improve attendance.	Policy and Process	09/01/2012	05/31/2015	\$0 - Other	Principal Counselor Teachers

Comprehensive School Improvement Plan - Priority

Lee County High School

Activity - Additional Truancy Diversion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students must take additional steps before dropping out of school. DPP will work closely with school to enact home visits to promote increased student attendance. Operation Preparation activities will engage students and parents in ILP work to increase awareness of the student academic goals and need for improved attendance.	Policy and Process	09/01/2012	05/31/2015	\$0 - No Funding Required	Director of Pupil Personnel Principal Counselor Youth Service Center Staff

Activity - Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Afterschool tutoring/ESS/Interventions will be required to all at-risk students to increase student achievement and reduce the number of dropouts.	Tutoring	09/01/2012	05/31/2015	\$4000 - District Funding	Principal Teachers

Strategy4:

Credit Recovery - Students who have failed courses previously will participate in online credit recovery courses. Students can progress at their own pace. Progress will be monitored and student placements adjusted as needed.

Research Cited:

Activity - Credit Recovery Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with identified needs will participate in self-guided credit recovery coursework in conjunction with Area Technical Center,	Direct Instruction	09/01/2012	05/31/2015	\$3700 - Title I Part A	Principal Counselor Credit Recovery Teacher

Goal 3:

Increase the number of students who are college and/or career ready from 51.3% to 64% by 2015.

Measurable Objective 1:

collaborate to increase college and career readiness from 51.3% to 64% by 05/31/2015 as measured by ACT, COMPASS, KYOTE, WORKKEYS, ASVAB, KOSSA and Industry Certificates.

Strategy1:

Career-Ready Instruction - Utilize curriculum maps aligned with KOSSA and common core standards.

Research Cited:

Activity - KOSSA Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use KOSSA standards in planning instruction to promote career readiness.	Policy and Process	09/01/2012	05/31/2015	\$0 - Other	Principal ATC Principal Teachers

Strategy2:

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Comprehensive School Improvement Plan - Priority

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Communicate importance of college/career readiness - The culture of LCHS will be transformed to promote an increase in college and career readiness among students. Reading and math transition classes will intervene and emphasize the importance of college readiness. All initiatives that can emphasize CCR (Assemblies, discussions, etc...) will be used to increase awareness among students.

Research Cited:

Activity - Rewards for CCR Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assemblies, scheduling of elective courses and visual hallway displays will recognize and stimulate increased performance in meeting college and career benchmarks.	Academic Support Program	09/01/2012	05/31/2015	\$0 - No Funding Required	Principal Education Recovery Staff Teachers

Activity - Intentional Scheduling for Pathway Completion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Lee Area Technical Center and LCHS cooperate closely to ensure that student schedules lead to completion of 3-course pathways that allow a student to assess for career readiness.	Policy and Process	09/01/2012	05/31/2015	\$0 - Career and Technical Education Funds	Principal ATC Principal Counselor

Activity - Intervention to meet benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A wide variety of support pieces are available for use in and out of class to help promote meeting benchmarks. IXL, TCA, WinLearn are used to help students progress toward fulfillment of benchmark. College fairs and career days emphasize benchmarks.	Academic Support Program	09/01/2012	05/31/2015	\$2700 - District Funding	Principal Intervention Teachers

Activity - Senior Math/English/Reading Transition Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not attaining the college benchmark scores on the ACT will be placed in transitional courses until meeting the benchmarks on subsequent ACT's, COMPASS or KYOTE assessments.	Direct Instruction	08/08/2012	05/31/2015	\$0 - No Funding Required	Principal Counselor Transitional Course Teachers

Goal 4:

Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 34.9% to 51.2% (in 2015) and 67.5% (in 2017).

Measurable Objective 1:

A 16% increase of All Students will demonstrate a proficiency in Math and in English Language Arts by 05/31/2015 as measured by state end of course assessments.

Strategy1:

Male/At-Risk Focus - Increase reading opportunities and materials to reflect male interests and to appeal to reluctant readers.

Comprehensive School Improvement Plan - Priority

Lee County High School

Research Cited:

Activity - Active Learning Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase active learning opportunities (i.e. hands-on, kinesthetic-based, product oriented) for all boys and reluctant learners. Differentiate instruction to meet the needs of students.	Academic Support Program	09/01/2012	05/31/2015	\$1000 - Other	Principal Assistant Principal Educational Recovery Team

Activity - Intensive Male Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of male-driven behavioral intervention program led by principal to impact 18 targeted students with significant academic behaviors caused by behavioral issues.	Behavioral Support Program	10/24/2013	05/01/2015	\$200 - School Council Funds	Principal Assistant Principal Mentor Teachers

Activity - Build Intentional Relationships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to build authentic mentoring relationships with struggling students - especially males and reluctant students.	Academic Support Program	09/01/2012	05/31/2015	\$0 - Other	Principal Counselor District Staff Teachers

Activity - Applied Math/ELA Instruction in CTE Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and ELA support for career-path students through direct instruction in LCHS and Area Technical Center applied classes.	Direct Instruction	08/08/2012	05/31/2015	\$0 - Other	Principal ATC Principal Counselor Teachers

Activity - Male Reading/Writing Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Since a majority of gap students are male, we will increase materials and opportunities for males to read and engage interesting text passages. Intentionally increase interest for male and other reluctant readers.	Direct Instruction	09/01/2012	05/31/2015	\$4000 - School Council Funds	Media Specialist Principal Language Arts Teachers

Activity - Track Progress of Targeted Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use student data notebooks to record their own academic progress, as well as set goals for improvement.	Academic Support Program	01/01/2013	05/31/2015	\$300 - Title I SIG	Principal Teachers Educational Recovery Staff

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Increase the freshman graduation rate from 68.6% to 76.7% by 2015.

Measurable Objective 1:

collaborate to increase the average freshman graduation rate by 9% by 05/31/2015 as measured by AFGR.

Strategy1:

Attendance Celebrations - Student attendance (and attendance improvement) will be celebrated. Assemblies, certificates, special priveledges will be rewarded.

Research Cited:

Activity - Attendance Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with few absences will be recognized with certificates and special events. Students with improving attendance will also recieve acknowledgement.	Behavioral Support Program	09/01/2012	05/31/2015	\$700 - Other	Principal Attendance Committee FRYSC

Strategy2:

Credit Recovery - Students who have failed courses previously will participate in online credit recovery courses. Students can progress at their own pace. Progress will be monitored and student placements adjusted as needed.

Research Cited:

Activity - Credit Recovery Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with identified needs will participate in self-guided credit recovery coursework in conjunction with Area Technical Center,	Direct Instruction	09/01/2012	05/31/2015	\$3700 - Title I Part A	Principal Counselor Credit Recovery Teacher

Strategy3:

Target and Support At-Risk Students - At-risk students as identified by the Persistence to Graduation Report will be targeted for specific mentoring and intervention.

Research Cited:

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Activity - Course Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All targeted at-risk students will receive intentional scheduling to support their ILP/pathway completion.	Academic Support Program	08/08/2012	05/31/2015	\$0 - No Funding Required	Principal ATC Principal Counselor

Goal 2:

Increase the averaged combined reading and math end-of-course proficiency scores for all LCHS students from 42% to 57% (by 2015) and to 71% (by 2017.)

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency on the Algebra II and English II in English Language Arts by 05/31/2015 as measured by end of course assessments.

Strategy1:

Increase Course Rigor - Teachers will use rigorous instruction to teach their curriculum and increase student achievement. Teachers will participate in professional development designed to increase their skill level (i.e., questioning techniques, engagement, lesson design.) Teachers will collaborate in professional learning communities to analyze student performance and adjust instruction accordingly.

Research Cited:

Activity - English and Math Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Low performing students (as indicated by assessment data) will be scheduled for additional coursework/intervention in lab classes.	Direct Instruction	08/07/2012	05/31/2015	\$35000 - General Fund	Superintendent Principal Counselor Teachers

Strategy2:

Increase Teacher Efficacy and Impact - This strategy will impact the learning culture within the building. It will include responses to the stae TELL survey, recruiting and retaining highly qualified staff, and developing our teaching skills through the Kentucky Department of Education Teacher Professional Growth and Effectiveness System (TPGES).

Research Cited: Charlotte Danielson's work on Teacher Effectiveness.

Activity - Implement KDE Teacher Professional Growth and Effectiveness System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize TPGES to increase teacher effectiveness within the classroom. Impact will be measures through the meeting of student performance goals established collaboratively through evaluation and growth processes.	Professional Learning	06/01/2013	05/30/2015	\$0 - State Funds	Principal TPGES Pilot Team Teachers

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Activity - Selection of Professional Development based on Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in data analysis of all pertinent student data within the school - academic, behavioral and attendance. Professional development will be scheduled based on findings in order for improvements in problem areas to be addressed. The district will continue to lead district-wide PD initiatives, but individuals will also have the opportunity to grow professionally in individual or specific content areas that have been identified as a need based on analysis of data..	Professional Learning	07/01/2013	06/05/2015	\$0 - Other	Principal District PD Coordinator Individual Teachers

Activity - Recruit and Retain Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will develop a plan to recruit and retain highly qualified teachers and teachers who are certified to teach dual-credit courses (18 credit hours in content area.)	Recruitment and Retention	08/01/2013	05/30/2015	\$6000 - Title I Part A	Principal Teachers

Activity - TELL Survey Analysis and Working Environment Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon receipt of the school/district TELL survey results, a committee will be convened to analyze the responses and identify significant concern areas. Areas will be addressed, then the staff re-surveyed to determine growth or lack of growth in addressing working condition concerns.	Policy and Process	08/01/2013	05/01/2015	\$0 - No Funding Required	Superintendent Principal District/School TELL Committee All Teachers

Strategy3:

LCHS Administrative Communication (A-Team) - Principal, Asst Principal, Counselor, Teacher Leaders, Education Recovery Staff, Superintendent, Asst Supt, DPP and Instructional Supervisor meet weekly to align and communicate all of the improvement work within the school.

Research Cited:

Activity - Administrative A-Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and district leadership meet weekly to develop long-range (CSIP), medium-range (30/60/90 day), and short range (Weekly Action Plans) to drive improvement work across all school areas.	Academic Support Program	09/11/2012	05/31/2015	\$0 - No Funding Required	Principal Education Recovery Staff

Goal 3:

Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 34.9% to 51.2% (in 2015) and 67.5% (in 2017).

Measurable Objective 1:

A 16% increase of All Students will demonstrate a proficiency in Math and in English Language Arts by 05/31/2015 as measured by state end of course assessments.

Comprehensive School Improvement Plan - Priority

Lee County High School

Strategy1:

Male/At-Risk Focus - Increase reading opportunities and materials to reflect male interests and to appeal to reluctant readers.

Research Cited:

Activity - Applied Math/ELA Instruction in CTE Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and ELA support for career-path students through direct instruction in LCHS and Area Technical Center applied classes.	Direct Instruction	08/08/2012	05/31/2015	\$0 - Other	Principal ATC Principal Counselor Teachers

Activity - Active Learning Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase active learning opportunities (i.e.hands-on, kinesthetic-based, product oriented) for all boys and reluctant learners. Differentiate instruction to meet the needs of students.	Academic Support Program	09/01/2012	05/31/2015	\$1000 - Other	Principal Assistant Principal Educational Recovery Team

Activity - Track Progress of Targeted Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use student data notebooks to record their own academic progress, as well as set goals for improvement.	Academic Support Program	01/01/2013	05/31/2015	\$300 - Title I SIG	Principal Teachers Educational Recovery Staff

Activity - Male Reading/Writing Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Since a majority of gap students are male, we will increase materials and opportunities for males to read and engage interesting text passages. Intentionally increase interest for male and other reluctant readers.	Direct Instruction	09/01/2012	05/31/2015	\$4000 - School Council Funds	Media Specialist Principal Language Arts Teachers

Activity - Build Intentional Relationships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to build authentic mentoring relationships with struggling students - especially males and reluctant students.	Academic Support Program	09/01/2012	05/31/2015	\$0 - Other	Principal Counselor District Staff Teachers

Goal 4:

Increase the number of students who are college and/or career ready from 51.3% to 64% by 2015.

Measurable Objective 1:

collaborate to increase college and career readiness from 51.3% to 64% by 05/31/2015 as measured by ACT, COMPASS, KYOTE,

Comprehensive School Improvement Plan - Priority

Lee County High School

WORKKEYS, ASVAB, KOSSA and Industry Certificates.

Strategy1:

Communicate importance of college/career readiness - The culture of LCHS will be transformed to promote an increase in college and career readiness among students. Reading and math transition classes will intervene and emphasize the importance of college readiness. All initiatives that can emphasize CCR (Assemblies, discussions, etc...) will be used to increase awareness among students.

Research Cited:

Activity - Senior Math/English/Reading Transition Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not attaining the college benchmark scores on the ACT will be placed in transitional courses until meeting the benchmarks on subsequent ACT's, COMPASS or KYOTE assessments.	Direct Instruction	08/08/2012	05/31/2015	\$0 - No Funding Required	Principal Counselor Transitional Course Teachers

Activity - Intentional Scheduling for Pathway Completion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Lee Area Technical Center and LCHS cooperate closely to ensure that student schedules lead to completion of 3-course pathways that allow a student to assess for career readiness.	Policy and Process	09/01/2012	05/31/2015	\$0 - Career and Technical Education Funds	Principal ATC Principal Counselor

Activity - Intervention to meet benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A wide variety of support pieces are available for use in and out of class to help promote meeting benchmarks. IXL, TCA, WinLearn are used to help students progress toward fulfillment of benchmark. College fairs and career days emphasize benchmarks.	Academic Support Program	09/01/2012	05/31/2015	\$2700 - District Funding	Principal Intervention Teachers

Strategy2:

Career-Ready Instruction - Utilize curriculum maps aligned with KOSSA and common core standards.

Research Cited:

Activity - KOSSA Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use KOSSA standards in planning instruction to promote career readiness.	Policy and Process	09/01/2012	05/31/2015	\$0 - Other	Principal ATC Principal Teachers

Compliance and Accountability - High Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

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

Planning and Accountability Requirements

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

Goal 1:

Increase the averaged combined reading and math end-of-course proficiency scores for all LCHS students from 42% to 57% (by 2015) and to 71% (by 2017.)

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency on the Algebra II and English II in English Language Arts by 05/31/2015 as measured by end of course assessments.

Strategy1:

LCHS Administrative Communication (A-Team) - Principal, Asst Principal, Counselor, Teacher Leaders, Education Recovery Staff, Superintendent, Asst Supt, DPP and Instructional Supervisor meet weekly to align and communicate all of the improvement work within the school.

Research Cited:

Activity - Administrative A-Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and district leadership meet weekly to develop long-range (CSIP), medium-range (30/60/90 day), and short range (Weekly Action Plans) to drive improvement work across all school areas.	Academic Support Program	09/11/2012	05/31/2015	\$0 - No Funding Required	Principal Education Recovery Staff

Strategy2:

Increase Teacher Efficacy and Impact - This strategy will impact the learning culture within the building. It will include responses to the stae TELL survey, recruiting and retaining highly qualified staff, and developing our teaching skills through the Kentucky Department of Education Teacher Professional Growth and Effectiveness System (TPGES).

Research Cited: Charlotte Danielson's work on Teacher Effectiveness.

Activity - Selection of Professional Development based on Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in data analysis of all pertinent student data within the school - academic, behavioral and attendance. Professional development will be scheduled based on findings in order for improvements in problem areas to be addressed. The district will continue to lead district-wide PD initiatives, but individuals will also have the opportunity to grow professionally in individual or specific conertn areas that have been identified as a need based on analysis of data..	Professional Learning	07/01/2013	06/05/2015	\$0 - Other	Principal District PD Coordinator Individual Teachers

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Lee County High School

Activity - TELL Survey Analysis and Working Environment Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon receipt of the school/district TELL survey results, a committee will be convened to analyze the responses and identify significant concern areas. Areas will be addressed, then the staff re-surveyed to determine growth or lack of growth in addressing working condition concerns.	Policy and Process	08/01/2013	05/01/2015	\$0 - No Funding Required	Superintendent Principal District/School TELL Committee All Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 34.9% to 51.2% (in 2015) and 67.5% (in 2017).

Measurable Objective 1:

A 16% increase of All Students will demonstrate a proficiency in Math and in English Language Arts by 05/31/2015 as measured by state end of course assessments.

Strategy1:

Male/At-Risk Focus - Increase reading opportunities and materials to reflect male interests and to appeal to reluctant readers.

Research Cited:

Activity - Build Intentional Relationships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to build authentic mentoring relationships with struggling students - especially males and reluctant students.	Academic Support Program	09/01/2012	05/31/2015	\$0 - Other	Principal Counselor District Staff Teachers

Activity - Male Reading/Writing Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Since a majority of gap students are male, we will increase materials and opportunities for males to read and engage interesting text passages. Intentionally increase interest for male and other reluctant readers.	Direct Instruction	09/01/2012	05/31/2015	\$4000 - School Council Funds	Media Specialist Principal Language Arts Teachers

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Lee County High School

Activity - Intensive Male Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of male-driven behavioral intervention program led by principal to impact 18 targeted students with significant academic behaviors caused by behavioral issues.	Behavioral Support Program	10/24/2013	05/01/2015	\$200 - School Council Funds	Principal Assistant Principal Mentor Teachers

Activity - Applied Math/ELA Instruction in CTE Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and ELA support for career-path students through direct instruction in LCHS and Area Technical Center applied classes.	Direct Instruction	08/08/2012	05/31/2015	\$0 - Other	Principal ATC Principal Counselor Teachers

Activity - Active Learning Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase active learning opportunities (i.e. hands-on, kinesthetic-based, product oriented) for all boys and reluctant learners. Differentiate instruction to meet the needs of students.	Academic Support Program	09/01/2012	05/31/2015	\$1000 - Other	Principal Assistant Principal Educational Recovery Team

Activity - Track Progress of Targeted Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use student data notebooks to record their own academic progress, as well as set goals for improvement.	Academic Support Program	01/01/2013	05/31/2015	\$300 - Title I SIG	Principal Teachers Educational Recovery Staff

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

Goal 1:

Increase the freshman graduation rate from 68.6% to 76.7% by 2015.

Measurable Objective 1:

collaborate to increase the average freshman graduation rate by 9% by 05/31/2015 as measured by AFGR.

Strategy1:

Reduction of Truancy - District and school will make multiple contacts with the home to reduce truancy issues and increase attendance and graduation rate. School will work in partnership with families to help reduce absenteeism and reward attendance growth.

Research Cited:

Comprehensive School Improvement Plan - Priority

Lee County High School

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Persistence to Graduation reports indicate potential dropouts due to absenteeism. Students with low P to G scores are assigned an adult mentor for an authentic mentoring relationship to enhance their ownership in the school and improve attendance.	Policy and Process	09/01/2012	05/31/2015	\$0 - Other	Principal Counselor Teachers

Activity - Additional Truancy Diversion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students must take additional steps before dropping out of school. DPP will work closely with school to enact home visits to promote increased student attendance. Operation Preparation activities will engage students and parents in ILP work to increase awareness of the student academic goals and need for improved attendance.	Policy and Process	09/01/2012	05/31/2015	\$0 - No Funding Required	Director of Pupil Personnel Principal Counselor Youth Service Center Staff

Activity - Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Afterschool tutoring/ESS/Interventions will be required to all at-risk students to increase student achievement and reduce the number of dropouts.	Tutoring	09/01/2012	05/31/2015	\$4000 - District Funding	Principal Teachers

Strategy2:

Credit Recovery - Students who have failed courses previously will participate in online credit recovery courses. Students can progress at their own pace. Progress will be monitored and student placements adjusted as needed.

Research Cited:

Activity - Credit Recovery Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with identified needs will participate in self-guided credit recovery coursework in conjunction with Area Technical Center,	Direct Instruction	09/01/2012	05/31/2015	\$3700 - Title I Part A	Principal Counselor Credit Recovery Teacher

Strategy3:

Target and Support At-Risk Students - At-risk students as identified by the Persistence to Graduation Report will be targeted for specific mentoring and intervention.

Research Cited:

Activity - Course Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All targeted at-risk students will receive intentional scheduling to support their ILP/pathway completion.	Academic Support Program	08/08/2012	05/31/2015	\$0 - No Funding Required	Principal ATC Principal Counselor

Strategy4:

Attendance Celebrations - Student attendance (and attendance improvement) will be celebrated. Assemblies, certificates, special

Comprehensive School Improvement Plan - Priority

Lee County High School

privileges will be rewarded.

Research Cited:

Activity - Attendance Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with few absences will be recognized with certificates and special events. Students with improving attendance will also receive acknowledgement.	Behavioral Support Program	09/01/2012	05/31/2015	\$700 - Other	Principal Attendance Committee FRYSC

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

Goal 1:

Increase the averaged combined reading and math end-of-course proficiency scores for all LCHS students from 42% to 57% (by 2015) and to 71% (by 2017.)

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency on the Algebra II and English II in English Language Arts by 05/31/2015 as measured by end of course assessments.

Strategy1:

Program Reviews - Related Arts classes help some students identify with and participate in school activities. Program reviews in Arts and Humanities, Practical Living and Writing will help the school build stronger programs in these areas to better serve students.

Research Cited:

Activity - Program Review Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Academic Support Program	09/01/2012	05/31/2015	\$600 - General Fund	Principal Related Arts Teacher Leaders Teachers

Activity - Gaps in Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team is initiating the elimination of gaps in particular program areas to determine next steps for continuous improvement.	Policy and Process	09/01/2012	05/31/2015	\$0 - No Funding Required	Principal Related Arts Teacher Leaders Teachers

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

Goal 1:

Increase the freshman graduation rate from 68.6% to 76.7% by 2015.

Measurable Objective 1:

collaborate to increase the average freshman graduation rate by 9% by 05/31/2015 as measured by AFGR.

Strategy1:

Credit Recovery - Students who have failed courses previously will participate in online credit recovery courses. Students can progress at their own pace. Progress will be monitored and student placements adjusted as needed.

Research Cited:

Activity - Credit Recovery Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with identified needs will participate in self-guided credit recovery coursework in conjunction with Area Technical Center,	Direct Instruction	09/01/2012	05/31/2015	\$3700 - Title I Part A	Principal Counselor Credit Recovery Teacher

Strategy2:

Target and Support At-Risk Students - At-risk students as identified by the Persistence to Graduation Report will be targeted for specific mentoring and intervention.

Research Cited:

Activity - Course Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All targeted at-risk students will receive intentional scheduling to support their ILP/pathway completion.	Academic Support Program	08/08/2012	05/31/2015	\$0 - No Funding Required	Principal ATC Principal Counselor

Goal 2:

Increase the number of students who are college and/or career ready from 51.3% to 64% by 2015.

Measurable Objective 1:

collaborate to increase college and career readiness from 51.3% to 64% by 05/31/2015 as measured by ACT, COMPASS, KYOTE, WORKKEYS, ASVAB, KOSSA and Industry Certificates.

Strategy1:

Communicate importance of college/career readiness - The culture of LCHS will be transformed to promote an increase in college and career readiness among students. Reading and math transition classes will intervene and emphasize the importance of college readiness. All

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initiatives that can emphasize CCR (Assemblies, discussions, etc...) will be used to increase awareness among students.

Research Cited:

Activity - Rewards for CCR Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assemblies, scheduling of elective courses and visual hallway displays will recognize and stimulate increased performance in meeting college and career benchmarks.	Academic Support Program	09/01/2012	05/31/2015	\$0 - No Funding Required	Principal Education Recovery Staff Teachers

Activity - Intentional Scheduling for Pathway Completion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Lee Area Technical Center and LCHS cooperate closely to ensure that student schedules lead to completion of 3-course pathways that allow a student to assess for career readiness.	Policy and Process	09/01/2012	05/31/2015	\$0 - Career and Technical Education Funds	Principal ATC Principal Counselor

Activity - Senior Math/English/Reading Transition Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not attaining the college benchmark scores on the ACT will be placed in transitional courses until meeting the benchmarks on subsequent ACT's, COMPASS or KYOTE assessments.	Direct Instruction	08/08/2012	05/31/2015	\$0 - No Funding Required	Principal Counselor Transitional Course Teachers

Activity - Intervention to meet benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A wide variety of support pieces are available for use in and out of class to help promote meeting benchmarks. IXL, TCA, WinLearn are used to help students progress toward fulfillment of benchmark. College fairs and career days emphasize benchmarks.	Academic Support Program	09/01/2012	05/31/2015	\$2700 - District Funding	Principal Intervention Teachers

Strategy2:

Career-Ready Instruction - Utilize curriculum maps aligned with KOSSA and common core standards.

Research Cited:

Activity - KOSSA Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use KOSSA standards in planning instruction to promote career readiness.	Policy and Process	09/01/2012	05/31/2015	\$0 - Other	Principal ATC Principal Teachers

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	Parent, Students and staff were surveyed using Advanc-ED online surveys. Results were combined with multiple sources of school assessment data and analyzed by committees. Findings were used to create the Fall 2013 Internal Review as well as the 2014 CSIP.	

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	The school day was reorganized to include common planning time to facilitate professional learning community work. PLC leaders visited model PLC schools to help strengthen processes.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	LCHS serves grades 9-12.	

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	Transition courses are in place for students not meeting benchmarks. PLCs are in place to analyze and improve instruction for all students. Behavioral interventions have been initiated for targeted sophomore group of boys.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	No	Our school is very small and has extremely low teacher turnover (only one teacher with less than 9 years of teaching experience). While we do recruit and retain highly qualified teachers, we do not have this as an activity or strategy in the CSIP.	

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Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	All of our teachers meet the requirements to be Highly Qualified. Our paraprofessionals have passed state para test and have attended required trainings.	

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

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	While this area is not considered a strength for us, parents are involved in advisory council, district parent meetings and strategic plan development. The school Parent Compact and Parent Involvement Policy are printed within the school handbook.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	Some of the ten school-wide Title I criteria were included in the planning process. However, criteria #7 (Kindergarten Transition Activities) was not included for our high school planning process.	

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	Professional development is flexible and based on identified needs of students after the analysis of data is complete. While some PD activities are district-chosen (i.e. TPGES), other activities are individualized and content-specific.	

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	This is conducted far more frequently than once per year. Our improvement initiatives are checked for implementation and impact in our 30/60/90 day plan and details are discussed and included in weekly admin team action plans.	

Comprehensive School Improvement Plan - Priority

Lee County High School

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	Staff analysis of academic, behavioral and attendance data led to creation of a targeted student list of potential concern. This list was cross-referenced with the Infinite Campus Persistence to Graduation list and specific students were selected for intensive intervention based on data.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Academic and behavioral instructional strategies (PLCs, Transition Classes, Cowboy Ethics with sophomore boys) have been leveraged to support identified students.	

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.	No	LCHS has a schoolwide Title I program. We do not identify specific targeted assistance activities.	

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.	No	LCHS has a schoolwide Title I program. We do not identify specific targeted assistance activities.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Local funding, grant funding and Title I funding have been used to meet student needs. There is no duplication of efforts. The expenditure of all funds is monitored and results measured for impact.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	All available money pools (local, state, federal, grant) are leveraged for maximum student achievement.	

Comprehensive School Improvement Plan - Priority

Lee County High School

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.	No	LCCHS has a schoolwide Title I program. We do not identify specific targeted assistance activities.	

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	All Lee County teachers meet highly qualified status. All paraprofessionals have met requirements of passing a content proficiency test.	

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

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

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	:LCCHS has a school-wide Title I program.	

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	The school's professional development activities support overall student achievement for all students. This is consistent with a schoolwide program's goals.	

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	Impact of school improvement initiatives are measured on a weekly (administrative team action plans) and a monthly (30/60/90 day planning) pace. Our progress is measured and our course adjusted far more frequently than on an annual basis.	

Comprehensive School Improvement Plan - Priority

Lee County High School

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 and linked to our district 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	All of our teachers are highly qualified.	

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	Professional development this year has included teacher evaluation, writing, test score analysis and program review evidence gathering - all of which are responses to identified needs based on school data analysis.	

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	All Ranking Reports are completed at the district level.	

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 - Priority

Lee 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 paraeducators demonstrating that the duties are on a limited basis only	Yes	Three of our four paraeducators work directly with students (and directly under the supervision of teachers) in collaborative settings. The fourth paraeducator is a half-time library assistant that helps meet instructional needs of all students on the days that the media specialist is assigned to her other itinerant schools.	

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	All paras support instructional initiatives.	

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

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