Comprehensive School Improvement

Plan

Estill County High School

Estill County

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Executive Summary

Introduction

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

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf
Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf
Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf
Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf
Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf
Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

At the Estill County High School 64% of the students are identified as free/reduced lunch.

79.3% of the teachers have 4 or more years of experience.

All of the teachers on staff are highly qualified to teach their subject area according to the LEAD report

1 teacher on staff is National Board Certified

Teacher turnover rate is 9.60%

50% of Administration(Principals) have 0-3 years of experience.

2 teachers on staff are identified as KTIP, new or 0 years of experience.

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

With a change in administration there is a limited amount of experience of Principal/Assistant Principals although approximately 79% of the existing faculty has taught more than 4 years at Estill County High School. As staff retire, lateral moves are necessary to meet the demands of school operation in providing a high quality education for all.

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

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

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

OR

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

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

Goal 1:

ECHS will increase the graduation rate by .15% per year in order to achieve a 100% graduation rate by 2020.

Measurable Objective 1:

improve graduation rate by increasing our previous graduation rate (95.8%) by the end of the 2016-2017 school year to 99.55% by 06/30/2017 as measured by KASC KPREP Report .

Strategy1:

Grad 1 - Develop an early warning system to establish a learning culture and environment by identifying and monitoring, on a monthly basis, students who may be off-track to be promoted to the next grade level or graduate on-time according to the Persistence to Graduation Report to ensure interventions are in place to support students graduating on time.

Category: Continuous Improvement

Research Cited: Baldrige Key Core Work Processes

Comprehensive School Improvement Plan

Estill County High School

Activity - Grad 1.1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Leadership Team will review and analyze data from the Persistence to Graduation report and formative data on a semester/monthly basis through district PLC protocol to monitor interventions for those students who are off track and are at risk of failing and dropping out of school and will create actionable next steps process on the 30-60-90- day plan for students not on track for graduating.	Professional Learning	01/01/2017	12/29/2017	$0 - No Funding Required	ECHS Administration, Chris Winkler, Mickey Tucker, Leadership Team

Strategy2:

Grad 2 - : Develop a process that recruits and promotes teacher leaders and creates a learning culture and environment through the

National Board Certification process or Dual Credit Certification to build teacher leader capacity in the Estill County High School as monitored

by the TELL-KY survey, teacher turn over data, and teacher effectiveness data as monitored on a bi-annually and annual basis.

Category: Professional Learning & Support

Research Cited: Baldrige Key Core Work Processes

Activity - Grad 2.1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECHS will recruit candidates and create a teacher cohort group to provide support for teachers who are candidates for National Board Certification and/or Dual Credit Certification by providing mentors and professional learning opportunities for the completion of required components on a yearly basis.	Recruitment and Retention	01/01/2017	12/29/2017	$950 - Other	ECHS Administration, Chris Winkler, MIckey Tucker, Leadership Team

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

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

District Leadership Team, ECHS Leadership Team, Content Network Teachers, Parents, SBDM Members, District Cadre Leaders, Students

Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

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

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

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

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

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

Communications

Overall Rating: 3.14

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

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

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

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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

Decision Making

Overall Rating: 2.71

	Statement or Question	**Response**	**Rating**
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

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

	Statement or Question	**Response**	**Rating**
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	**Response**	**Rating**
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

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

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

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 3.17

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

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

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

	Statement or Question	**Response**	**Rating**
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

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

	Statement or Question	**Response**	**Rating**
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 3.33

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such 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.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

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

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 3.83

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

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

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

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

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

Strength:

Curriculum planning, achievement data, meeting the needs of all students to ensure success beyond high school, and providing a safe and orderly environment that is conducive to learning. All stakeholders are involved in decision making processes for school improvement planning.

Weakness: Improvement of parental involvement within their student's academic performance and school relationships.

Report Summary

Scores By Section

Section Score

SY 2016-2017 Page 19
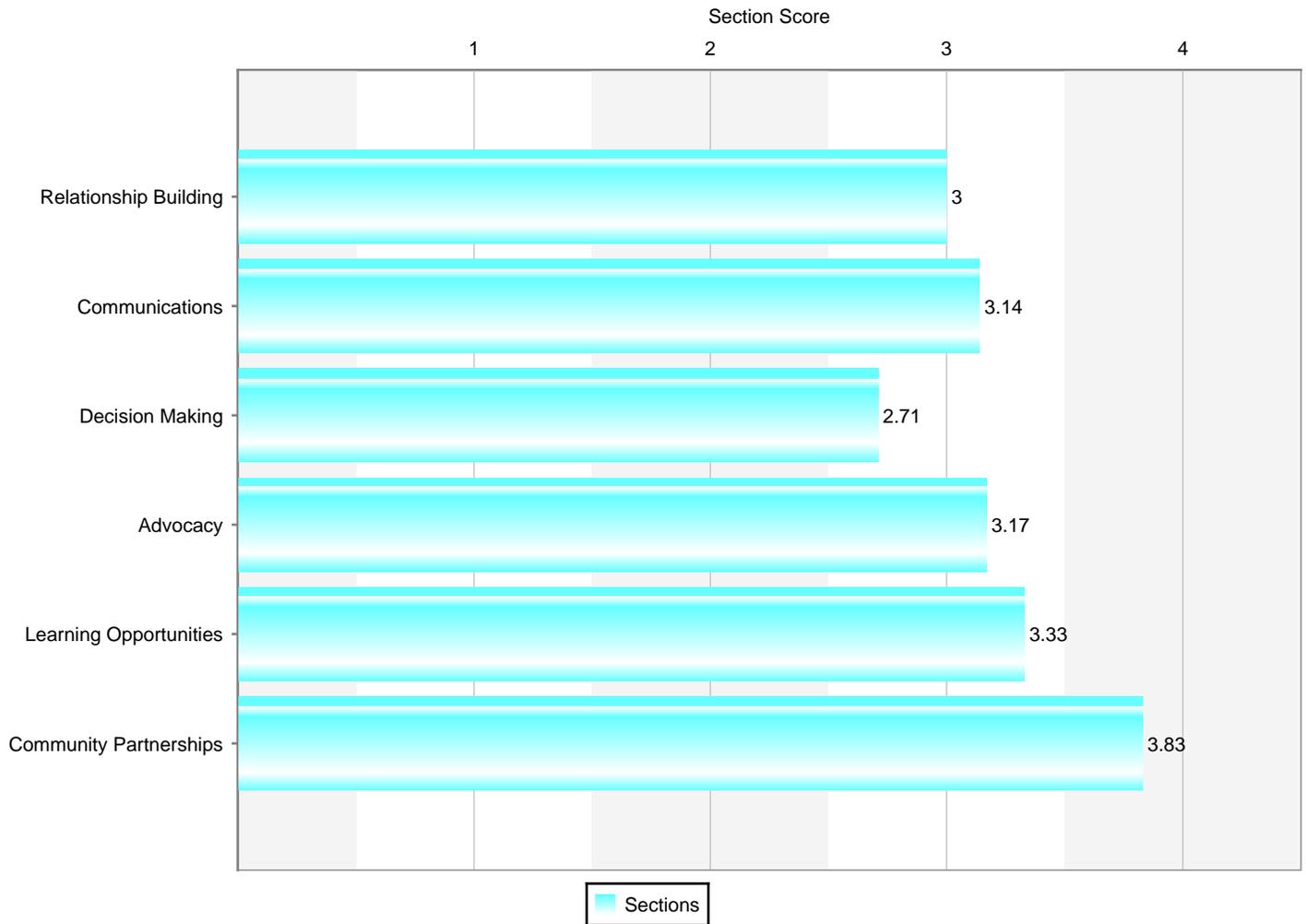
Improvement Plan Stakeholder Involvement

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 Estill County High School Improvement plan was developed by a team of stakeholders within the school and community. The team was composed of all department heads, administration, counselors, attendance clerk, Gear up Coordinator, librarian, FRC coordinator, and parents. All members are to share input in the decision making and planning of school improvements, keeping the best interest of all students as the focus.   The Leadership team meets on a bi-weekly basis and meetings are communicated by email. Agendas and minutes of meetings are also distributed by email.

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

The five goals of the CSIP were divided among several key stakeholders within the high school and they were assigned as Leads. The Leads met with other key members of the school and leadership team in order to answer the data questions and determine the strategies and activities needed to fulfill their goal. The Gear-Up representative was lead of the Gap goal since she works with many of the gap students in order to help students meet state benchmarks. The head of the math department was chosen to work on the proficiency goal and she worked closely with the head of the English department when answering the data questions and determining the needs in this area. The proficiency goal is to be focused on Math and Reading, thus the lead was selected with this factor in mind. The guidance counselor was selected to lead the College and Career Readiness goal. The counselor monitors the CCR spreadsheet and records students that are working toward college and career readiness. The success Academy administrator was selected to lead the Graduation Goal since he plays a key role in the graduation rate of the students at ECHS. The administration of ECHS lead the Novice Reduction goal with assistance of the leadership team.

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

The final improvement plan was communicated with all stakeholders at leadership meetings and at SBDM meetings, which is comprised of teachers, parents, and administration. The SBDM council regularly reviews the progress of the plan on a monthly basis. The final plan is also attached to the school webpage and is accessible to the public.

Phase I - 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?

Graduation Rate

1. What does the data tell us?

- The state graduation rate is 95.8% and the Estill County High School (ECHS) has a graduation rate of 99.4%.

- ECHS graduation rate is substantially above the graduation rate for the Commonwealth of Kentucky.

- Our graduation rate for last year was 98.2% which was 2.4 % above our goal of 95.8%.

- Our state goal for this year is 96.1% which is 2.1% below our actual rate from last year.

- Our actual rate is above the state rate of 88.6%.

- Estill County High School scored 74.4% regarding Teacher Leadership on the 2015 Ky Tell Survey.

Data from the TELL survey:

Teachers have an appropriate level of influence on decision making in this school 74.4% of teachers agree at Estill County High School

2. What does the data not tell us?

The data does not tell the ECHS why it is successful at achieving this rate. It does not tell us the demographic data of whom is not graduating, example: free/reduced lunch, negative home life, attendance, etc. The data also does not tell us how many students are leaving the ECHS for various reasons, for example students enrolling in home school or moving out of district.

 Gap

1. What does the data tell us?

Percent of Gap Students scoring Proficient/Distinguished in each area-Reading/Math

Content	Baseline	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Non-Duplicated Gap Reading Delivery Target	38.7		45.5	52.3	59.1	66
Non-Duplicated Gap Reading Actual Score	31.9	39.2	42.5			
Target Met?		yes	no			
F/R Lunch Delivery Target		39.1	45.8	52.6	59.4	66.2
F/R Lunch Actual Score	32.3		39.7	43.3		
Target met?		Yes	No			
w/IEP Delivery Target		12.9	22.6	32.2	41.9	51.6
w/IEP Actual Score	3.2	7.1				
Target met?		no				
Non-Duplicated Gap Math Delivery Target		36.2	43.3	50.4	57.5	64.6
Non-Duplicated Gap Math Actual Score		29.1	25.7	27.7		
Target Met?		no	no			
F/R Lunch Delivery Target		36.5	43.5	50.6	57.6	64.7
F/R Lunch Actual Score		29.4	27.4	27.0		

Target met?			no		no		
w/IEP Delivery Target			17.9	27.0	36.2	45.3	54.4
w/IEP Actual Score		8.8	11.8	8.3			
Target met?			no		no		

- Students in the non-duplicated gap group did not reach the goal for reading and math
- The gap has increased for students with disabilities
- In 2014-2015, Reading scores were 39.2 and those scores increased by 3.3 points to a 42.5 in 2015-2016.
- In 2014-2015, Math scores were 25.7 and those scores increased by 2.0 points to a 27.7 in 2015-2016.
- In order to meet the Reading target for 2016-2017, scores must increase by 9.8
- In order to meet the Math target for 2016-2017, scores must increase by 22.7
- The majority of students with an IEP are scoring novice on English and Math EOCs
- A very small percentage of students with an IEP are scoring apprentice or above on English and Math EOCs

2. What does the data not tell us?
- Why are there no scores in Reading with students with an IEP for the year 2015-2016?
- What was attendance for all students in comparison to gap and students with an IEP?
- Which SED students are underperforming based on their ability levels.
- Were there any hardships/identified circumstances that students were dealing with that could have affected their test scores?
- Was there communication between school and the home about the importance of these tests?

Novice Reduction

1. What does the data tell us?

Content	2014-2015 Novice Percentage	2015 2016 Novice Percentage Target	2015 2016 Actual Novice Percentage Score	2016-2017 Novice Percentage Target
Reading	38.3	34.47	38.6	30.64
Math	21.8	19.62	17.3	15.7

There was an increase in the number of Novice scores in reading by 0.3 %.

There was a decrease in the number of Novice scores in math by 4.5%

2. What does the data not tell us?

Are students scoring novice receiving additional instruction/intervention.

Was attendance a factor?

What did the math department do to reduce the number of novice scores.

What is the student/teacher ratio in math and English?

There was a reduction in the number of English and math teachers at the high school.

Proficiency

1. What does the data tell us?

Content	2014-2015	2015-2016

Reading Delivery Target	46.3	52.2
Reading Actual Score	51.3	51.2
Target Met?	Yes	No
Math Delivery Targ	40.4	47
Math Actual Score	34.5	34.7
Target Met?	No	No

- Reading : Proficiency in Reading decreased by .1 from the previous year. Target goal unattained by 1 point.

- Math : Proficiency in Math increased by .2 from the previous year. Target goal unattained by 12.3 points.

2. What does the data not tell us?

- Data does not reflect groups such as free and reduced or SED.

- Student absences for a variety of reasons before the test.

CCR

Answer Questions Here:

1. What does the data tell us?

School is below benchmark in all areas on ACT

Subject	District	State	Deficit
English	17.5	19.0	-1.5
Math	18.3	19.0	-0.7
Reading	18.6	19.9	-1.3
Science	18.2	19.8	-1.6
Composite	18.3	19.5	-1.2

- KY benchmark should not be used; use national benchmark

- Kentucky only uses KYCPE benchmark to qualify students for college readiness.

- KYCPE also does not place emphasis on the science section of the ACT when considering college readiness. Colleges in Kentucky and in other states use all of the sections for national ACT benchmarks.

Subject	KYCPE Benchmarks	National ACT
English	18	18
Math	19	22
Reading	20	22

The data indicates that Reading and English is of greatest concern for the school.

% Meeting Benchmark	State	District	Deficit
% Meeting English Benchmark	54.3	45.8	-8.5
% Meeting Math Benchmark	39.7	34.1	-5.6
% Meeting Reading Benchmark	49.2	40.2	-9.0

2. What does the data not tell us?

- An average of 15 inclement weather days 60 days prior to March 2016 ACT impacted learning and instruction

- Number of students who don't take ACT before the March state test

- The data does not indicate GAP, SED, socioeconomic situations, FRAM information

- How the college going student scores compared to the non-college students

- The number of students that were enrolled in CTE courses and passed the KOSSA

Assessment	Enrolled	Completed	Taking Now	Passed
Consumer and Family Management	171	163	0	90
Environmental Science and Natural Resources	18	18	0	3
Financial Services	69	65	0	23
Horticulture	27	25	0	5

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?

Graduation Rate

 What are the causes for celebration?

- The ECHS is substantially above the state average.

- We have cause to celebrate because our graduation rate of 98.2% is almost 10% higher than the state average of 88.6%.

Gap

 What are the causes for celebration?

- Positive gains were made in both Reading and Math!

- Our Reading targets were met in 2014-2015.

- The number of students in the Non-Duplicated Group increased in Reading by 3.3%.

- The number of students in the Free-Reduced group increased in Reading by 3.6 %

- The number of students in the Non-Duplicated Group increased in Math by 2 %.

Novice Reduction

What are the causes for celebration?

Math has already made the novice reduction target for the 2016-2017 school year.

Decrease from 21.8 % of novice scores to 17.3% in math.

Proficiency

What are the causes for celebration?

- Math proficiency increased.

- Gear-Up interventions will improve/focus on RTI instruction in Math, Reading/English Language Arts.

CCR

What are causes for celebrations?

- The College and Career Readiness target in 2015-16 was 73.8 and the actual score was 76.9. The score exceeded its target   by 3.1. The goal for 2016-17 is 76.7.

- The Graduation Rate target for 2015-16 was set at 95.8 and the actual score was 98.2. The score exceeded its target by 2.4. The goal for 2016-17 is 96.1.

- Gear-UP Interventions include a reading interventionist and new technology

- CERT test was purchased to use as a diagnostic tool for 2016-2017 school year.

Opportunities for Improvement

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

Graduation Rate

What are the causes for concern?

- Our current concern is why did the students who made up the 1.8% leave and not graduate.

- We are concerned that it is hard to identify the problem when we don't know the reason they left

Gap

What are the causes for concern?

- We are still not meeting our delivery target goals.

- Each year the gap continues to get larger.

- Attendance for identified gap students.

Novice Reduction

What are the causes for concern? Reading did not make the goal for 2015-2016 and will need to catch up by a reduction of 7.96

percent this year.

Reading and Writing embedded with fidelity in all content areas.

Proficiency

What are the causes for concern?

- Target goals have not been met for the past two school years for Math and only one for Reading.

- Math must obtain points for current and previous year.

- Prior to taking the EOC Sophomores only receive 2 trimesters of English and only a limited number of students will complete 1 trimester of CCR Reading/English.

CCR

What are causes for concern?

- Reading and English scores on ACT and CERT are below benchmarks. This data reflects the struggle across the district in reading and language arts.

- Science Scores on ACT and CERT are below benchmarks. This data reflects the struggle in reading and the lack of science instruction in earlier grades.

- The number of 11th grade students scoring below benchmark on Fall 2016 CERT. The data shows that only 25.5% of 11th grade students are meeting benchmarks on CERT. Therefore, the prediction could be made that students will continue to score below benchmarks on ACT.

- Limited number of enrollments allotments from Madison County Vocational School. Only 10 enrollments are allotted for ECHS per pathway.

- Only 44% of students are passing KOSSA

- Many students are unable to get into their desired pathway due to limited number of sections that can be offered. (181 students were not able to get into their desired pathway)

Conclusion

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

Graduation Rate

What are the next steps for school/district improvements?

- Identify students earlier in high school to ensure proper RTI strategy needed to get back on track for graduation

- Offering Credit recovery earlier in high school

- Developing a plan for tracking of students' personal data and the reason for leaving school before graduating by adding exit questions to our protocol for dropping out or leaving school.

- Develop a plan to monitor the more frequent use of the Individual Learning Plan (ILP) for improving career and vocational options counseling for students and for the implementation of stronger academic components

- Increase the capacity of teacher leaders in all schools in order for teachers to have an increased level of decision making

Gap

What are the next steps for school/district improvements?

- Continue to work with students in intervention classes to improve test scores.

- Continue using the CERT as a way to monitor progress.

- Utilize PLCs to help identify GAP students and monitor needs for RTI.

- Put a stronger emphasis on literacy in all subject areas.

- Incorporate the use of technology (graphing calculators) into all junior math classes.

Novice Reduction

What are the next steps for school/district improvements?

KCWP--Continuous Improvement

Look at curriculum and instruction to ensure they meet the rigor level of the standards.

Look at interventions provided and determine the level of success.

School wide writing plan to be implemented by Jan. 1, 2017. All teachers will work with Kelly Philbeck to develop their writing schools as well as reading and writing strategies that will be incorporated into all classes.

PLC's will have a reading/writing focus. Teachers will analyze student writing and data associated to writing assessments.

On-Demand Scrimmage scheduled to prepare students for assessment.

Proficiency

What are the next steps for school/district improvements?

- All teachers will implement writing/reading strategies across the curriculum with Joyce Jackson's assistance from PD and the Thoughtful assessment.

- Utilize Gear-Up opportunities such as peer tutoring, ACT workshops and ACT boot camp, Gear-Up tutor, and Math and English Learning Lab.

CCR

What are the next steps for school/district improvements? (KCWP-Learning Culture and Environment)

- Intentional focus on reading across all content areas

- Intentional focus before the March ACT on test preparation

- To establish a culture and environment of early focus on post-secondary opportunities

- Establish greater communication with all schools about career pathways available to students

- Identify students in need of intervention by use of CERT

- A focus on ILP development to determine a student's interest for college and/or career exploration to plan multi-year course of study

2017 CSIP Goals

Overview

Plan Name

2017 CSIP Goals

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	By the school year 2018-2019, the percent of students scoring proficient/distinguished in Reading will increase from 51.2 to 70.2. By the school year 2018-2019, the percent of students scoring proficient/distinguished in Math will increase from 34.7 to 66	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$500
2	Estill County High School will will increase the percentage of students, 76.9 % identified as ready for college and/or careers by 5.8 each year to reach a target goal of 100 by school year 2020.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
3	Decrease the number of students scoring novice in reading from 38.3% to 19.15% and decrease the number of students scoring novice in math from 21.8 5 to 10.9% by 2020.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
4	ECHS will increase the graduation rate by .15% per year in order to achieve a 100% graduation rate by 2020.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$950
5	ECHS will increase the percentage of non-duplicated gap students scoring Proficient/Distinguished in Reading from 31.9% to 66% and increase the percentage of non-duplicated gap students scoring Proficient/Distinguished in Math from 29.1% to 64.6%	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$0

Goal 1: By the school year 2018-2019, the percent of students scoring proficient/distinguished in Reading will increase from 51.2 to 70.2. By the school year 2018-2019, the percent of students scoring proficient/distinguished in Math will increase from 34.7 to 66

Measurable Objective 1:

demonstrate a proficiency by increasing the percentage of students scoring proficient/distinguished in reading from 51.2 % to 58.2 % and math from 34.7 % to 53.7 %. by 09/30/2017 as measured by KPREP .

Strategy 1:

Prof 1 - ECHS will develop a systematic approach to effectively design and deliver instruction with the Thoughtful Assessment work to be monitored by PLC protocol.

Category: Continuous Improvement

Research Cited: Baldrige Key Core Work Processes

Activity - Prof 1.1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration will monitor the PLC protocol to ensure the Thoughtful assessment work with a focus on math and reading is being implemented with fidelity.	Professional Learning	01/01/2017	12/29/2017	$500	Other	ECHS Principals, Chris Winkler, Mickey Tucker

Strategy 2:

Prof 2 - ECHS will develop a learning culture and environment that will assist students to reach proficiency target goals in both Reading and Math by CERT, ACT scores, KYOTE data quarterly/trimester/semester.

Category: Learning Systems

Research Cited: Baldrige Key Core Work Processes

Activity - Prof 2.1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Specialist and Counselors will identify students needing intervention and based on the data will identify next steps and actionable items to be placed in the 30-60-90 day plan.	Academic Support Program	01/01/2017	12/29/2017	$0	No Funding Required	Lauren Rader, Jamie Day, Jeff Burchfield

Goal 2: Estill County High School will will increase the percentage of students, 76.9 % identified as ready for college and/or careers by 5.8 each year to reach a target goal of 100 by school year

2020.

Measurable Objective 1:

achieve college and career readiness the Estill County High school will increase the College and Career Readiness by 5.8 percent in 2016-17 from 76.9 to 82.7. by 12/29/2017 as measured by ACT, KOSSA, Workkeys, Kyote, Industry Certification, ASVAB .

Strategy 1:

CCR 1 - : All stakeholders will collaborate to develop and create vision, mission, belief and value statements that promote a learning culture and environment which

increases the percentage of students who are college and/or career ready as measured by CERT, ACT, KOSSA, Workkeys, KYOTE, ASVAB, and industry certification

on a quarterly/trimester/bi-annually and national test dates basis.

Category: Other - Vision/mission

Research Cited: Baldrige Key Core Work Processes

Activity - CCR 1.1 2017	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All stakeholders will create and communicate vison/mission/belief statements to ensure the learning culture and environment in K-12 promotes college and/or career success after high school graduation.	Career Preparation/Orientation	03/01/2017	12/29/2017	$0	No Funding Required	ECHS Administration, Chris Winkler, Mickey Tucker, Leadership Team

Strategy 2:

CCR 2 - ECHS will ensure that all students have equitable access and opportunities for advanced course work and career pathways that support a learning culture and

environment in all grade levels by implementing and improving the process by which students utilize the Individual Learning Plan/Unbridled Careers to develop a course

of study that meets the student's needs and goals to be monitored by the ILP completion reports.

Category: Other - ILP/Unbridled Careers

Research Cited: Baldrige Key Core Work Processes

Activity - CCR 2.1 2017	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All stakeholders(SBDM, Administrators, Teachers and Student Advisory Council) will create an advisory/advisee period with protected time devoted to college and /or career readiness and utilization of the Individual Learning Plan.	Career Preparation/Orientation	08/01/2017	12/29/2017	$0	No Funding Required	Leadership Team, Lauren Rader

Goal 3: Decrease the number of students scoring novice in reading from 38.3% to 19.15% and decrease the number of students scoring novice in math from 21.8 5 to 10.9% by 2020.

Measurable Objective 1:

collaborate to Decrease the number of students scoring novice in Reading from 38.6% to 30.64% and decrease the number of students scoring novice in Math from 17.3% to 15.7 % by 09/29/2017 as measured by KPREP.

Strategy 1:

NR 1 - ECHS will design and deliver assessment literacy through PLCs in order to monitor the reduction of students

scoring novice in reading and math on a weekly basis.

Category: Continuous Improvement

Research Cited: Baldrige Key Core Work Processes

Activity - NR 1.1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School PLCs will report progress of the high yield math and reading strategies used in the classroom to monitor student growth and will modeled and share effective instruction.	Professional Learning	01/01/2017	12/29/2017	$0	No Funding Required	Department Chairs, Chris Winkler, Mickey Tucker

Goal 4: ECHS will increase the graduation rate by .15% per year in order to achieve a 100% graduation rate by 2020.

Measurable Objective 1:

improve graduation rate by increasing our previous graduation rate (95.8%) by the end of the 2016-2017 school year to 99.55% by 06/30/2017 as measured by KASC KPREP Report .

Strategy 1:

Grad 1 - Develop an early warning system to establish a learning culture and environment by identifying and monitoring, on a monthly basis, students who may be off-

track to be promoted to the next grade level or graduate on-time according to the Persistence to Graduation Report to ensure interventions are in place to support

students graduating on time.

Category: Continuous Improvement

Research Cited: Baldrige Key Core Work Processes

Activity - Grad 1.1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leadership Team will review and analyze data from the Persistence to Graduation report and formative data on a semester/monthly basis through district PLC protocol to monitor interventions for those students who are off track and are at risk of failing and dropping out of school and will create actionable next steps process on the 30-60-90- day plan for students not on track for graduating.	Professional Learning	01/01/2017	12/29/2017	$0	No Funding Required	ECHS Administration, Chris Winkler, Mickey Tucker, Leadership Team

Strategy 2:

Grad 2 - : Develop a process that recruits and promotes teacher leaders and creates a learning culture and environment through the National Board Certification process or Dual Credit Certification to build teacher leader capacity in the Estill County High School as monitored by the TELL-KY survey, teacher turn over data, and teacher effectiveness data as monitored on a bi-annually and annual basis.

Category: Professional Learning & Support

Research Cited: Baldrige Key Core Work Processes

Activity - Grad 2.1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECHS will recruit candidates and create a teacher cohort group to provide support for teachers who are candidates for National Board Certification and/or Dual Credit Certification by providing mentors and professional learning opportunities for the completion of required components on a yearly basis.	Recruitment and Retention	01/01/2017	12/29/2017	$950	Other	ECHS Administration, Chris Winkler, MIckey Tucker, Leadership Team

Goal 5: ECHS will increase the percentage of non-duplicated gap students scoring Proficient/Distinguished in Reading from 31.9% to 66% and increase the percentage of non-duplicated gap students scoring Proficient/Distinguished in Math from 29.1% to 64.6%

Measurable Objective 1:

collaborate to increase the percentage of non-duplicated gap students scoring Proficient/Distinguished in Reading from 31.9% to 66% and increase the percentage of non-duplicated gap students scoring Proficient/Distinguished in Math from 29.1% to 64.6% by 09/29/2017 as measured by KPREP.

Strategy 1:

Gap 1 Strategy - Develop a systematic approach to establish a learning culture and environment by implementing evidence based practices through a PDSA model by analyzing data from CERT, ACT, and KYOTE and progress monitoring data on a quarterly/trimester basis to ensure appropriate support for behavioral, academic, and social-emotional needs of all students are met.

Category: Continuous Improvement

Research Cited: Baldrige Key Core Work Processes

Activity - Gap 1.1 2017	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GAP 1.1 2017 The school administration will create and clearly communicate a school-wide system of interventions that includes positive behavior support and response to intervention for reading and math based on Kentucky's Systems of Interventions (KSI).	Other - RTI	01/01/2017	12/29/2017	$0	No Funding Required	Chris Winkler, Jamie Day, Jeff Burchfield, Mickey Tucker

Activity - Gap 1.2 2017	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school administration will monitor the effectiveness of the school's evidence based intervention practices by using a PDSA model	Professional Learning	01/01/2017	12/29/2017	$0	No Funding Required	Chris Winkler, Mickey Tucker

Strategy 2:

Gap 2 2017 - Develop a systematic approach to establish a learning culture and environment that ensures all students on the CUSP (those who are 1-3 points away from the next performance rating) are "named and claimed" to monitor growth toward proficiency in reading and math as measured by formative, summative, CERT, ACT, and KYOTE data on a trimester/quarterly basis in order to close the achievement gap.

Category: Other - Name and Claim

Research Cited: Baldrige Key Core Work Processes

Activity - Gap 2.1 2017	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership will develop a system of "naming and claiming" to support and monitor students on the CUSP by tracking progress toward achieving the goal of proficiency through data points that will be analyzed and reviewed on a bi-monthly basis.	Academic Support Program	01/01/2017	12/29/2017	$0	No Funding Required	Chris Winkler, Mickey Tucker

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Gap 2.1 2017	School leadership will develop a system of "naming and claiming" to support and monitor students on the CUSP by tracking progress toward achieving the goal of proficiency through data points that will be analyzed and reviewed on a bi-monthly basis.	Academic Support Program	01/01/2017	12/29/2017	$0	Chris Winkler, Mickey Tucker
Gap 1.2 2017	The school administration will monitor the effectiveness of the school's evidence based intervention practices by using a PDSA model	Professional Learning	01/01/2017	12/29/2017	$0	Chris Winkler, Mickey Tucker
Gap 1.1 2017	GAP 1.1 2017 The school administration will create and clearly communicate a school-wide system of interventions that includes positive behavior support and response to intervention for reading and math based on Kentucky's Systems of Interventions (KSI).	Other - RTI	01/01/2017	12/29/2017	$0	Chris Winkler, Jamie Day, Jeff Burchfield, Mickey Tucker
NR 1.1	School PLCs will report progress of the high yield math and reading strategies used in the classroom to monitor student growth and will modeled and share effective instruction.	Professional Learning	01/01/2017	12/29/2017	$0	Department Chairs, Chris Winkler, Mickey Tucker
CCR 2.1 2017	All stakeholders(SBDM, Administrators, Teachers and Student Advisory Council) will create an advisory/advisee period with protected time devoted to college and /or career readiness and utilization of the Individual Learning Plan.	Career Preparation/Orientation	08/01/2017	12/29/2017	$0	Leadership Team, Lauren Rader
Prof 2.1	Academic Specialist and Counselors will identify students needing intervention and based on the data will identify next steps and actionable items to be placed in the 30-60-90 day plan.	Academic Support Program	01/01/2017	12/29/2017	$0	Lauren Rader, Jamie Day, Jeff Burchfield
Grad 1.1	District Leadership Team will review and analyze data from the Persistence to Graduation report and formative data on a semester/monthly basis through district PLC protocol to monitor interventions for those students who are off track and are at risk of failing and dropping out of school and will create actionable next steps process on the 30-60-90- day plan for students not on track for graduating.	Professional Learning	01/01/2017	12/29/2017	$0	ECHS Administration, Chris Winkler, Mickey Tucker, Leadership Team

Comprehensive School Improvement Plan

Estill County High School

CCR 1.1 2017	All stakeholders will create and communicate vison/mission/belief statements to ensure the learning culture and environment in K-12 promotes college and/or career success after high school graduation.	Career Preparation/Orientation	03/01/2017	12/29/2017	$0	ECHS Administration, Chris Winkler, Mickey Tucker, Leadership Team
			Total		$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grad 2.1	ECHS will recruit candidates and create a teacher cohort group to provide support for teachers who are candidates for National Board Certification and/or Dual Credit Certification by providing mentors and professional learning opportunities for the completion of required components on a yearly basis.	Recruitment and Retention	01/01/2017	12/29/2017	$950	ECHS Administration, Chris Winkler, MIckey Tucker, Leadership Team
Prof 1.1	The administration will monitor the PLC protocol to ensure the Thoughtful assessment work with a focus on math and reading is being implemented with fidelity.	Professional Learning	01/01/2017	12/29/2017	$500	ECHS Principals, Chris Winkler, Mickey Tucker
			Total		$1450	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	.	

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	An 8th grade transition day and a freshmen orientation program are provided for all incoming 9th graders.	

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	English and Math transitional learning labs and courses are provided for students needing additional instruction.	

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

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	District Title I Coordinator (Lisa Reece) regulates funds for appropriate distributions.	

Comprehensive School Improvement Plan

Estill County High School

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.estill.k12.ky.us/1/Home	

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

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

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

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

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

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

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

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

Planning and Accountability Requirements

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

Goal 1:

ECHS will increase the graduation rate by .15% per year in order to achieve a 100% graduation rate by 2020.

Measurable Objective 1:

improve graduation rate by increasing our previous graduation rate (95.8%) by the end of the 2016-2017 school year to 99.55% by 06/30/2017 as measured by KASC KPREP Report .

Strategy1:

Grad 2 - : Develop a process that recruits and promotes teacher leaders and creates a learning culture and environment through the National Board Certification process or Dual Credit Certification to build teacher leader capacity in the Estill County High School as monitored by the TELL-KY survey, teacher turn over data, and teacher effectiveness data as monitored on a bi-annually and annual basis.

Category: Professional Learning & Support

Research Cited: Baldrige Key Core Work Processes

Activity - Grad 2.1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECHS will recruit candidates and create a teacher cohort group to provide support for teachers who are candidates for National Board Certification and/or Dual Credit Certification by providing mentors and professional learning opportunities for the completion of required components on a yearly basis.	Recruitment and Retention	01/01/2017	12/29/2017	$950 - Other	ECHS Administration, Chris Winkler, MIckey Tucker, Leadership Team

Strategy2:

Grad 1 - Develop an early warning system to establish a learning culture and environment by identifying and monitoring, on a monthly basis, students who may be off-track to be promoted to the next grade level or graduate on-time according to the Persistence to Graduation Report to ensure interventions are in place to support students graduating on time.

Category: Continuous Improvement

Research Cited: Baldrige Key Core Work Processes

Activity - Grad 1.1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Leadership Team will review and analyze data from the Persistence to Graduation report and formative data on a semester/monthly basis through district PLC protocol to monitor interventions for those students who are off track and are at risk of failing and dropping out of school and will create actionable next steps process on the 30-60-90- day plan for students not on track for graduating.	Professional Learning	01/01/2017	12/29/2017	$0 - No Funding Required	ECHS Administration, Chris Winkler, Mickey Tucker, Leadership Team

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

Goal 1:

By the school year 2018-2019, the percent of students scoring proficient/distinguished in Reading will increase from 51.2 to 70.2. By the school year 2018-2019, the percent of students scoring proficient/distinguished in Math will increase from 34.7 to 66

Measurable Objective 1:

demonstrate a proficiency by increasing the percentage of students scoring proficient/distinguished in reading from 51.2 % to 58.2 % and math from 34.7 % to 53.7 %. by 09/30/2017 as measured by KPREP .

Strategy1:

Prof 1 - ECHS will develop a systematic approach to effectively design and deliver instruction with the Thoughtful Assessment work to be monitored by PLC protocol.

Category: Continuous Improvement

Research Cited: Baldrige Key Core Work Processes

Activity - Prof 1.1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration will monitor the PLC protocol to ensure the Thoughtful assessment work with a focus on math and reading is being implemented with fidelity.	Professional Learning	01/01/2017	12/29/2017	$500 - Other	ECHS Principals, Chris Winkler, Mickey Tucker

Strategy2:

Prof 2 - ECHS will develop a learning culture and environment that will assist students to reach proficiency target goals in both Reading and Math by CERT, ACT scores, KYOTE data quarterly/trimester/semester.

Category: Learning Systems

Research Cited: Baldrige Key Core Work Processes

Activity - Prof 2.1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Specialist and Counselors will identify students needing intervention and based on the data will identify next steps and actionable items to be placed in the 30-60-90 day plan.	Academic Support Program	01/01/2017	12/29/2017	$0 - No Funding Required	Lauren Rader, Jamie Day, Jeff Burchfield

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

ECHS will increase the percentage of non-duplicated gap students scoring Proficient/Distinguished in Reading from 31.9% to 66% and increase the percentage of non-duplicated gap students scoring Proficient/Distinguished in Math from 29.1% to 64.6%

Measurable Objective 1:

collaborate to increase the percentage of non-duplicated gap students scoring Proficient/Distinguished in Reading from 31.9% to 66% and increase the percentage of non-duplicated gap students scoring Proficient/Distinguished in Math from 29.1% to 64.6% by 09/29/2017 as measured by KPREP.

Strategy1:

Gap 1 Strategy - Develop a systematic approach to establish a learning culture and environment by implementing evidence based practices through a PDSA model by analyzing data from CERT, ACT, and KYOTE and progress monitoring data on a quarterly/trimester basis to ensure appropriate support for behavioral, academic, and social-emotional needs of all students are met.

Category: Continuous Improvement

Research Cited: Baldrige Key Core Work Processes

Activity - Gap 1.2 2017	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school administration will monitor the effectiveness of the school's evidence based intervention practices by using a PDSA model	Professional Learning	01/01/2017	12/29/2017	$0 - No Funding Required	Chris Winkler, Mickey Tucker

Activity - Gap 1.1 2017	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GAP 1.1 2017 The school administration will create and clearly communicate a school-wide system of interventions that includes positive behavior support and response to intervention for reading and math based on Kentucky's Systems of Interventions (KSI).	Other - RTI	01/01/2017	12/29/2017	$0 - No Funding Required	Chris Winkler, Jamie Day, Jeff Burchfield, Mickey Tucker

Strategy2:

Gap 2 2017 - Develop a systematic approach to establish a learning culture and environment that ensures all students on the CUSP (those who are 1-3 points away from the next performance rating) are "named and claimed" to monitor growth toward proficiency in reading and math as measured by formative, summative, CERT, ACT, and KYOTE data on a trimester/quarterly basis in order to close the achievement gap.

Category: Other - Name and Claim

Research Cited: Baldrige Key Core Work Processes

Activity - Gap 2.1 2017	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership will develop a system of "naming and claiming" to support and monitor students on the CUSP by tracking progress toward achieving the goal of proficiency through data points that will be analyzed and reviewed on a bi-monthly basis.	Academic Support Program	01/01/2017	12/29/2017	$0 - No Funding Required	Chris Winkler, Mickey Tucker

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

Goal 1:

ECHS will increase the graduation rate by .15% per year in order to achieve a 100% graduation rate by 2020.

Measurable Objective 1:

improve graduation rate by increasing our previous graduation rate (95.8%) by the end of the 2016-2017 school year to 99.55% by 06/30/2017 as measured by KASC KPREP Report .

Strategy1:

Grad 1 - Develop an early warning system to establish a learning culture and environment by identifying and monitoring, on a monthly basis, students who may be off-track to be promoted to the next grade level or graduate on-time according to the Persistence to Graduation Report to ensure interventions are in place to support students graduating on time.

Category: Continuous Improvement

Research Cited: Baldrige Key Core Work Processes

Activity - Grad 1.1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Leadership Team will review and analyze data from the Persistence to Graduation report and formative data on a semester/monthly basis through district PLC protocol to monitor interventions for those students who are off track and are at risk of failing and dropping out of school and will create actionable next steps process on the 30-60-90- day plan for students not on track for graduating.	Professional Learning	01/01/2017	12/29/2017	$0 - No Funding Required	ECHS Administration, Chris Winkler, Mickey Tucker, Leadership Team

Strategy2:

Grad 2 - : Develop a process that recruits and promotes teacher leaders and creates a learning culture and environment through the National Board Certification process or Dual Credit Certification to build teacher leader capacity in the Estill County High School as monitored by the TELL-KY survey, teacher turn over data, and teacher effectiveness data as monitored on a bi-annually and annual basis.

Category: Professional Learning & Support

Research Cited: Baldrige Key Core Work Processes

Activity - Grad 2.1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECHS will recruit candidates and create a teacher cohort group to provide support for teachers who are candidates for National Board Certification and/or Dual Credit Certification by providing mentors and professional learning opportunities for the completion of required components on a yearly basis.	Recruitment and Retention	01/01/2017	12/29/2017	$950 - Other	ECHS Administration, Chris Winkler, MIckey Tucker, Leadership Team

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

Goal 1:

Estill County High School will will increase the percentage of students, 76.9 % identified as ready for college and/or careers by 5.8 each year to reach a target goal of 100 by school year 2020.

Measurable Objective 1:

achieve college and career readiness the Estill County High school will increase the College and Career Readiness by 5.8 percent in 2016-17 from 76.9 to 82.7. by 12/29/2017 as measured by ACT, KOSSA, Workkeys, Kyote, Industry Certification, ASVAB .

Strategy1:

CCR 1 - : All stakeholders will collaborate to develop and create vision, mission, belief and value statements that promote a learning culture and environment which increases the percentage of students who are college and/or career ready as measured by CERT, ACT, KOSSA, Workkeys, KYOTE, ASVAB, and industry certification on a quarterly/trimester/bi-annually and national test dates basis.

Category: Other - Vision/mission

Research Cited: Baldrige Key Core Work Processes

Activity - CCR 1.1 2017	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All stakeholders will create and communicate vison/mission/belief statements to ensure the learning culture and environment in K-12 promotes college and/or career success after high school graduation.	Career Preparation/ Orientation	03/01/2017	12/29/2017	$0 - No Funding Required	ECHS Administration, Chris Winkler, Mickey Tucker, Leadership Team

Strategy2:

CCR 2 - ECHS will ensure that all students have equitable access and opportunities for advanced course work and career pathways that support a learning culture and environment in all grade levels by implementing and improving the process by which students utilize the Individual Learning Plan/Unbridled Careers to develop a course of study that meets the student's needs and goals to be monitored by the ILP completion reports.

Category: Other - ILP/Unbridled Careers

Research Cited: Baldrige Key Core Work Processes

Activity - CCR 2.1 2017	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All stakeholders(SBDM, Administrators, Teachers and Student Advisory Council) will create an advisory/advisee period with protected time devoted to college and /or career readiness and utilization of the Individual Learning Plan.	Career Preparation/ Orientation	08/01/2017	12/29/2017	$0 - No Funding Required	Leadership Team, Lauren Rader

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

Goal 1:

By the school year 2018-2019, the percent of students scoring proficient/distinguished in Reading will increase from 51.2 to 70.2. By the school year 2018-2019, the percent of students scoring proficient/distinguished in Math will increase from 34.7 to 66

Measurable Objective 1:

demonstrate a proficiency by increasing the percentage of students scoring proficient/distinguished in reading from 51.2 % to 58.2 % and math from 34.7 % to 53.7 %. by 09/30/2017 as measured by KPREP .

Strategy1:

Prof 1 - ECHS will develop a systematic approach to effectively design and deliver instruction with the Thoughtful Assessment work to be monitored by PLC protocol.

Category: Continuous Improvement

Research Cited: Baldrige Key Core Work Processes

Activity - Prof 1.1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration will monitor the PLC protocol to ensure the Thoughtful assessment work with a focus on math and reading is being implemented with fidelity.	Professional Learning	01/01/2017	12/29/2017	$500 - Other	ECHS Principals, Chris Winkler, Mickey Tucker

Strategy2:

Prof 2 - ECHS will develop a learning culture and environment that will assist students to reach proficiency target goals in both Reading and Math by CERT, ACT scores, KYOTE data quarterly/trimester/semester.

Category: Learning Systems

Research Cited: Baldrige Key Core Work Processes

Activity - Prof 2.1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Specialist and Counselors will identify students needing intervention and based on the data will identify next steps and actionable items to be placed in the 30-60-90 day plan.	Academic Support Program	01/01/2017	12/29/2017	$0 - No Funding Required	Lauren Rader, Jamie Day, Jeff Burchfield

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?

Estill County High School is located at the foothills of the Appalachian Mountains in Irvine, Kentucky. The county is approximately 50 miles from the nearest metropolitan area. Within the county, 27.2% of the population lives below the poverty line. We are the only high school in the county and serve to educate approximately 700 students. ECHS has a Highly Qualified staff of 41 teachers. Estill County High School must overcome many challenges to achieve success. Our student body is 62.8 % free and reduced lunch, 97.8% White,0.6% African American, 1 % Hispanic, and 0.1% Asian. The retention rate for ECHS is 1% while the drop-out rate is 0.4%.

The administration and faculty have made a concerted efforet to see that students are College and Career Ready. The district initiative in the school is to focus on Novice Reduction in addition to ACT and College and Career readiness. In addition to partnering with Morehead State University and Eastern Kentucky University to offer 9 different dual college credit courses, ECHS is working to decrease the number of Novice students through Transitional English and Math courses, CCR English courses, and an Intervention Lab that focuses on students that have not met benchmarks in math and reading. Estill County High School continues to make great gains in reaching all members of our student population to prepare students to enter a global community.

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.

Estill County High School continually strives to make each student a success. It is the belief of the administration and faculty that all students can be successful, creative, productive and functioning members of society. It is expected of students to learn to the best of their abilities in a supportive and safe environment. ECHS continues to align its curriculum, teaching and programs with the needs of students in an ever-changing world. The staff of Estill County High School believes that the best school is one which most nearly meets the immediate needs of all students and the community. Each student should be recognized as an individual with diverse needs and potential. The curriculum aids students in developing a positive self-concept in thinking creatively and logically, and in appreciating the aesthetics of life.

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.

Estill County High School has undergone tremendous change in the past two years. The teachers have begun the process of working in Professional Learning Communities and focusing on high yield instructional strategies to increase student achievement at all ability levels. A major aspect of that work is to analyze student formative assessment data on a regular basis in order to determine which students need RTI in the classroom. WE believe this intense focus will help the higher achieving student as well as reduce the number of students performing at the Novice level. This has been a collective effort among teachers, administrators and Central Office personnel.

The staff is dedicated to students achieving college and career readiness. In the past couple of years ECHS has scored significantly above the the state average for college and career readiness. The high school has also partnered with regional universities to offer students dual credit courses, many taught by the faculty on staff. At present we offer 9 dual credit college courses.

In 2015-2016 the graduation rate for Estill County High school was 99.4% which exceeded the state average. This has been a consistent trend for several years that reflects on a school culture that cares about the student body. ECHS values hard work, attendance, and academic improvement of all students.

In addition to academics, ECHS continually strives to meet the needs of its students to ensure a well rounded citizenship. Many of our Career Tech Ed clubs have received national awards for their hard work to make the school and community a better place while our Arts and Humanities programs in band, chorus, and art are also successful at the state level. The ECHS band has won the state class AA Championship the last 2 years. The Academic Team continues to win at the district and regional levels.

The areas of improvement include reducing the number of Novice students in 1/2 by the year 2020 and improving career pathways in Career and technology education. By examining and adjusting our schedule we will bill be able to increase the number of students gaining preparatory status.

Overall ECHS has increased its intentional focus on high yield instructional strategies for all students.

Additional Information

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

.The administration, faculty and staff of Estill County High School believe that if the community and school work together, all students can achieve a high level of success. It is our belief system that all good things start from positive relationships within our staff, District Office, students, and parents.