



# Updated Comprehensive School Improvement Plan

Leslie County High School

Leslie County

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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. This plan should include the progress made on your goals since your last CSIP submission.

# **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. <br><br> 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?**

Leslie County High School is home to 500 students in grades 9-12. This is the only high school in the county and it is the largest school in the district, serving students from diverse areas in the county. The area is a sparsely-populated, mountainous region where many of the students travel approximately 30 miles to reach the school. Above all, poverty is an issue that overwhelms the community. The Kentucky Division of Nutrition and Health Services estimates that 69.25% of the student body at Leslie County High School receive free or reduced lunches. The most recent United States Census establishes that 30% of individuals in the county are in poverty and that only 40% of individuals are currently employed. Most compelling is the fact that per capita income is only \$11,674 compared to the national average of \$21,587. Thus, individuals in the county receive nearly half of typical earnings than others across Kentucky and the nation. Also, the disability rate of 33% is high compared to the national average of 19%. Another significant factor is that only 54% of residents 25 years and older have a high school diploma compared to the national average of 80%. Also, only 9% possess a Bachelor's degree or higher compared to the national average of 24%. The low educational attainment of individuals indicates their detachment from the educational system and their previous negative experiences in schooling matters. It is reasonable to assume that due to their experiences, individuals in the county do not view the educational system as an impetus to successful life endeavors. Their children, in turn, may be affected by views regarding their high school experience in particular. This data sets the stage for the reasoning behind choosing the transformation model as the school intervention model for Leslie County High School. The area is a depressed area where there is not an abundance of qualified job applicants as is proven by trends in past job postings and screening processes. In previous years, many jobs have even been filled by persons with emergency certification with no actual teaching or educational experiences. Strategies dealing with personnel have focused on recruitment of master staff members, placing existing staff in appropriate positions that relate to areas of individual expertise, and retaining staff members who have the capacity to be successful in the turnaround setting at Leslie County High School.

In 2009, Leslie County High School ranked among the persistently low-achieving high schools in Kentucky with a calculated transitional index of 61 (Prichard Committee & Kentucky Association of School Councils, 2009). The school was assigned three educational recovery specialists by the Kentucky Department of Education to coach and build capacity for improvement based on the fact that the school had been in decline since 2002. The results of a scholastic audit in 2009 suggested a re-staffing model as the Turn Around method but the Commissioner of Education allowed the school to integrate the Transformation Model, to keep the assigned principal--contingent on future performance, and to increase onsite state assistance. Since inception of No Child Left Behind (NCLB), the school had only achieved Adequate Yearly Progress (AYP) in 2010 because it met requirements of reducing novice in reading and mathematics by 10%. History of the school indicates that the school had not met AYP since 2003.

Two years ago, following the implementation of the Transformation Model, LCHS student achievement rates reflected a changing trend in student scores. Through the implementation of a revised curriculum, enhanced research-based instructional strategies, and increased technology, student success at LCHS on state and national assessments improved dramatically; making LCHS the top performing high



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school in the region, and the 16th ranked high school in the state on a transitional index. However, assessment regulation changes that occurred as a result of Senate Bill 1 changed the outcome of success at LCHS. According to the assessment results from the 2011-2012 school year, LCHS moved from being a top 25 school, to being a 'Needs Improvement' school. State assessment data collected on the End-of-Course exams in English 2 (Reading) indicated that only 39.3% of students are proficient or higher and in Algebra 2 (Math), only 15.8% are meeting this goal. The data from universal screeners utilized to predict the current year data for these areas includes that in Reading 49.6% of students are currently at proficient and in Math 32.3% are currently at proficient.

## 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.**

### Vision

Leslie County High School students will leave our institution college and career ready as critical problem solvers prepared to face the future.

### Mission

"All Students can learn based on what WE do."

### Beliefs

- \*Student learning is top priority.
- \*Pertinent school and student data will inform all decisions concerning student growth and achievement.
- \*Understanding that student IQ's are dynamic as a result of learning practices; a mindset of high expectation ensures student growth.
- \*Our school exists to promote the intellectual, social, and personal development of all students and focus on issues within our circle of influence.
- \*Good role models influence student behaviors positively by demonstrating respect and responsibility.
- \*College and career-ready students result from a highly-effective structure where each stakeholder understands his role within the vision of the organization.

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Non-Negotiables (2012-2013)

### School Culture:

- \*Vision and Mission posted in classroom
- \*Teacher behaviors evident that support the mission
- \*Room is organized and conducive to learning
- \* Bell-to-bell student engagement
- \*Quality student products with appropriate feedback posted
- \*Use of a systematic process to analyze data or to solve reoccurring issues within our circle of influence
- \*All stakeholders, in every educational setting, will practice professionalism and accept responsibility for the outcome.
- \*Each employee will plan and align, in conjunction with other stakeholders, a PGP goal along with appropriate action steps

### Academic Performance:

- \*Rigorous, student-lead instructional practices
- \*Daily lessons will include a variety of high-yield strategies and learning lead by students that ensures critical thinking and problem solving skills.

### Data to Guide Instruction:

\*Student accountability is evidenced through his/her maintenance of a Student Data Notebook to analyze pertinent data and set goals toward SY 2012-2013

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College and Career Readiness.

\*Teacher accountability is evidenced through his/her maintenance of a Teacher Data Notebook to analyze and track student data for interventions.

\*Administrators and school officials will set and flex a master schedule and regroup students and curriculum based on data analysis.

Our beliefs were created under the categories of our big rocks so that action plans could be easily addressed to logical areas. Following this work, a walkthrough instrument was developed to place concrete evidence of our beliefs on an instrument as the criteria for the observers to consider. Ultimately, this walkthrough data then provides a working knowledge of how successfully we have shared the vision and whether it has actually impacted student growth and achievement.

## 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.**

### Notable Achievements

Leslie County High School has formed a leadership team whose sole purpose has been to analyze the audit results and to plan methods for addressing each of the suggested growth areas. This leadership team has met weekly, in collaboration with the ASSIST team, in order to develop and carry out an action plan which has included but is not limited to redefining the role of each of the district office administrators to encompass gaps from the audit report. Each staff member has become a part of the SBDM committee in order to share the school vision on a more personal level.

Data is truly part of everything at LCHS. Students, teachers, and administrators routinely look at a variety of data to check progress against goals and to change their practices. The students and the staff know that the data will inform instruction, scheduling, teacher assignments and other aspects of their school experience. At LCHS, data are used to improve instruction and the consistent use of data has become part of the culture of the school.

School staff and Educational Recovery Staff have been asked to share their work at many state and national conferences including The Innovation Summit, Kentucky Association of School Councils, and KAAC. Leslie County has shared with numerous other school teams and at various turn around sessions. Our team spoke to the Kentucky School Board meeting on our turn around process. The principal was also chosen as a Champion of Change and spoke in Washington D.C. Leslie's work has been profiled twice by the United States Department of Education and in a PBS special that aired on a variety of channels.

### Areas of Improvement

At Leslie County High, we know that we still have "miles to go before we sleep."

\* We must continually build processes and systems as part of a continuous improvement cycle for school improvement.

\* Rigor of content is still not nearly what it needs to be in Leslie County High classrooms. Work sessions and peer modeling must continue to set high expectations for instruction.

\* Leadership capacity is still being built within teachers in the building.

## **Additional Information**

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

### Highlights of Turnaround

Leslie County High School focused its turnaround efforts on three "main rocks": culture, academic performance, and data-based decision-making. The leadership team continuously reviews the school's 30/60/90 day action plan to ensure that all activities link to these three goals. Teachers, school leadership and some students review the school's 30 day plan each month and uses "Plus/Delta" exercises to inform and revise strategies.

As a part of reform efforts, the high school also implemented "linkage charts," a tool based on the Baldrige process for helping organizations make systemic change. The leadership team develops and reviews these charts frequently to analyze the responsibilities for different staff positions in the building. Through this process, the team can identify responsibilities that remain unaccounted for and assign responsibilities based on the strengths of team members.

Overall, the process of using linkage charts to identify responsibilities and aligning positions to the school's main goals were central to building the capacity of the school leadership team. The linkage charts provided a clear roadmap from staff strengths and responsibilities to the ultimate goals set for the school.

### Signs of Progress

Prior to implementing the transformation model under the School Improvement Grant program, Leslie County High School ranked 224 out of 230 high schools in the state. One year later, in the 2011-12 school year, Leslie County High School increased its ranking to 17 out of 230 high schools.

# **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?**

What questions are we trying to answer?

1) Are Leslie County High School's Systems aligned to the larger organizational structure in Kentucky? (Kentucky State Board Goals, Leslie County District Strategic Plan, LCHS Horizon Goals)

2) Has Leslie County High School effectively prioritized and implemented systems, strategies, and resources that enable students to be successful in meeting the expectations in the following areas?

A) Learning Environment (Graduation Rate, Retention Rate, Dropout Rate, and Behavior Interventions)

B) Academic Performance (EOC, ACT, PLAN, etc.)

C) College and Career Readiness

D) Growth

E) Gap

Please note: The following information reflects data that is continually collected for the Quarterly Reporting Process. Therefore, contains a reflection of data through 30-60-90 Day Plans, submitted Quarterly Reports, CSIP, Linkage and System Tools, and Plus Deltas.

What does the data tell us?

Data Summary for October 2012 Quarterly Report

\*Leslie County High School's Graduation Rate had a slight increase from 2008-2010, but decreased by 7.3 from 2010-2011. See table below.

2008 Inc./Dec. 2009 Inc./Dec. 2010 Inc./Dec. 2011

64.6 +5.6 70.2 +3.6 73.8 -7.3 66.7

\*Over half (52%) of the 2011-2012 seniors were college and career ready.

\*9th Grade Course Failures have decreased.

\*100% of students are receiving interventions, whether in the RTI setting or in the regular classroom.

\*There is no growth in the math area of students taking the EXPLORE and the PLAN



Data Summary for December 2012 Quarterly Report

\*Attendance rates have dropped for all grade levels at our school and in the district.

\*Teacher attendance has improved from 94% to 97%

Behavior Interventions

\*Total number of behavior referrals has decreased

Academic/Cognitive/KPREP/EOC

\*KPREP scores indicated scores below state average in all content areas in grades 6-8, indicating a district trend.

\*Constructed Response dramatically impacted the school overall scores on End-Of-Course exams by resulting in substantial decreases in overall P/D percentages.

\*EXPLORE data indicated that more students are below benchmark in Reading and fewer are below in Math.

\*PLAN scores are the second highest in school history, 13% less are below benchmark in Reading.

Targeted Academic Intervention

\*100% Students are receiving interventions, whether in the RTI setting or in the regular classroom.

\*9th Grade Course Failures have increased in all content areas except Math, which remained stagnant. None are at the goal level.

College and Career Readiness

\*College and Career Readiness Exam given, with more 9th grade students meeting benchmarks than any other grade level.

\*For all grade levels in Reading, student scores in Novice increased on Discovery Education Test B

\*For Math, all grades percentages of P/D are up, for 10th and 11th grades Novice levels are down.

What does the data not tell us?

Please note: The following information reflects data that is continually collected for the Quarterly Reporting Process. Therefore, contains a reflection of data through 30-60-90 Day Plans, submitted Quarterly Reports, CSIP, Linkage and System Tools, and Plus Deltas.

Summary from October 2012 Quarterly Report

\*Comparable data for 6th or 7th grades

\*Any or what interventions occur within 6th-8th grades

\*Why 10th graders have more reported behavior infractions

\*school factors (i.e. policy) served as a barrier to a successful graduation rate

\*no comparison data on this form for the same sampling of students

Summary from Dec. 2012 Quarterly Report

Non-Cognitive

\*The data does not tell us a rationale for why attendance rates are dropping district wide.

Behavior Interventions

\*The data does not differentiate between the subgroups (specifically males and females), which is information relevant to determining what interventions would be most appropriate.

Targeted Academic Interventions

\*Any or what interventions are occurring in 6th-8th grades. We are unsure if these interventions, if given, mirror what we are using at our school.

\*That the correct/assigned curriculum in each RTI group is being implemented with fidelity across the board.

Academic Cognitive/KPREP/EOC/PLAN/Universal Screener

\*The data does not tell us the correlation between PLAN Reading and Math scores and Discovery Education scores. For both 9th and 10th grades, the student scores on the specific areas on the PLAN and Discovery Education are not matching.

\*The data does not indicate why there is declining performance on the Discovery Education Test B for Reading and whether or not it was a result of students not taking the test seriously,

College and Career Readiness

\*The data does not tell us the number of students in grades 9-11 who have already taken the ACT and who have already met benchmarks.

## 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?**

What are causes for celebration?

Oct. 2012 Quarterly Report Info.

Please note: The following information reflects data that is continually collected for the Quarterly Reporting Process. Therefore, contains a reflection of data through 30-60-90 Day Plans, submitted Quarterly Reports, CSIP, Linkage and System Tools, and Plus Deltas.

\*ASVAB scores in 2011-2012 increased from 2% to 27%

\*Student attendance percentages (94.90) exceeded the goal of (92.90) by 2 points.

\*No drop-outs were incurred for the 2011-2012 school year.

\*Leslie County High's current ACT composite of 18.6 is the highest school in school history.

\*All eligible Industry Certificate Students passed.

\*Ranking in the top 20 schools in the state for % of students passing Work Keys.

\*Met Algebra II and Biology benchmarks

Dec. 2012 Quarterly Report Info.

Non-Cognitive

\*Teacher attendance is improving as a result of focused faculty work sessions and crucial conversations.

Behavior Interventions

\*Total Behavior referrals dropped from last reporting cycle.

\*Tobacco violations dropped due to a renewed focus on student supervision and strict administration of the student code of conduct.

Targeted Academic Interventions

\*All intervention teachers have students who have been regrouped based on data and curricular resources to use during intervention time.

Academic Cognitive/KPREP/EOC/PLAN/Universal Screener

\*9th Grade PLAN scores are the highest in school history.

\*PLAN scores are the second highest in school history.

\*Multiple-choice rates on the EOC indicated higher rates of P/D, while it also gives us a focus for knowing what to improve upon.

\*Student distinguished scores increased in every subject area and grade level on Discovery Education with the exception of 9th Grade Math.

College and Career Readiness

\*45% of 9th Grade Students are meeting all benchmarks according to the College and Career Readiness exam.

## Opportunities for Improvement

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

What are the opportunities for improvement?

Please note: The following information reflects data that is continually collected for the Quarterly Reporting Process. Therefore, contains a reflection of data through 30-60-90 Day Plans, submitted Quarterly Reports, CSIP, Linkage and System Tools, and Plus Deltas.

Oct. 2012 Quarterly Report Info.

\*PLAN Score is 15.6

\*Novice scores must be decreased

\*Students meeting the KYOTE benchmark in Math is 16%

86% of students scored below the ACT CPE Math benchmarks

Dec. 2012 Quarterly Report Info.

What are the opportunities for improvement?

Non-Cognitive

\*Attendance at all student grade levels is still not acceptable. Each grade level must be revisited for next steps in the 30-60-90 Day Plan.

Behavior Interventions

\* Behavior data needs further disaggregation to analyze the time of day behavior referrals occurred most frequently to determine if a lack of student engagement is correlated to the misbehaviors.

Targeted Academic Interventions

\*Expand intervention toolkit to provide a variety of strategies.

Academic Cognitive/KPREP/EOC/PLAN/Universal Screener

\*Create a process to determine the correlation between behavior data and academic data as it pertains to academic performance.

\*Creating a systematic process for the correlation between PLAN and Discovery Education Data.

\*9th grade failures must be addressed with individual teachers in order to develop action plans for student recovery

\*Constructed Response Questioning must be addressed with teachers and students.

\*Novice scores must be decreased as we focus more on a rigorous curriculum

\*Curriculum must be revised to accommodate the demands of Program Reviews.

\*Data questions must be embedded in a wider range of processes and analysis.

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\*SMART goals set were not met during this round of Discovery Ed. Testing.

### College and Career Readiness

\*12th Grade students that have not met the College and Career Readiness benchmarks have been placed into appropriate intervention groups to target the specific areas of deficiency. These students will be given test preparation instruction on COMPASS and Work Keys through a variety of sources, including recently purchased PLATO software.

## Conclusion

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

What are our next steps?

Please note: The following information reflects data that is continually collected for the Quarterly Reporting Process. Therefore, contains a reflection of data through 30-60-90 Day Plans, submitted Quarterly Reports, CSIP, Linkage and System Tools, and Plus Deltas.

Oct. 2012 Quarterly Report Info.

\*to have each teacher build a PGP goal focused on student growth

\*to hold more district planning/goal setting work to share accountability first-hand with elementary principals (assist each with 30-60-90 Day planning)

\*Monitor Discovery Ed. Testing more closely to ensure state assessment-like situations

\*Continue monitoring school policy closely to determine impact on future data (i.e. graduation rate policy barrier)

\*9th graders will take the PLAN assessment and receive interventions accordingly

Dec. 2012 Quarterly Report Info.

Schedule Changes: Examine Student Data and make schedule changes for students and teachers that meet the needs of the students. Develop protocol for schedule changes that is minimally invasive to other classes. Conference with students, teachers, parents, and staff concerning the changes to ensure a smooth transition

High Yield Strategies Professional Development (Professional Development): Plan and provide PD opportunities for staff on high yield strategies and quality tools. Collect data from walkthrough instrument to determine what PD is needed.

Plan and schedule appropriate PD sessions either as a whole faculty or PLC groups.

Develop a timeline for strategy share walkthroughs to ensure PD is effective.

Assessment-like situations

(Academic, College and Career Readiness): Provide students with as many test-like situations as possible to offset "timing" and other situational concerns.

Ensure that all testing for Discovery Education or other benchmarks or common assessments follow the standard timing and assessment procedures. Assure that all accommodations are accurately provided

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ESS for failures, Attendance and behavior (Academic, Targeted Academic Interventions: Provide after school tutoring for failing students. Expand current practices.

Interventions for Truant Students/Behavior Interventions (Behavior): Implement interventions that are appropriate and meet individual student needs. \*research and implement interventions with the Learning Center students that promote the cornerstones of student success.

Professional Development on Constructed Response and On Demand (Professional Development): Provide support for teachers to improve our student performance on Constructed Response and On Demand writing. \*Attend KASC training.

\*Plan and develop PD session for roll out of information to all staff that is pertinent and relative to the specific needs of each PLC

PGP Student Growth Goal (Evaluation): Plan training for all staff on Student Growth goals. \*Develop training session for teachers and staff, \*Assist and model development of student growth goals.

\*Incorporate goals into evaluation procedures.

School Policy Monitoring (Non-Cognitive): Monitor school policy to ensure future impacts are positive. Maintain current procedures and protocols

Schedule Changes (Academic): Examine Student Data and make schedule changes for students and teachers that meet the needs of the students. Develop protocol for schedule changes that is minimally invasive to other classes.

Conference with students, teachers, parents, and staff concerning the changes to ensure a smooth transition



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## Improvement Planning Process

### Improvement Planning Process

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

Our 30-60-90 Day Plan, our school improvement plan, was developed after our Turnaround Team was part of a two week, intensive turn around training orchestrated by KDE in collaboration with the Kentucky Leadership Academy. Many researchers and experts in a variety of areas provided a "seed bed" for the radical turn around process that would ensue. The Leslie Turnaround Team included ER staff, the principal (who had been hired during the fall before summer training), two teacher leaders, and a district office employee (Director of Academic Performance). This combination of administrators and teacher leaders chose their three "big rocks" for their 30-60-90 Day Plan in accordance with the training pieces and the data that was current for the school at that point in time.

The teacher leaders were active contributors to the planning process and took ownership and accountability for their own role in improving student achievement and for leading other teachers in the school to the same place.

This initial step involved in transforming school culture addressed one of the identified deficiency areas concerning empowering teachers as collaborative decision makers.

The Educational Recovery Staff, appointed by KDE, and the Turnaround Team crafted an improvement plan to specifically address school improvement deficiencies based on the groundwork laid by the three "big rock" concept.

To address the deficiencies and include research-based school reform strategies, the Turnaround Team wrote the action steps of the plan. The rocks of the plan are: Academic Performance, School Culture, and Data-based Decisions. For each of these goals, strategies, and monitoring systems were written. In addition, the School Improvement Grant (SIG) was developed to support the improvement plan strategies.

The 30-60-90 Day plan was shared by the Turnaround Team with our Transformation Team members who include community and business partners.

The principal then presented the 30-60-90 Day plan to the PLC Teacher Leaders for feedback and revisions. From this point, the plan was shared with the school faculty during the opening days of work before school began. Teachers provided feedback and were engaged in sessions on strategies included in the improvement plan. Teachers earned professional development credit for their time during this intensive learning opportunity.

The principal shared the plan goals and highlighted the "Big Rocks" during the fall Open House with parents and students. Our SBDM Council also reviewed the plan during an SBDM Council learning opportunity. The plan was also shared with the district office personnel during leadership team meetings and with the board of education during the monthly board working sessions.

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

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As previously mentioned, the 30-60-90 Day Plan was developed collaboratively by the Turnaround Team and then was revamped based on feedback and response from a variety of stakeholder groups. On the team were two veteran, content area teachers, a new principal, a district office person originally from the school and ER staff. The principal felt a balance of perspective was important for widespread improvement planning at Leslie County High. The Turnaround Team's draft of the improvement plan was initially shared by the principal and discussed in depth with the Administrative Team at a summer follow up meeting. The Administrative Team consists of the principal, assistant principals, counselors, ER staff, and teacher leaders. Feedback from this team was incorporated into the 30-60-90 Day plan. Appropriate responsible persons and timelines were assigned by the team to ensure timely completion of each strategy. Assignments were based on alignment of current role and correlation to the proposed strategy. For example: counselors were assigned to flex the master schedule to accommodate the needed regrouping of students based on fresh data; an assistant principal will monitor job-embedded professional development as need arises from the PLC work. ER staff is assigned to train, coach and support in areas of leadership development, culture improvement, and areas related to instruction. The School Intervention Manager is assigned all duties that relate to student data analysis or disaggregation. Each point person is responsible for coordinating stakeholder efforts and reporting progress to the principal and the team at weekly intervals during Administrative Team meetings.

The revised 30-60-90 Day Plan was presented to the faculty at Leslie's opening day activities. In PLC groups, teachers carefully read the plan and highlighted strategies that would impact their classrooms or their PLC work. Feedback from teachers was collected and compiled in the form of plan manipulation. Revisions were completed and reported back to the faculty. The plan was shared with parents at the fall open house and the SBDM Council reviewed the plan during a regularly scheduled SBDM meeting. The 30-60-90 Day Plan was then shared with the Transformations Community Team in a town-hall-type meeting that was open for transparent feedback.

### **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 previously mentioned process for multiple revisions carried on for a few months. Then the final version of the plan, at that point, was e-mailed to staff and posted on the school's website. A district Communication Plan was developed collaboratively by a leadership team of district and school-level members to document systems for sharing the school improvement plans and other pieces of work that must be transparent within a shared vision. From the Communication Plan, a Month in Review document emerged as the vehicle for highlighting achievement of the strategies and activities of the 30-60-90 Day Plan.

This document is emailed to all stakeholders on the distribution list, distributed to the Board of Education members and community organizations, and emailed to all staff and district office administrators.

Administrative Team members report the team's progress toward improvement plan goals using the red, yellow, green coding system. If a strategy is not working and must be abandoned, it is highlighted in red. If the strategy is in the planning stages or is in progress, the strategy is highlighted in yellow. If the strategy is completed, it is highlighted in green. The principal expects and ensures that when Administrative Team members provide the status of strategies, a next step and an expected timeline is also included in the report. If, at the end of a 30 day interval, there are action strategies remaining red or yellow, the Administrative Team modifies the plan and shifts the strategy to the next time interval.

Progress reports and revised plans are discussed and shared with staff through faculty work sessions led by the principal. The principal provides a system for teachers and staff to offer feedback through the plus/delta tool for continuous improvement planning through Administrative Team sessions, PLC meetings, and faculty work sessions.

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Parents are updated through formal and informal conversations on school improvement strategies at every parent event. At open house, the principal discusses highlights of the plan with parents in a general session prior to parents visiting classrooms. Periodically, letters are crafted and mailed home in order to explain school actions (like schedule changes for students) in relation to student progress toward goals. In addition, at freshman orientation, parents and students are informed about efforts to increase the graduation rate, to increase college and career readiness, and to close gaps in achievement. Regular communication between school leadership and community organizations focus on increasing student achievement and transforming school culture as outlined in the improvement plan. Administrative conversations with small groups of students or in individual conferences during data days relay the scope of the work to students and share the accountability for success with them.

The principal has also communicated plan goals and strategies to other stakeholders including the local Board of Education. During a scheduled working session, the principal updates board members on the school's progress toward goals and is accompanied by the Month in Review. Following the presentation, board members may ask questions and provide feedback. A school administrator shares improvement plan strategies and progress specifically related to student academic expectations with the community through announcements at athletic events and on the weekly radio broadcast entitled Coaches Corner. There are numerous on-going strategies in place to ensure that stakeholders are informed about school improvement efforts at Leslie County High.

# 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 Diagnostic was completed by the LCHS Transformational Stakeholder team. This team is comprised of members from the community, parents, students, teachers, and administrators.

Rhonda Davidson, Parent, Conservation Office Representative

Susanna Lucas, Parent

Cheryl Lewis, Parent, Lawyer

Merlene Lewis, Director of Academic Programs

Cynthia Collett, Student Intervention Manager

Kim Cornett, ERS-Kentucky Department of Education

Susan Brock, ERL-Kentucky Department of Education

Todd Horton, Assistant Principal

Kevin Gay, Principal

Robert Roark, Guidance Counselor

Mary Feltner, Guidance Counselor

Larry Sparks, Superintendent of Leslie County Schools

Brett Wilson, Assistant Superintendent of Leslie County Schools

Student input was also gathered from student representatives from each grade level.



## Relationship Building

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

Overall Rating: 2.57

	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.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	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.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	Statement or Question	Response	Rating
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.	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

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

Overall Rating: 2.57

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

	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.	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
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

# Updated Comprehensive School Improvement Plan

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

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

Overall Rating: 2.14

	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 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
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 sends council minutes to largest parent organization with no follow-up.	Novice

	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 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
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

## Updated Comprehensive School Improvement Plan

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

## Advocacy

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: 2.0

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

## Learning Opportunities

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

Overall Rating: 2.17

	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"> <li>- Kentucky standards and expectations for all students</li> <li>- The school's curriculum, instructional methods, and student services</li> <li>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees</li> <li>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process</li> <li>- Community resources to support learning</li> <li>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys</li> </ul>	<p>School provides open house and family nights for some parents to learn about:</p> <ul style="list-style-type: none"> <li>• Kentucky standards and expectations for all students.</li> <li>• School's curriculum, instructional methods, and student services.</li> <li>• School's decision-making process, including opportunities for parents to participate on councils and SBDM committees.</li> <li>• Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process.</li> <li>• Community resources to support learning.</li> </ul>	Apprentice

	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 makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.</p>	Proficient

	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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	Proficient

	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 targeted parent workshops and meetings to help parents develop skills to support their child's learning.</p>	Apprentice

	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

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



## Community Partnerships

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

Overall Rating: 3.0

	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 regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	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.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
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
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.	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.

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

#### Strengths:

Throughout the course of the school and district audit process, systematic efforts have been initiated to improve our communication and collaboration with external partnerships and stakeholders. Our strengths include a network of community partnerships and a detailed communication plan that is district-based. LCHS has regular communications that are sent through a variety of media outlets and mediums to parents and community members. Data is collected from these efforts and it is utilized to improve our communication with the stakeholders.

#### Areas for Improvements:

Communication efforts are in place, but are not always two-way or accessed by all parents. Often our communication that is most utilized is email; however, this does not reach all parents or provide a basis for collecting communication for a two-way exchange. These areas, along with increasing our parent leadership through SBDM and other parent groups, is the focus of our areas for improvement.

#### Action Steps:

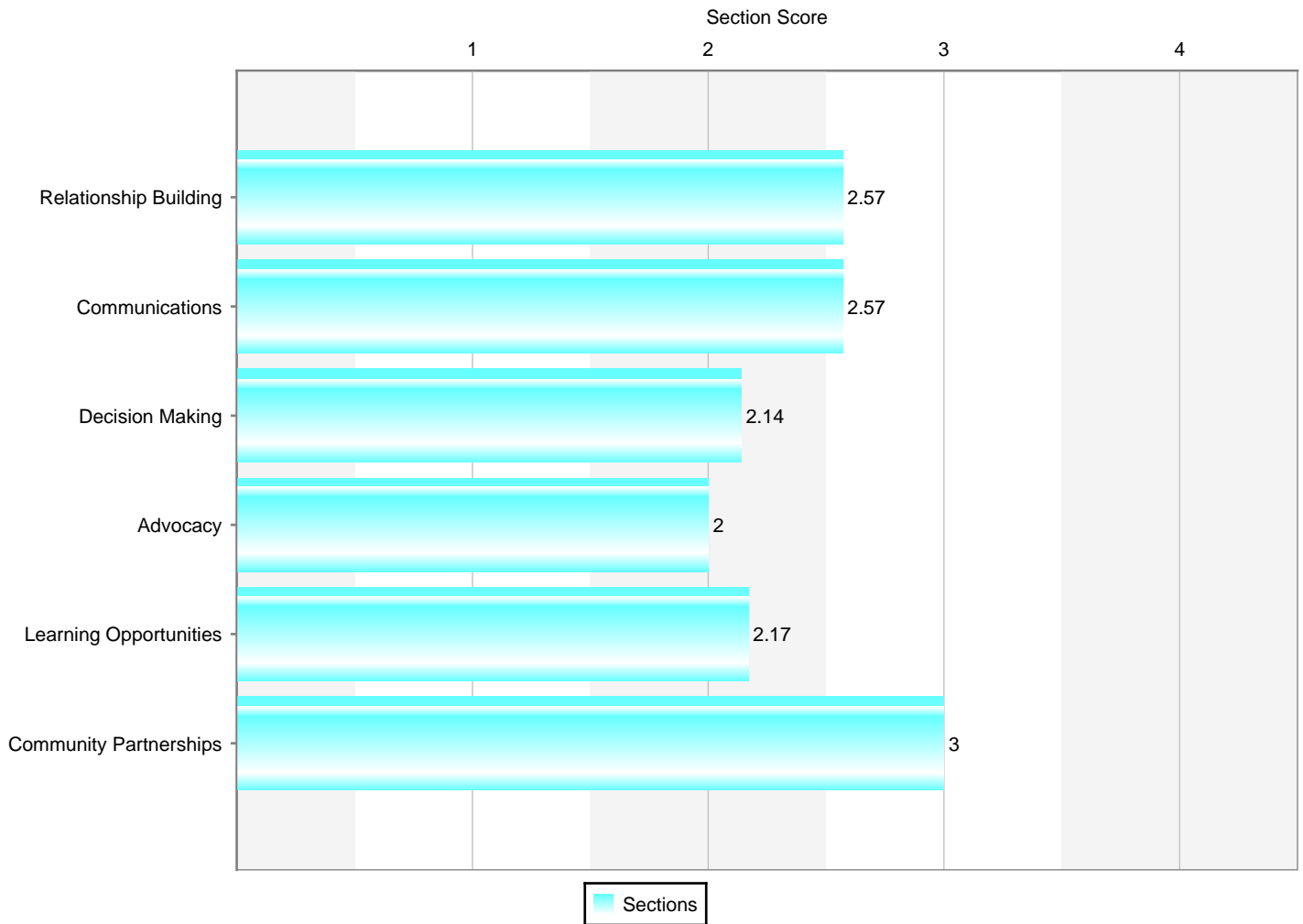
Communication Team Members are planning a meeting with the SBDM to discuss methods for increasing parent participation and leadership.

Communication Team members are distributing a phone survey to gather information for improving communication and allowing for parents and other stakeholders to make suggestions and take a larger role in the decision-making process.

Parent involvement in the ILP process has been added to the ILP protocol; however, this will not take place until the end of this school year and data will be collected from this to improve student learning.

## Report Summary

### Scores By Section



# **2012 - 2013 LESLIE COUNTY CSIP**

## **Overview**

### **Plan Name**

2012 - 2013 LESLIE COUNTY CSIP

### **Plan Description**

CSIP

## 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 combined average reading and math from 46.1 to 73.1	Objectives: 1 Strategies: 5 Activities: 17	Organizational	\$0
2	Increase average Freshman Graduation Rate from 76% to 90% by 2015.	Objectives: 1 Strategies: 4 Activities: 6	Organizational	\$0
3	Increase the percentage of students who are college and career ready from 34% to 68% by 2015.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$0
4	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% to 66.5% in 2017.	Objectives: 1 Strategies: 4 Activities: 19	Organizational	\$0
5	Increase the percentage of satisfaction responses regarding school environment and safety to 80% as measured by the School Climate Survey	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$0

## Goal 1: Increase the combined average reading and math from 46.1 to 73.1

### Measurable Objective 1:

collaborate to increase the overall reading and math EOC scores for high school from 27.6 to 34.8 by 05/30/2013 as measured by student performance on End-of-Course Assessments.

### Strategy 1:

OTHER - ADMINISTRATIVE TEAM WILL RE-VISIT THE VISION/MISSION SURVEY FOR ALL STAKE HOLDERS TO GATHER DATA TO REFINE VISION/MISSION TO FOCUS THE CURRENT WORK. NON-NEGOTIABLES AND WALK-THROUGH CRITERIA WILL REFLECT CHANGES. (MEETING SCHEDULED SEPT. 24)

Research Cited: BEST PRACTICE

Activity - MISSION/VISION	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ADMINISTRATIVE TEAM WILL RE-VISIT THE VISION/MISSION SURVEY FOR ALL STAKE HOLDERS TO GATHER DATA TO REFINE VISION/MISSION TO FOCUS THE CURRENT WORK. NON-NEGOTIABLES AND WALK-THROUGH CRITERIA WILL REFLECT CHANGES. (MEETING SCHEDULED SEPT. 24)	Community Engagement	07/16/2012	08/21/2012	\$0	No Funding Required	CYNTHIA COLLETT
Activity - RESEARCH GRANTS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A DISTRICT TEAM WILL RESEARCH GRANTS IN ORDER TO SUSTAIN CURRENT PROCESSES AND RESOURCES.	Other	08/22/2012	10/03/2012	\$0	No Funding Required	BRETT WILSON
Activity - QUESTIONING STRATEGIES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PROVIDE A WORK SESSION FOR ALL FACULTY CONCERNING APPROPRIATE QUESTIONING STRATEGIES	Other	10/04/2012	11/14/2012	\$0	No Funding Required	SUSAN BROCK, KIM CORNETT
Activity - WALK THRU PROTOCOL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A WALK-THROUGH PROTOCOL WILL BE DEVELOPED TO ENSURE SYSTEMATIC USE OF THIS DATA TO TRULY IMPACT STUDENT GROWTH AND ACHIEVEMENT (THE PROCESS MIGHT INCLUDE TEACHER COACHING AND STUDENT-LED LEARNING).	Policy and Process	11/15/2012	01/10/2013	\$0	No Funding Required	KEVIN GAY

### Strategy 2:

CIRRICULUM ASSESSMENT/ALIGNMENT - WORK SESSION ON LINKAGE CHARTS

Research Cited: BEST PRACTICE

## Updated Comprehensive School Improvement Plan

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Activity - WORK SESSION ON LINKAGE ON PGP AND LINKAGE CHARTS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ADMINISTRATIVE TEAM WILL CONDUCT A FACULTY WORK SESSION TO REVIEW/REFINE PGPS AND LINKAGE CHARTS. GUIDING QUESTIONS: DO WE ALL SEE THE BIG PICTURE? WHAT IS MY ROLE COMPARED TO THE ROLES OF OTHERS?	Policy and Process	08/22/2012	10/03/2012	\$0	No Funding Required	KEVIN GAY
Activity - SCHOOLWIDE TEST DATA ANALYSIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THE ER TEAM WILL SCHEDULE A SCHOOL-WIDE TEST DATA ANALYSIS SESSION USING A VERSION OF THE DATA QUESTIONS.	Policy and Process	10/04/2012	11/14/2012	\$0	No Funding Required	ER TEAM
Activity - JOB DESCRIPTIONS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ER TEAM, ALONG WITH THE DISTRICT STAFF, WILL REFINE HIGH SCHOOL ADMINISTRATOR JOB DESCRIPTIONS, GROWTH PLANS AND ACTION STEPS THAT ARE CONGRUENT WITH THE WORK WHILE MESHING THE ROLES OF EACH PERSON AND ANALYZING THEIR PLACE WITHIN A SHARED VISION	Policy and Process	08/22/2012	10/03/2013	\$0	No Funding Required	SUSAN BROCK

### Strategy 3:

CIITS - USE CIITS TO ALIGN PLC WORK

Research Cited: BEST PRACTICE (DUFOUR)

Activity - PLC PROTOCOLS AND COACHING	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC LEADERS WILL BE COACHED IN IMPROVING MEETING AGENDAS AND CONTINUALLY FOCUSING ON PRODUCING PRODUCTS FROM EACH MEETING. PLC PROTOCOLS HAVE BEEN REVAMPED TO FRAME INTENTIONAL WORK.	Policy and Process	11/15/2012	01/10/2013	\$0	No Funding Required	KEVIN GAY
Activity - CIITS USAGE REPORTS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THE DISTRICT OFFICE WILL RUN THE CIITS USAGE REPORTS FOR THE SCHOOL ADMINISTRATIVE TEAM TO DETERMINE FACULTY NEXT STEPS AND SCHEDULE DATES FOR COACHING STAFF IN DEFICIENT AREAS	Policy and Process	02/26/2013	04/10/2013	\$0	No Funding Required	BRETT WILSON
Activity - INSTRUCTIONAL TECHNOLOGY	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ADMINISTRATIVE TEAM WILL EMBED INSTRUCTIONAL TECHNOLOGY PIECES IN THE WALK-THROUGH INSTRUMENT TO ADDRESS DEFICIENCIES IN THE LEADERSHIP ASSESSMENT REPORT.	Technology	08/22/2012	10/04/2012	\$0	No Funding Required	KIM CORNETT



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Activity - CONSTRUCTED RESPONSE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THE ADMINISTRATIVE TEAM, ALONG WITH TEACHERS, WILL LEAD A WORK SESSION ON CONSTRUCTED RESPONSE FROM A GENERAL OVERVIEW ALL THE WAY DOWN TO SPECIFIC CONTENT AREA WORK. THE FOCUS WILL BE ON THE INSTRUCTIONAL IMPLICATIONS AND PROCESSES THAT STUDENTS MUST HAVE IN THEIR TOOLBOXES.	Professional Learning	11/15/2012	01/10/2013	\$0	No Funding Required	SUSAN BROCK
Activity - HIGH YIELD INSTRUCTIONAL STRATEGIES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THE ADMINISTRATIVE TEAM WILL PROVIDE WORK SESSIONS FOR CONTENT-SPECIFIC GROUPS PERTAINING TO APPROPRIATE HIGH YIELD STRATEGIES FOR IMPROVED STUDENT LEARNING (I.E. COOPERATIVE LEARNING, SOCRATIC SEMINAR, ETC.).	Professional Learning	11/15/2012	01/10/2013	\$0	No Funding Required	SUSAN BROCK, KIM CORNETT
Activity - ADMINISTRATIVE TIMELINE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ADMINISTRATIVE TEAM WILL DEVELOP A DOCUMENTED TIMELINE/PROCESSES FOR THE CIITS ROLL OUT, BEGINNING WITH AN INTRODUCTORY MEETING FOR PLC LEADS BY THE CIITS MANAGER.	Policy and Process	10/04/2012	11/14/2012	\$0	No Funding Required	ER TEAM

### Strategy 4:

PROGRAM REVIEWS - USE PROGRAM REVIEW DATA TO IMPROVE PROCESSES

Research Cited: KY PROCESS

Activity - PROCESS FOR PROGRAM REVIEW WORK	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A DOCUMENTED PROCESS HAS BEEN BEGUN TO GOVERN PROGRAM REVIEW WORK IN ORDER TO SHARE ACCOUNTABILITY WITH NON-TESTED COURSES. AS A RESULT, PROGRAM REVIEW COMMITTEES HAVE BEEN ESTABLISHED. THE ADMINISTRATIVE TEAM HAS SET A FORMAL CHART FOR COMMITTEES TO USE TO REVIEW THE CRITERIA AND RUBRICS TO EVALUATE THE EVIDENCE TO DETERMINE NEXT STEPS. COMMITTEE LEADERS MUST BE TRAINED TO USE THE CHART AND IN APPROPRIATE EVIDENCES.	Policy and Process	01/11/2013	02/25/2013	\$0	No Funding Required	CYNTHIA COLLETT
Activity - PROGRAM REVIEW DATA ANALYSIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PROGRAM REVIEW DATA WILL BE ANALYZED IN TEACHER WORK GROUPS USING THE EVIDENCE REVIEW PROCESS FOR INSTRUCTIONAL IMPLICATIONS FOR ALL CONTENT AREAS.	Policy and Process	01/11/2013	02/25/2013	\$0	No Funding Required	CYNTHIA COLLETT

### Strategy 5:

RTI - INTERVENTIONS FOR INDIVIDUAL NEEDS

SY 2012-2013

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## Updated Comprehensive School Improvement Plan

Leslie County High School

Research Cited: BEST PRACTICE

Activity - QUALITY TOOLS FOR QUARTERLY REPORTING	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THE QUARTERLY REPORTING PROCESS WILL BE REVAMPED USING QUALITY TOOLS TO GUIDE THE WORK OF THE SCHOOL THROUGH APPROPRIATE GROUP WORK (I.E. PLC GROUPS, ADMINISTRATIVE TEAM, ETC.) TO KEEP GOALS ON THE FOREFRONT FOR TEACHERS AND STUDENTS AND TO SHARE ACCOUNTABILITY RATHER THAN JUST AS A REPORTING INSTRUMENT.	Policy and Process	01/11/2013	02/25/2013	\$0	No Funding Required	MERLENE LEWIS

Activity - QUARTERLY REPORT WORK SESSIONS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THE PLC LEADERS WILL PARTICIPATE IN QUARTERLY REPORT WORK SESSIONS IN ORDER TO TAKE OVER THIS WORK FROM THE ER STAFF.	Policy and Process	11/15/2012	01/10/2013	\$0	No Funding Required	KIM CORNETT

## Goal 2: Increase average Freshman Graduation Rate from 76% to 90% by 2015.

### Measurable Objective 1:

collaborate to increase the graduation rate at LCHS to 66.5% TO 69.4% by 05/30/2013 as measured by by the AFGR formula.

### Strategy 1:

Targeted Instructional Interventions - Administrative Team Members wil plan 9th Grade Transition meetings to establish expectations and school goals.

Activity - 9TH GRADE TRANSITION MEETING	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ADMINISTRATIVE TEAM MEMBERS WILL PLAN 9TH GRADE TRANSITION MEETINGS TO ESTABLISH EXPECTATIONS AND SCHOOL GOALS.	Academic Support Program	07/16/2012	08/21/2012	\$0	No Funding Required	MARY FELTNER

Activity - GRADUATION DATA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ADMINISTRATIVE TEAM WILL MODEL AND SHARE THE PIA PROCESS USING GRADUATION DATA AND DEVELOPING NEXT STEPS.	Policy and Process	08/22/2012	10/03/2012	\$0	No Funding Required	ER TEAM

### Strategy 2:

ACADEMIC AND CAREER ADVISING - PERSONAL ATTENTION TO INDIVIDUAL STUDENTS

Research Cited: BEST PRACTICE

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Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ILP INFORMATION WILL BE USED BY TEACHERS FOR STRATEGY PLANNING (I.E. LEARNING STYLES, MULTIPLE INTELLIGENCES, ETC.) AND FOR GOAL-SETTING IN DATA NOTEBOOKS. THIS WILL BE ADDED TO TALKING POINTS FOR STUDENT DATA DAY WORK.	Career Preparation/Orientation	02/26/2013	04/10/2013	\$0	No Funding Required	CYNTHIA COLLETT

### Strategy 3:

OTHER - DOCUMENTED SYSTEM WILL BE IN PLACE

Research Cited: BEST PRACTICE

Activity - PLC PROTOCOL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC LEADERS WILL ASSIST IN MAKING APPROPRIATE REVISIONS TO THE PLC PROTOCOL.	Policy and Process	08/22/2012	10/03/2012	\$0	No Funding Required	CYNTHIA COLLETT

### Strategy 4:

COURSE AND ASSESSMENT ALIGNMENT - ASSESSMENT STRATEGY PRACTICE

Research Cited: BEST PRACTICE

Activity - ASSESSMENT STRATEGY PRACTICE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ADMINISTRATIVE TEAM MEMBERS AND TEACHERS WILL PRACTICE STRATEGIES AND ACTIVITIES NECESSARY FOR ACHIEVEMENT ON STANDARDIZED TESTS SUCH AS TIMED SESSIONS, CONCISE ANSWERS TO FIT INTO A SLOT, AND PRE-PLANNING WITH STUDENTS.	Policy and Process	01/11/2013	02/25/2013	\$0	No Funding Required	MARY FELTNER

Activity - COMMON GRADING PRACTICE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FACULTY WORK SESSIONS WILL BE HELD SO THAT STAKE-HOLDER GROUPS CAN BEGIN TO SET SOME COMMON GRADING AND REPORTING PROCESSES BASED ON DEFINED CRITERIA.	Policy and Process	01/11/2013	02/25/2013	\$0	No Funding Required	KIM CORNETT, KEVIN GAY

## Goal 3: Increase the percentage of students who are college and career ready from 34% to 68% by 2015.

### Measurable Objective 1:

collaborate to increase the CCR percentage from 32% to 40.5% by 05/30/2013 as measured by the Unbridled Learning Formula.

## Updated Comprehensive School Improvement Plan

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### Strategy 1:

OTHER - IMPROVE COMMUNICATION

Activity - ALIGNING PROCESSES INTO ONE TIMELINE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ADMINISTRATIVE TEAM WILL MERGE THE EVALUATION TIMELINE, SBDM TIMELINE, ADMINISTRATIVE DUTIES AND QUARTERLY REPORTING TIMELINE INTO AN ADMINISTRATOR DOCUMENT TO BE USED MONTHLY TO FOCUS THE WORK.	Policy and Process	07/16/2012	08/21/2012	\$0	No Funding Required	SUSAN BROCK
Activity - TARGETED INTERVENTIONS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC GROUPS WILL BE TRAINED TO SOLVE ISSUES AUTONOMOUSLY BY HAVING QUALITY TOOLS AT THE FOREFRONT OF THE WORK.	Policy and Process	10/04/2012	11/14/2012	\$0	No Funding Required	KIM CORNETT

### Strategy 2:

CAREER READINESS PATHWAYS/COMMUNICATION - CLEAR AND TRANSPARENT COMMUNICATION TO ALL STAKEHOLDERS

Research Cited: BEST PRACTICE

Activity - COMMUNICATION OF ACADEMIC INITIATIVES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
. THE SCHOOL INTERVENTION MANAGER WILL BECOME A MORE ACTIVE MEMBER OF THE CHAMBER OF COMMERCE. SHE WILL SHARE THE MONTH IN REVIEW AT MONTHLY MEETINGS AND GARNER SUPPORT FOR ACADEMIC INITIATIVES. THIS REQUIRES SOME MINDSET CHANGE TO GUIDE COMMUNITY MEMBERS TO ACTUALLY BECOME REAL STAKEHOLDERS.	Community Engagement	11/15/2012	01/10/2013	\$0	No Funding Required	CYNTHIA COLLETT

### Strategy 3:

CAREER ADVISING - COLLEGE COACH WILL PROVIDE ONE-ON-ONE MENTORING TO STUDENTS

Research Cited: KY BEST PRACTICE

Activity - COLLEGE COACHING	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A COLLEGE COACH HAS BEEN HIRED. WE MUST DEFINE THE ROLE TO FIT OUR SCHOOL'S VISION AND INCLUDE A PLAN TO WORK WITH SENIORS WHO HAVE NOT YET MET BENCHMARKS FOR COLLEGE AND CAREER READINESS.	Career Preparation/Orientation	11/15/2012	01/10/2013	\$0	No Funding Required	ROBERT ROARK

## Goal 4: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% to 66.5% in 2017.

### Measurable Objective 1:

demonstrate a proficiency in the Non-Duplicated Gap Group from 24.3% to 31.9% by 05/30/2013 as measured by the Unbridled Learning Formula.

### Strategy 1:

PROFESSIONAL DEVELOPMENT - IMPROVEMENT OF INSTRUCTIONAL PRACTICES

Research Cited: BEST PRACTICE

Activity - EVALUATION PROCESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PER THE LEADERSHIP ASSESSMENT RESULTS, THE FULL SCOPE OF THE EVALUATION PROCESS (TO INCLUDE CORRECTIVE ACTION) WILL BE UTILIZED TO BUILD CAPACITY TOWARD AUTONOMY FOR ALL STAFF MEMBERS. THE PROCESS WILL BEGIN WITH CONDUCTING SETS OF TEAM WALK-THROUGHS AND FORMAL OBSERVATIONS TO IDENTIFY STAFF WHO IS NOT MEETING PROFESSIONAL GROWTH GOALS AND OBJECTIVES. APPROPRIATE AND CREATIVE PROFESSIONAL DEVELOPMENT WILL THEN BE PROVIDED TO ENCOURAGE STAFF MEMBERS WHO CAN MAINTAIN THEIR OWN STRUCTURES.	Policy and Process	07/16/2012	08/21/2012	\$0	No Funding Required	KEVIN GAY

Activity - CO-TEACHING SURVEY	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
. LESLIE COUNTY FACULTY WILL PARTICIPATE IN A CO-TEACHING SURVEY THAT WILL DETERMINE NEXT STEPS FOR IMPROVING COLLABORATION IN OUR BUILDING. TRAINING WILL BE SCHEDULED ACCORDINGLY.	Professional Learning	08/22/2012	10/03/2012	\$0	No Funding Required	ROBERT ROARK

Activity - CONTENT AREA CIRRICULUM WORK	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EACH CONTENT AREA WILL BE SCHEDULED IN A SIX-HOUR BLOCK WITH GUIDANCE FROM ADMINISTRATIVE TEAM TO CREATE OR REFINE CURRICULUM WITH FOCUS ON FORMATIVE ASSESSMENTS AND RIGOR. EACH SESSION WILL BEGIN WITH A MINI-LESSON ON RIGOR SO THAT TEACHERS CAN INTERNALIZE CURRICULAR CHANGES.	Professional Learning	08/22/2012	10/03/2012	\$0	No Funding Required	SUSAN BROCK

Activity - STUDENT LED LEARNING	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ADMINISTRATIVE TEAM WILL BEGIN TO SHARE INFORMATION PERTAINING TO STUDENT-LED LEARNING FROM THE DIAGNOSTIC REVIEW PROCESS WITH TEACHERS AND SCHOOL STAFF.	Policy and Process	02/26/2013	04/10/2013	\$0	No Funding Required	SUSAN BROCK, KIM CORNETT
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### Strategy 2:

TARGETED INTERVENTIONS - PROVIDES ONE-ON-ONE INTERVENTION

Research Cited: BEST PRACTICE

Activity - INFINITE CAMPUS PARENT PORTAL TRAINING	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
INFINITE CAMPUS PARENT PORTAL TRAINING WILL BE HELD FOR COMMUNITY MEMBERS AND PARENTS DURING SUMMER ORIENTATION SESSIONS.	Parent Involvement	07/16/2012	08/21/2012	\$0	No Funding Required	ROBERT ROARK

### Strategy 3:

BEST PRACTICE - TO CREATE A INSTRUCTIONAL STRATEGY/QUALITY TOOL TOOLKIT FOR ADMINISTRATION AND FACULTY

Research Cited: BEST PRACTICE

Activity - MINDSET WORK SESSION	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ER TEAM WILL FACILITATE TEAM BUILDING AND MIND SET ACTIVITIES TO REFLECT ON STRUCTURE AND PROCESS DEVELOPMENT THUS FAR. STAFF WILL BUILD ON THE CLASSROOM PRACTICES THAT ILLUSTRATE THE MIND-SET WORK IN ACTION.	Professional Learning	07/16/2012	08/21/2012	\$0	No Funding Required	SUSAN BROCK

Activity - PIAs FOR INSTRUCTIONAL ISSUES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PIAS WILL BE CREATED/IMPLEMENTED WITH EACH INSTRUCTIONAL ISSUE IN ORDER TO IDENTIFY ROOT CAUSE AND ACTION STEPS.	Policy and Process	07/16/2012	08/21/2012	\$0	No Funding Required	KEVIN GAY

Activity - LEADERSHIP ASSESSMENT REPORT DECONSTRUCTION	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THE DEFICIENCIES IN THE LEADERSHIP ASSESSMENT REPORT WILL BE DECONSTRUCTED TO DETERMINE 30-60-90 DAY STRATEGIES.	Policy and Process	07/16/2012	08/21/2012	\$0	No Funding Required	KEVIN GAY

Activity - PLC LEADS PLUS/DELTA TOOL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC LEADERS WILL BE TRAINED IN 90 DAYS USING THE PLUS/DELTA TOOL TO MONITOR THEIR PLC WORK TO PROVIDE DATA FOR NEXT STEPS.	Policy and Process	10/04/2012	11/14/2012	\$0	No Funding Required	KEVIN GAY

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Activity - CONSTRUCTIVE RESPONSE QUESTIONING	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THE ADMINISTRATIVE TEAM WILL ENSURE THAT TEACHERS UTILIZE THE SET SCHEDULE FOR MONTHLY PRACTICE WITH A SPECIFIC TYPE OF CONSTRUCTED RESPONSE QUESTION. IN ADDITION, TEACHERS MUST TRAIN STUDENTS TO USE THE ESTABLISHED CONTENT AREA ORGANIZER AND INSTRUCTIONAL STRATEGIES.	Professional Learning	01/11/2013	02/25/2013	\$0	No Funding Required	MERLENE LEWIS

Activity - STUDENT PERFORMANCE DATA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STUDENT PERFORMANCE DATA WILL BE USED TO PLACE STUDENTS IN APPROPRIATE COURSES	Policy and Process	07/16/2012	08/21/2012	\$0	No Funding Required	MARY FELTNER

### Strategy 4:

PROGRESS MONITORING - DATA ANALYSIS AND IMPROVEMENT OF PROCESSES

Research Cited: BEST PRACTICE

Activity - RTI RESOURCES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ADMINISTRATIVE TEAM WILL CONTINUE TO EXAMINE RTI RESOURCES AND SURVEY STAKE-HOLDERS TO DETERMINE EFFECTIVENESS OF THIS CURRICULUM.	Policy and Process	08/22/2012	10/03/2012	\$0	No Funding Required	CYNTHIA COLLETT

Activity - ADMINISTRATIVE MONITORING OF PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
. ADMINISTRATIVE TEAM MEMBERS WILL PARTICIPATE WEEKLY IN PLC TEAMS TO ASSIST IN GUIDING AND MONITORING THE WORK. ADMINISTRATORS WILL WORK CONSISTENTLY WITHIN THE FOCUSED PLC. (CONTINUE INTO THE 120 DAY WORK BY NOTING ADMINISTRATIVE TEAM MEMBER.	Policy and Process	10/04/2012	11/14/2012	\$0	No Funding Required	KEVIN GAY

Activity - FLEXING MASTER SCHEDULE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
. MASTER SCHEDULE CONTINUALLY FLEXED TO MEET NEED OF ALL STUDENTS.	Policy and Process	07/16/2012	08/21/2012	\$0	No Funding Required	ROBERT ROARK

Activity - STUDENT SMART GOALS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STUDENT DATA DAY WILL BE CONDUCTED TO SET SMART GOALS AND FOCUS THE CURRENT DATA.	Policy and Process	08/22/2012	10/03/2012	\$0	No Funding Required	CYNTHIA COLLETT

Activity - STUDENT DATA DAY	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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. STUDENT DATA DAY WILL OCCUR QUARTERLY WITH ALL SOPHOMORES AND JUNIORS.	Other	10/04/2012	11/14/2012	\$0	No Funding Required	KIM CORNETT
<b>Activity - GRADE LEVEL STUDENT TRACKING CHARTS</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
GRADE-LEVEL STUDENT TRACKING CHARTS WILL BE CREATED IN PLC GROUPS (WEEK 2 OF THE PROTOCOL) SO THAT STUDENT PROGRESS WILL LEAD DISCUSSIONS AND DECISIONS.	Policy and Process	11/15/2012	01/10/2013	\$0	No Funding Required	CYNTHIA BROCK
<b>Activity - COMPARISON AND TREND DATA</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
TEACHER AND STUDENT DATA NOTEBOOKS WILL EXHIBIT DATA SOURCES THAT INCLUDE COMPARISON AND TREND DATA THAT PROVIDE AN OVERVIEW OF INSTRUCTION AND PROGRAM EFFECTIVENESS.	Other	02/26/2013	04/10/2013	\$0	No Funding Required	KIM CORNETT
<b>Activity - WALK-THRU PROCEDURES</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
ADMINISTRATIVE TEAM WILL DEVELOP PROCESSES FOR USING WALK-THROUGH PROCEDURES TO DIRECTLY IMPACT INSTRUCTION.	Policy and Process	10/04/2012	11/14/2012	\$0	No Funding Required	MERLENE LEWIS

## Goal 5: Increase the percentage of satisfaction responses regarding school environment and safety to 80% as measured by the School Climate Survey

**Measurable Objective 1:**

collaborate to improve the learning environment through by 05/31/2013 as measured by the reduction of school suspension rate and increase customer satisfaction.

**Strategy 1:**

LEARNING ENVIRONMENT - IMPROVE PROCESSES AND MONITORING FOR SCHOOL SAFETY AND CULTURE

Research Cited: BEST PRACTICE

<b>Activity - PIA PROCESS</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
ADMINISTRATIVE TEAM WILL CONTINUE THE PIA PROCESS/NEXT STEPS CONCERNING ATTENDANCE/TARDIES BY REVISING POLICY AND CREATING DOCUMENTED PROCESSES FOR TYING STUDENT BEHAVIORS TO STUDENT PRIVILEGES. PROCESSES WILL INCLUDE CONSEQUENCES AND STEPS FOR MONITORING.	Policy and Process	07/16/2012	08/21/2012	\$0	No Funding Required	MELENE LEWIS



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Activity - VISITORS SCHEDULING	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
. ADMINISTRATIVE TEAM WILL DEVELOP A DOCUMENTED PROCESS FOR ARRANGING VISITING DISTRICT/SCHOOL TEAMS FOCUSING ON LITTLE DISRUPTION AND EFFICIENTLY MEETING VISITOR NEEDS.	Policy and Process	08/22/2012	10/03/2012	\$0	No Funding Required	ER TEAM, KEVIN GAY
Activity - STUDENT ACCOUNTABILITY	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
. ADMINISTRATIVE TEAM AND TEACHER GROUPS WILL DEPLOY A PROCESS TO REFLECT STUDENT ACCOUNTABILITY IN THE WALK-THROUGH DATA. THIS DATA WILL BE SHARED WITH STUDENTS.	Behavioral Support Program	10/04/2012	11/14/2012	\$0	No Funding Required	KEVIN GAY
Activity - STUDENT BEHAVIORS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CRITERIA TO REFLECT STUDENT-FOCUSED BEHAVIORS THAT PROMPT LEARNING WILL BE ADDED TO THE REVISED WALK-THROUGH INSTRUMENT.	Behavioral Support Program	11/15/2012	01/10/2013	\$0	No Funding Required	SUSAN BROCK
Activity - WALK-THRU INSTRUMENT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THE ADMINISTRATIVE TEAM WILL CONTINUE TO REVIEW THE WALK-THROUGH INSTRUMENT TO RE-FOCUS THE PROCEDURE ON STUDENT BEHAVIOR RATHER THAN TEACHER BEHAVIOR.	Policy and Process	02/26/2013	04/10/2013	\$0	No Funding Required	KEVIN GAY

**Strategy 2:**

CLIMATE IMPROVEMENT - CONDUCT SURVEY

Research Cited: BEST PRACTICE

Activity - CULTURE CLIMATE SURVEY	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THE ADMINISTRATIVE TEAM WILL CONDUCT A COMMUNITY CULTURE/CLIMATE SURVEY AT STUDENT OPEN HOUSE TO COLLECT DATA FOR 30-60-90 DAY ACTION STEPS CONCERNING A SAFE LEARNING ENVIRONMENT.	Policy and Process	07/16/2012	08/21/2012	\$0	No Funding Required	TODD HORTON

**Strategy 3:**

SAFETY - SECURE THE CAMPUS

Research Cited: BEST PRACTICE

Activity - SECURE THE CAMPUS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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BASED ON LEADERSHIP ASSESSMENT RESULTS, PROCESSES HAVE BEEN DOCUMENTED PERTAINING TO THE NEW LOCK SYSTEM, INCREASING THE PRESENCE OF LAW ENFORCEMENT ON CAMPUS, AND SCHOOL STAFF ZONE ASSIGNMENTS HAVE BEEN REDESIGNED.	Policy and Process	11/15/2012	01/10/2013	\$0	No Funding Required	TODD HORTON
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Activity - REFERRAL PROCESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A DOCUMENTED REFERRAL PROCESS HAS BEEN DEVELOPED TO OUTLINE THE STEPS FOR STUDENTS TO RECEIVE ANY TYPE OF COUNSELING SERVICE.	Policy and Process	11/15/2012	01/10/2013	\$0	No Funding Required	MARY FELTNER

**Strategy 4:**

SBDM POLICY - DEVELOP STUDENT USE OF TECHNOLOGY

Research Cited: BEST PRACTICE

Activity - SBDM TECH POLICY	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DEVELOP A STUDENT USE OF TECHNOLOGY SBDM POLICY TO INCLUDE ENHANCEMENT OF LEARNING OUTCOMES AND DIVERSITY.	Policy and Process	10/04/2012	11/14/2012	\$0	No Funding Required	SUSAN BROCK

## 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
ALIGNING PROCESSES INTO ONE TIMELINE	ADMINISTRATIVE TEAM WILL MERGE THE EVALUATION TIMELINE, SBDM TIMELINE, ADMINISTRATIVE DUTIES AND QUARTERLY REPORTING TIMELINE INTO AN ADMINISTRATOR DOCUMENT TO BE USED MONTHLY TO FOCUS THE WORK.	Policy and Process	07/16/2012	08/21/2012	\$0	SUSAN BROCK
PROCESS FOR PROGRAM REVIEW WORK	A DOCUMENTED PROCESS HAS BEEN BEGUN TO GOVERN PROGRAM REVIEW WORK IN ORDER TO SHARE ACCOUNTABILITY WITH NON-TESTED COURSES. AS A RESULT, PROGRAM REVIEW COMMITTEES HAVE BEEN ESTABLISHED. THE ADMINISTRATIVE TEAM HAS SET A FORMAL CHART FOR COMMITTEES TO USE TO REVIEW THE CRITERIA AND RUBRICS TO EVALUATE THE EVIDENCE TO DETERMINE NEXT STEPS. COMMITTEE LEADERS MUST BE TRAINED TO USE THE CHART AND IN APPROPRIATE EVIDENCES.	Policy and Process	01/11/2013	02/25/2013	\$0	CYNTHIA COLLETT
STUDENT LED LEARNING	ADMINISTRATIVE TEAM WILL BEGIN TO SHARE INFORMATION PERTAINING TO STUDENT-LED LEARNING FROM THE DIAGNOSTIC REVIEW PROCESS WITH TEACHERS AND SCHOOL STAFF.	Policy and Process	02/26/2013	04/10/2013	\$0	SUSAN BROCK, KIM CORNETT
SBDM TECH POLICY	DEVELOP A STUDENT USE OF TECHNOLOGY SBDM POLICY TO INCLUDE ENHANCEMENT OF LEARNING OUTCOMES AND DIVERSITY.	Policy and Process	10/04/2012	11/14/2012	\$0	SUSAN BROCK
STUDENT ACCOUNTABILITY	. ADMINISTRATIVE TEAM AND TEACHER GROUPS WILL DEPLOY A PROCESS TO REFLECT STUDENT ACCOUNTABILITY IN THE WALK-THROUGH DATA. THIS DATA WILL BE SHARED WITH STUDENTS.	Behavioral Support Program	10/04/2012	11/14/2012	\$0	KEVIN GAY
STUDENT BEHAVIORS	CRITERIA TO REFLECT STUDENT-FOCUSED BEHAVIORS THAT PROMPT LEARNING WILL BE ADDED TO THE REVISED WALK-THROUGH INSTRUMENT.	Behavioral Support Program	11/15/2012	01/10/2013	\$0	SUSAN BROCK

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ADMINISTRATIVE MONITORING OF PLC	. ADMINISTRATIVE TEAM MEMBERS WILL PARTICIPATE WEEKLY IN PLC TEAMS TO ASSIST IN GUIDING AND MONITORING THE WORK. ADMINISTRATORS WILL WORK CONSISTENTLY WITHIN THE FOCUSED PLC. (CONTINUE INTO THE 120 DAY WORK BY NOTING ADMINISTRATIVE TEAM MEMBER.	Policy and Process	10/04/2012	11/14/2012	\$0	KEVIN GAY
CONSTRUCTIVE RESPONSE QUESTIONING	THE ADMINISTRATIVE TEAM WILL ENSURE THAT TEACHERS UTILIZE THE SET SCHEDULE FOR MONTHLY PRACTICE WITH A SPECIFIC TYPE OF CONSTRUCTED RESPONSE QUESTION. IN ADDITION, TEACHERS MUST TRAIN STUDENTS TO USE THE ESTABLISHED CONTENT AREA ORGANIZER AND INSTRUCTIONAL STRATEGIES.	Professional Learning	01/11/2013	02/25/2013	\$0	MERLENE LEWIS
JOB DESCRIPTIONS	ER TEAM, ALONG WITH THE DISTRICT STAFF, WILL REFINE HIGH SCHOOL ADMINISTRATOR JOB DESCRIPTIONS, GROWTH PLANS AND ACTION STEPS THAT ARE CONGRUENT WITH THE WORK WHILE MESHING THE ROLES OF EACH PERSON AND ANALYZING THEIR PLACE WITHIN A SHARED VISION	Policy and Process	08/22/2012	10/03/2013	\$0	SUSAN BROCK
COMMUNICATION OF ACADEMIC INITIATIVES	. THE SCHOOL INTERVENTION MANAGER WILL BECOME A MORE ACTIVE MEMBER OF THE CHAMBER OF COMMERCE. SHE WILL SHARE THE MONTH IN REVIEW AT MONTHLY MEETINGS AND GARNER SUPPORT FOR ACADEMIC INITIATIVES. THIS REQUIRES SOME MINDSET CHANGE TO GUIDE COMMUNITY MEMBERS TO ACTUALLY BECOME REAL STAKEHOLDERS.	Community Engagement	11/15/2012	01/10/2013	\$0	CYNTHIA COLLETT
GRADE LEVEL STUDENT TRACKING CHARTS	GRADE-LEVEL STUDENT TRACKING CHARTS WILL BE CREATED IN PLC GROUPS (WEEK 2 OF THE PROTOCOL) SO THAT STUDENT PROGRESS WILL LEAD DISCUSSIONS AND DECISIONS.	Policy and Process	11/15/2012	01/10/2013	\$0	CYNTHIA BROCK
CONSTRUCTED RESPONSE	THE ADMINISTRATIVE TEAM, ALONG WITH TEACHERS, WILL LEAD A WORK SESSION ON CONSTRUCTED RESPONSE FROM A GENERAL OVERVIEW ALL THE WAY DOWN TO SPECIFIC CONTENT AREA WORK. THE FOCUS WILL BE ON THE INSTRUCTIONAL IMPLICATIONS AND PROCESSES THAT STUDENTS MUST HAVE IN THEIR TOOLBOXES.	Professional Learning	11/15/2012	01/10/2013	\$0	SUSAN BROCK
PROGRAM REVIEW DATA ANALYSIS	PROGRAM REVIEW DATA WILL BE ANALYZED IN TEACHER WORK GROUPS USING THE EVIDENCE REVIEW PROCESS FOR INSTRUCTIONAL IMPLICATIONS FOR ALL CONTENT AREAS.	Policy and Process	01/11/2013	02/25/2013	\$0	CYNTHIA COLLETT
STUDENT PERFORMANCE DATA	STUDENT PERFORMANCE DATA WILL BE USED TO PLACE STUDENTS IN APPROPRIATE COURSES	Policy and Process	07/16/2012	08/21/2012	\$0	MARY FELTNER

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MISSION/VISION	ADMINISTRATIVE TEAM WILL RE-VISIT THE VISION/MISSION SURVEY FOR ALL STAKE HOLDERS TO GATHER DATA TO REFINE VISION/MISSION TO FOCUS THE CURRENT WORK. NON-NEGOTIABLES AND WALK-THROUGH CRITERIA WILL REFLECT CHANGES. (MEETING SCHEDULED SEPT. 24)	Community Engagement	07/16/2012	08/21/2012	\$0	CYNTHIA COLLETT
PLC PROTOCOL	PLC LEADERS WILL ASSIST IN MAKING APPROPRIATE REVISIONS TO THE PLC PROTOCOL.	Policy and Process	08/22/2012	10/03/2012	\$0	CYNTHIA COLLETT
VISITORS SCHEDULING	. ADMINISTRATIVE TEAM WILL DEVELOP A DOCUMENTED PROCESS FOR ARRANGING VISITING DISTRICT/SCHOOL TEAMS FOCUSING ON LITTLE DISRUPTION AND EFFICIENTLY MEETING VISITOR NEEDS.	Policy and Process	08/22/2012	10/03/2012	\$0	ER TEAM, KEVIN GAY
PIA PROCESS	ADMINISTRATIVE TEAM WILL CONTINUE THE PIA PROCESS/NEXT STEPS CONCERNING ATTENDANCE/TARDIES BY REVISING POLICY AND CREATING DOCUMENTED PROCESSES FOR TYING STUDENT BEHAVIORS TO STUDENT PRIVILEGES. PROCESSES WILL INCLUDE CONSEQUENCES AND STEPS FOR MONITORING.	Policy and Process	07/16/2012	08/21/2012	\$0	MELENE LEWIS
RTI RESOURCES	ADMINISTRATIVE TEAM WILL CONTINUE TO EXAMINE RTI RESOURCES AND SURVEY STAKE-HOLDERS TO DETERMINE EFFECTIVENESS OF THIS CURRICULUM.	Policy and Process	08/22/2012	10/03/2012	\$0	CYNTHIA COLLETT
PLC PROTOCOLS AND COACHING	PLC LEADERS WILL BE COACHED IN IMPROVING MEETING AGENDAS AND CONTINUALLY FOCUSING ON PRODUCING PRODUCTS FROM EACH MEETING. PLC PROTOCOLS HAVE BEEN REVAMPED TO FRAME INTENTIONAL WORK.	Policy and Process	11/15/2012	01/10/2013	\$0	KEVIN GAY
COLLEGE COACHING	A COLLEGE COACH HAS BEEN HIRED. WE MUST DEFINE THE ROLE TO FIT OUR SCHOOL'S VISION AND INCLUDE A PLAN TO WORK WITH SENIORS WHO HAVE NOT YET MET BENCHMARKS FOR COLLEGE AND CAREER READINESS.	Career Preparation/Orientation	11/15/2012	01/10/2013	\$0	ROBERT ROARK
COMPARISON AND TREND DATA	TEACHER AND STUDENT DATA NOTEBOOKS WILL EXHIBIT DATA SOURCES THAT INCLUDE COMPARISON AND TREND DATA THAT PROVIDE AN OVERVIEW OF INSTRUCTION AND PROGRAM EFFECTIVENESS.	Other	02/26/2013	04/10/2013	\$0	KIM CORNETT
RESEARCH GRANTS	A DISTRICT TEAM WILL RESEARCH GRANTS IN ORDER TO SUSTAIN CURRENT PROCESSES AND RESOURCES.	Other	08/22/2012	10/03/2012	\$0	BRETT WILSON
LEADERSHIP ASSESSMENT REPORT DECONSTRUCTION	THE DEFICIENCIES IN THE LEADERSHIP ASSESSMENT REPORT WILL BE DECONSTRUCTED TO DETERMINE 30-60-90 DAY STRATEGIES.	Policy and Process	07/16/2012	08/21/2012	\$0	KEVIN GAY
INSTRUCTIONAL TECHNOLOGY	ADMINISTRATIVE TEAM WILL EMBED INSTRUCTIONAL TECHNOLOGY PIECES IN THE WALK-THROUGH INSTRUMENT TO ADDRESS DEFICIENCIES IN THE LEADERSHIP ASSESSMENT REPORT.	Technology	08/22/2012	10/04/2012	\$0	KIM CORNETT

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WALK-THRU INSTRUMENT	THE ADMINISTRATIVE TEAM WILL CONTINUE TO REVIEW THE WALK-THROUGH INSTRUMENT TO RE-FOCUS THE PROCEDURE ON STUDENT BEHAVIOR RATHER THAN TEACHER BEHAVIOR.	Policy and Process	02/26/2013	04/10/2013	\$0	KEVIN GAY
TARGETED INTERVENTIONS	PLC GROUPS WILL BE TRAINED TO SOLVE ISSUES AUTONOMOUSLY BY HAVING QUALITY TOOLS AT THE FOREFRONT OF THE WORK.	Policy and Process	10/04/2012	11/14/2012	\$0	KIM CORNETT
CIITS USAGE REPORTS	THE DISTRICT OFFICE WILL RUN THE CIITS USAGE REPORTS FOR THE SCHOOL ADMINISTRATIVE TEAM TO DETERMINE FACULTY NEXT STEPS AND SCHEDULE DATES FOR COACHING STAFF IN DEFICIENT AREAS	Policy and Process	02/26/2013	04/10/2013	\$0	BRETT WILSON
EVALUATION PROCESS	PER THE LEADERSHIP ASSESSMENT RESULTS, THE FULL SCOPE OF THE EVALUATION PROCESS (TO INCLUDE CORRECTIVE ACTION) WILL BE UTILIZED TO BUILD CAPACITY TOWARD AUTONOMY FOR ALL STAFF MEMBERS. THE PROCESS WILL BEGIN WITH CONDUCTING SETS OF TEAM WALK-THROUGHS AND FORMAL OBSERVATIONS TO IDENTIFY STAFF WHO IS NOT MEETING PROFESSIONAL GROWTH GOALS AND OBJECTIVES. APPROPRIATE AND CREATIVE PROFESSIONAL DEVELOPMENT WILL THEN BE PROVIDED TO ENCOURAGE STAFF MEMBERS WHO CAN MAINTAIN THEIR OWN STRUCTURES.	Policy and Process	07/16/2012	08/21/2012	\$0	KEVIN GAY
SECURE THE CAMPUS	BASED ON LEADERSHIP ASSESSMENT RESULTS, PROCESSES HAVE BEEN DOCUMENTED PERTAINING TO THE NEW LOCK SYSTEM, INCREASING THE PRESENCE OF LAW ENFORCEMENT ON CAMPUS, AND SCHOOL STAFF ZONE ASSIGNMENTS HAVE BEEN REDESIGNED.	Policy and Process	11/15/2012	01/10/2013	\$0	TODD HORTON
PLC LEADS PLUS/DELTA TOOL	PLC LEADERS WILL BE TRAINED IN 90 DAYS USING THE PLUS/DELTA TOOL TO MONITOR THEIR PLC WORK TO PROVIDE DATA FOR NEXT STEPS.	Policy and Process	10/04/2012	11/14/2012	\$0	KEVIN GAY
WALK-THRU PROCEDURES	ADMINISTRATIVE TEAM WILL DEVELOP PROCESSES FOR USING WALK-THROUGH PROCEDURES TO DIRECTLY IMPACT INSTRUCTION.	Policy and Process	10/04/2012	11/14/2012	\$0	MERLENE LEWIS
ADMINISTRATIVE TIMELINE	ADMINISTRATIVE TEAM WILL DEVELOP A DOCUMENTED TIMELINE/PROCESSES FOR THE CIITS ROLL OUT, BEGINNING WITH AN INTRODUCTORY MEETING FOR PLC LEADS BY THE CIITS MANAGER.	Policy and Process	10/04/2012	11/14/2012	\$0	ER TEAM
CULTURE CLIMATE SURVEY	THE ADMINISTRATIVE TEAM WILL CONDUCT A COMMUNITY CULTURE/CLIMATE SURVEY AT STUDENT OPEN HOUSE TO COLLECT DATA FOR 30-60-90 DAY ACTION STEPS CONCERNING A SAFE LEARNING ENVIRONMENT.	Policy and Process	07/16/2012	08/21/2012	\$0	TODD HORTON
QUARTERLY REPORT WORK SESSIONS	THE PLC LEADERS WILL PARTICIPATE IN QUARTERLY REPORT WORK SESSIONS IN ORDER TO TAKE OVER THIS WORK FROM THE ER STAFF.	Policy and Process	11/15/2012	01/10/2013	\$0	KIM CORNETT

## Updated Comprehensive School Improvement Plan

Leslie County High School

QUALITY TOOLS FOR QUARTERLY REPORTING	THE QUARTERLY REPORTING PROCESS WILL BE REVAMPED USING QUALITY TOOLS TO GUIDE THE WORK OF THE SCHOOL THROUGH APPROPRIATE GROUP WORK (I.E. PLC GROUPS, ADMINISTRATIVE TEAM, ETC.) TO KEEP GOALS ON THE FOREFRONT FOR TEACHERS AND STUDENTS AND TO SHARE ACCOUNTABILITY RATHER THAN JUST AS A REPORTING INSTRUMENT.	Policy and Process	01/11/2013	02/25/2013	\$0	MERLENE LEWIS
FLEXING MASTER SCHEDULE	. MASTER SCHEDULE CONTINUALLY FLEXED TO MEET NEED OF ALL STUDENTS.	Policy and Process	07/16/2012	08/21/2012	\$0	ROBERT ROARK
ASSESSMENT STRATEGY PRACTICE	ADMINISTRATIVE TEAM MEMBERS AND TEACHERS WILL PRACTICE STRATEGIES AND ACTIVITIES NECESSARY FOR ACHIEVEMENT ON STANDARDIZED TESTS SUCH AS TIMED SESSIONS, CONCISE ANSWERS TO FIT INTO A SLOT, AND PRE-PLANNING WITH STUDENTS.	Policy and Process	01/11/2013	02/25/2013	\$0	MARY FELTNER
WORK SESSION ON LINKAGE ON PGP AND LINKAGE CHARTS	ADMINISTRATIVE TEAM WILL CONDUCT A FACULTY WORK SESSION TO REVIEW/REFINE PGPS AND LINKAGE CHARTS. GUIDING QUESTIONS: DO WE ALL SEE THE BIG PICTURE? WHAT IS MY ROLE COMPARED TO THE ROLES OF OTHERS?	Policy and Process	08/22/2012	10/03/2012	\$0	KEVIN GAY
9TH GRADE TRANSITION MEETING	ADMINISTRATIVE TEAM MEMBERS WILL PLAN 9TH GRADE TRANSITION MEETINGS TO ESTABLISH EXPECTATIONS AND SCHOOL GOALS.	Academic Support Program	07/16/2012	08/21/2012	\$0	MARY FELTNER
WALK THRU PROTOCOL	A WALK-THROUGH PROTOCOL WILL BE DEVELOPED TO ENSURE SYSTEMATIC USE OF THIS DATA TO TRULY IMPACT STUDENT GROWTH AND ACHIEVEMENT (THE PROCESS MIGHT INCLUDE TEACHER COACHING AND STUDENT-LED LEARNING).	Policy and Process	11/15/2012	01/10/2013	\$0	KEVIN GAY
STUDENT SMART GOALS	STUDENT DATA DAY WILL BE CONDUCTED TO SET SMART GOALS AND FOCUS THE CURRENT DATA.	Policy and Process	08/22/2012	10/03/2012	\$0	CYNTHIA COLLETT
STUDENT DATA DAY	. STUDENT DATA DAY WILL OCCUR QUARTERLY WITH ALL SOPHOMORES AND JUNIORS.	Other	10/04/2012	11/14/2012	\$0	KIM CORNETT
MINDSET WORK SESSION	ER TEAM WILL FACILITATE TEAM BUILDING AND MIND SET ACTIVITIES TO REFLECT ON STRUCTURE AND PROCESS DEVELOPMENT THUS FAR. STAFF WILL BUILD ON THE CLASSROOM PRACTICES THAT ILLUSTRATE THE MIND-SET WORK IN ACTION.	Professional Learning	07/16/2012	08/21/2012	\$0	SUSAN BROCK
REFERRAL PROCESS	A DOCUMENTED REFERRAL PROCESS HAS BEEN DEVELOPED TO OUTLINE THE STEPS FOR STUDENTS TO RECEIVE ANY TYPE OF COUNSELING SERVICE.	Policy and Process	11/15/2012	01/10/2013	\$0	MARY FELTNER
SCHOOLWIDE TEST DATA ANALYSIS	THE ER TEAM WILL SCHEDULE A SCHOOL-WIDE TEST DATA ANALYSIS SESSION USING A VERSION OF THE DATA QUESTIONS.	Policy and Process	10/04/2012	11/14/2012	\$0	ER TEAM

**Updated Comprehensive School Improvement Plan**

Leslie County High School

HIGH YIELD INSTRUCTIONAL STRATEGIES	THE ADMINISTRATIVE TEAM WILL PROVIDE WORK SESSIONS FOR CONTENT-SPECIFIC GROUPS PERTAINING TO APPROPRIATE HIGH YIELD STRATEGIES FOR IMPROVED STUDENT LEARNING (I.E. COOPERATIVE LEARNING, SOCRATIC SEMINAR, ETC.).	Professional Learning	11/15/2012	01/10/2013	\$0	SUSAN BROCK, KIM CORNETT
CONTENT AREA CIRRICULUM WORK	EACH CONTENT AREA WILL BE SCHEDULED IN A SIX-HOUR BLOCK WITH GUIDANCE FROM ADMINISTRATIVE TEAM TO CREATE OR REFINE CURRICULUM WITH FOCUS ON FORMATIVE ASSESSMENTS AND RIGOR. EACH SESSION WILL BEGIN WITH A MINI-LESSON ON RIGOR SO THAT TEACHERS CAN INTERNALIZE CURRICULAR CHANGES.	Professional Learning	08/22/2012	10/03/2012	\$0	SUSAN BROCK
ILP	ILP INFORMATION WILL BE USED BY TEACHERS FOR STRATEGY PLANNING (I.E. LEARNING STYLES, MULTIPLE INTELLIGENCES, ETC.) AND FOR GOAL-SETTING IN DATA NOTEBOOKS. THIS WILL BE ADDED TO TALKING POINTS FOR STUDENT DATA DAY WORK.	Career Preparation/Orientation	02/26/2013	04/10/2013	\$0	CYNTHIA COLLETT
PIAs FOR INSTRUCTIONAL ISSUES	PIAs WILL BE CREATED/IMPLEMENTED WITH EACH INSTRUCTIONAL ISSUE IN ORDER TO IDENTIFY ROOT CAUSE AND ACTION STEPS.	Policy and Process	07/16/2012	08/21/2012	\$0	KEVIN GAY
CO-TEACHING SURVEY	. LESLIE COUNTY FACULTY WILL PARTICIPATE IN A CO-TEACHING SURVEY THAT WILL DETERMINE NEXT STEPS FOR IMPROVING COLLABORATION IN OUR BUILDING. TRAINING WILL BE SCHEDULED ACCORDINGLY.	Professional Learning	08/22/2012	10/03/2012	\$0	ROBERT ROARK
GRADUATION DATA	ADMINISTRATIVE TEAM WILL MODEL AND SHARE THE PIA PROCESS USING GRADUATION DATA AND DEVELOPING NEXT STEPS.	Policy and Process	08/22/2012	10/03/2012	\$0	ER TEAM
COMMON GRADING PRACTICE	FACULTY WORK SESSIONS WILL BE HELD SO THAT STAKE-HOLDER GROUPS CAN BEGIN TO SET SOME COMMON GRADING AND REPORTING PROCESSES BASED ON DEFINED CRITERIA.	Policy and Process	01/11/2013	02/25/2013	\$0	KIM CORNETT, KEVIN GAY
INFINITE CAMPUS PARENT PORTAL TRAINING	INFINITE CAMPUS PARENT PORTAL TRAINING WILL BE HELD FOR COMMUNITY MEMBERS AND PARENTS DURING SUMMER ORIENTATION SESSIONS.	Parent Involvement	07/16/2012	08/21/2012	\$0	ROBERT ROARK
QUESTIONING STRATEGIES	PROVIDE A WORK SESSION FOR ALL FACULTY CONCERNING APPROPRIATE QUESTIONING STRATEGIES	Other	10/04/2012	11/14/2012	\$0	SUSAN BROCK, KIM CORNETT
<b>Total</b>					<b>\$0</b>	



# **Leslie County High School CSIP with Progress Notes March 2013**

## **Overview**

### **Plan Name**

Leslie County High School CSIP with Progress Notes March 2013

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the combined average reading and math from 33 to 66.5.	Objectives: 1 Strategies: 5 Activities: 17	Organizational	\$0
2	Increase average Freshman Graduation Rate from 76% to 90% by 2015.	Objectives: 1 Strategies: 4 Activities: 6	Organizational	\$0
3	Increase the percentage of students who are college and career ready from 34% to 68% by 2015.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$70000
4	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% to 66.5% in 2017.	Objectives: 1 Strategies: 4 Activities: 19	Organizational	\$0
5	Increase the percentage of satisfaction responses regarding school environment and safety to 80% as measured by the School Climate Survey	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$0

## Goal 1: Increase the combined average reading and math from 33 to 66.5.

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

### Measurable Objective 1:

collaborate to increase the overall reading and math EOC scores for high school from 27.6 to 34.8 by 05/30/2013 as measured by student performance on End-of-Course Assessments.

### Strategy 1:

OTHER - ADMINISTRATIVE TEAM WILL RE-VISIT THE VISION/MISSION SURVEY FOR ALL STAKE HOLDERS TO GATHER DATA TO REFINE VISION/MISSION TO FOCUS THE CURRENT WORK. NON-NEGOTIABLES AND WALK-THROUGH CRITERIA WILL REFLECT CHANGES. (MEETING SCHEDULED SEPT. 24)

Research Cited: BEST PRACTICE

Activity - MISSION/VISION	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ADMINISTRATIVE TEAM WILL RE-VISIT THE VISION/MISSION SURVEY FOR ALL STAKE HOLDERS TO GATHER DATA TO REFINE VISION/MISSION TO FOCUS THE CURRENT WORK. NON-NEGOTIABLES AND WALK-THROUGH CRITERIA WILL REFLECT CHANGES. (MEETING SCHEDULED SEPT. 24)	Community Engagement	07/16/2012	08/21/2012	\$0	No Funding Required	CYNTHIA COLLETT
Activity - RESEARCH GRANTS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A DISTRICT TEAM WILL RESEARCH GRANTS IN ORDER TO SUSTAIN CURRENT PROCESSES AND RESOURCES.	Other	08/22/2012	10/03/2012	\$0	No Funding Required	BRETT WILSON
Activity - QUESTIONING STRATEGIES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PROVIDE A WORK SESSION FOR ALL FACULTY CONCERNING APPROPRIATE QUESTIONING STRATEGIES	Other	10/04/2012	11/14/2012	\$0	No Funding Required	SUSAN BROCK, KIM CORNETT
Activity - WALK THRU PROTOCOL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A WALK-THROUGH PROTOCOL WILL BE DEVELOPED TO ENSURE SYSTEMATIC USE OF THIS DATA TO TRULY IMPACT STUDENT GROWTH AND ACHIEVEMENT (THE PROCESS MIGHT INCLUDE TEACHER COACHING AND STUDENT-LED LEARNING).	Policy and Process	11/15/2012	01/10/2013	\$0	No Funding Required	KEVIN GAY

### Strategy 2:

CURRICULUM ASSESSMENT/ALIGNMENT - WORK SESSION ON LINKAGE CHARTS

Research Cited: BEST PRACTICE

## Updated Comprehensive School Improvement Plan

Leslie County High School

Activity - WORK SESSION ON LINKAGE ON PGP AND LINKAGE CHARTS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ADMINISTRATIVE TEAM WILL CONDUCT A FACULTY WORK SESSION TO REVIEW/REFINE PGPS AND LINKAGE CHARTS. GUIDING QUESTIONS: DO WE ALL SEE THE BIG PICTURE? WHAT IS MY ROLE COMPARED TO THE ROLES OF OTHERS?	Policy and Process	08/22/2012	10/03/2012	\$0	No Funding Required	KEVIN GAY
Activity - SCHOOLWIDE TEST DATA ANALYSIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THE ER TEAM WILL SCHEDULE A SCHOOL-WIDE TEST DATA ANALYSIS SESSION USING A VERSION OF THE DATA QUESTIONS.	Policy and Process	10/04/2012	11/14/2012	\$0	No Funding Required	ER TEAM
Activity - JOB DESCRIPTIONS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ER TEAM, ALONG WITH THE DISTRICT STAFF, WILL REFINE HIGH SCHOOL ADMINISTRATOR JOB DESCRIPTIONS, GROWTH PLANS AND ACTION STEPS THAT ARE CONGRUENT WITH THE WORK WHILE MESHING THE ROLES OF EACH PERSON AND ANALYZING THEIR PLACE WITHIN A SHARED VISION.	Policy and Process	08/22/2012	10/03/2013	\$0	No Funding Required	SUSAN BROCK

### Strategy 3:

CIITs - USE CIITs TO ALIGN PLC WORK

Research Cited: BEST PRACTICE (DUFOUR)

Activity - PLC PROTOCOLS AND COACHING	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC LEADERS WILL BE COACHED IN IMPROVING MEETING AGENDAS AND CONTINUALLY FOCUSING ON PRODUCING PRODUCTS FROM EACH MEETING. PLC PROTOCOLS HAVE BEEN REVAMPED TO FRAME INTENTIONAL WORK.	Policy and Process	11/15/2012	01/10/2013	\$0	No Funding Required	KEVIN GAY
Activity - CIITS USAGE REPORTS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THE DISTRICT OFFICE WILL RUN THE CIITS USAGE REPORTS FOR THE SCHOOL ADMINISTRATIVE TEAM TO DETERMINE FACULTY NEXT STEPS AND SCHEDULE DATES FOR COACHING STAFF IN DEFICIENT AREAS	Policy and Process	02/26/2013	04/10/2013	\$0	No Funding Required	BRETT WILSON
Activity - INSTRUCTIONAL TECHNOLOGY	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ADMINISTRATIVE TEAM WILL EMBED INSTRUCTIONAL TECHNOLOGY PIECES IN THE WALK-THROUGH INSTRUMENT TO ADDRESS DEFICIENCIES IN THE LEADERSHIP ASSESSMENT REPORT.	Technology	08/22/2012	10/04/2012	\$0	No Funding Required	KIM CORNETT

## Updated Comprehensive School Improvement Plan

Leslie County High School

Activity - CONSTRUCTED RESPONSE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THE ADMINISTRATIVE TEAM, ALONG WITH TEACHERS, WILL LEAD A WORK SESSION ON CONSTRUCTED RESPONSE FROM A GENERAL OVERVIEW ALL THE WAY DOWN TO SPECIFIC CONTENT AREA WORK. THE FOCUS WILL BE ON THE INSTRUCTIONAL IMPLICATIONS AND PROCESSES THAT STUDENTS MUST HAVE IN THEIR TOOLBOXES.	Professional Learning	11/15/2012	01/10/2013	\$0	No Funding Required	SUSAN BROCK
Activity - HIGH YIELD INSTRUCTIONAL STRATEGIES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THE ADMINISTRATIVE TEAM WILL PROVIDE WORK SESSIONS FOR CONTENT-SPECIFIC GROUPS PERTAINING TO APPROPRIATE HIGH YIELD STRATEGIES FOR IMPROVED STUDENT LEARNING (I.E. COOPERATIVE LEARNING, SOCRATIC SEMINAR, ETC.).	Professional Learning	11/15/2012	01/10/2013	\$0	No Funding Required	SUSAN BROCK, KIM CORNETT
Activity - ADMINISTRATIVE TIMELINE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ADMINISTRATIVE TEAM WILL DEVELOP A DOCUMENTED TIMELINE/PROCESS FOR THE CIITs ROLL OUT, BEGINNING WITH AN INTRODUCTORY MEETING FOR PLC LEADS BY THE CIITs MANAGER.	Policy and Process	10/04/2012	11/14/2012	\$0	No Funding Required	ER TEAM

### Strategy 4:

PROGRAM REVIEWS - USE PROGRAM REVIEW DATA TO IMPROVE PROCESSES

Research Cited: KY PROCESS

Activity - PROCESS FOR PROGRAM REVIEW WORK	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A DOCUMENTED PROCESS HAS BEGUN TO GOVERN PROGRAM REVIEW WORK IN ORDER TO SHARE ACCOUNTABILITY WITH NON-TESTED COURSES. AS A RESULT, PROGRAM REVIEW COMMITTEES HAVE BEEN ESTABLISHED. THE ADMINISTRATIVE TEAM HAS SET A FORMAL CHART FOR COMMITTEES TO USE TO REVIEW THE CRITERIA AND RUBRICS TO EVALUATE THE EVIDENCE TO DETERMINE NEXT STEPS. COMMITTEE LEADERS MUST BE TRAINED TO USE THE CHART AND IN APPROPRIATE EVIDENCES.	Policy and Process	01/11/2013	02/25/2013	\$0	No Funding Required	CYNTHIA COLLETT
Activity - PROGRAM REVIEW DATA ANALYSIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PROGRAM REVIEW DATA WILL BE ANALYZED IN TEACHER WORK GROUPS USING THE EVIDENCE REVIEW PROCESS FOR INSTRUCTIONAL IMPLICATIONS FOR ALL CONTENT AREAS.	Policy and Process	01/11/2013	02/25/2013	\$0	No Funding Required	CYNTHIA COLLETT

### Strategy 5:

RTI - INTERVENTIONS FOR INDIVIDUAL NEEDS

## Updated Comprehensive School Improvement Plan

Leslie County High School

Research Cited: BEST PRACTICE

Activity - QUALITY TOOLS FOR QUARTERLY REPORTING	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THE QUARTERLY REPORTING PROCESS WILL BE REVAMPED USING QUALITY TOOLS TO GUIDE THE WORK OF THE SCHOOL THROUGH APPROPRIATE GROUP WORK (I.E. PLC GROUPS, ADMINISTRATIVE TEAM, ETC.) TO KEEP GOALS ON THE FOREFRONT FOR TEACHERS AND STUDENTS AND TO SHARE ACCOUNTABILITY RATHER THAN JUST AS A REPORTING INSTRUMENT.	Policy and Process	01/11/2013	02/25/2013	\$0	No Funding Required	MERLENE LEWIS

Activity - QUARTERLY REPORT WORK SESSIONS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THE PLC LEADERS WILL PARTICIPATE IN QUARTERLY REPORT WORK SESSIONS IN ORDER TO TAKE OVER THIS WORK FROM THE ER STAFF.	Policy and Process	11/15/2012	01/10/2013	\$0	No Funding Required	KIM CORNETT

## Goal 2: Increase average Freshman Graduation Rate from 76% to 90% by 2015.

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

### Measurable Objective 1:

collaborate to increase the graduation rate at LCHS from 66.5% TO 69.4% by 05/30/2013 as measured by by the AFGR formula.

### Strategy 1:

Targeted Instructional Interventions - Administrative Team Members will plan 9th Grade Transition meetings to establish expectations and school goals.

Activity - 9TH GRADE TRANSITION MEETING	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ADMINISTRATIVE TEAM MEMBERS WILL PLAN 9TH GRADE TRANSITION MEETINGS TO ESTABLISH EXPECTATIONS AND SCHOOL GOALS.	Academic Support Program	07/16/2012	08/21/2012	\$0	No Funding Required	MARY FELTNER

Activity - GRADUATION DATA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ADMINISTRATIVE TEAM WILL MODEL AND SHARE THE PIA PROCESS USING GRADUATION DATA AND DEVELOPING NEXT STEPS.	Policy and Process	08/22/2012	10/03/2012	\$0	No Funding Required	ER TEAM

### Strategy 2:

ACADEMIC AND CAREER ADVISING - PERSONAL ATTENTION TO INDIVIDUAL STUDENTS

Research Cited: BEST PRACTICE

## Updated Comprehensive School Improvement Plan

Leslie County High School

Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ILP INFORMATION WILL BE USED BY TEACHERS FOR STRATEGY PLANNING (I.E. LEARNING STYLES, MULTIPLE INTELLIGENCES, ETC.) AND FOR GOAL-SETTING IN DATA NOTEBOOKS. THIS WILL BE ADDED TO TALKING POINTS FOR STUDENT DATA DAY WORK.	Career Preparation/Orientation	02/26/2013	04/10/2013	\$0	No Funding Required	CYNTHIA COLLETT

### Strategy 3:

OTHER - DOCUMENTED SYSTEM WILL BE IN PLACE

Research Cited: BEST PRACTICE

Activity - PLC PROTOCOL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC LEADERS WILL ASSIST IN MAKING APPROPRIATE REVISIONS TO THE PLC PROTOCOL.	Policy and Process	08/22/2012	10/03/2012	\$0	No Funding Required	CYNTHIA COLLETT

### Strategy 4:

COURSE AND ASSESSMENT ALIGNMENT - ASSESSMENT STRATEGY PRACTICE

Research Cited: BEST PRACTICE

Activity - ASSESSMENT STRATEGY PRACTICE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ADMINISTRATIVE TEAM MEMBERS AND TEACHERS WILL PRACTICE STRATEGIES AND ACTIVITIES NECESSARY FOR ACHIEVEMENT ON STANDARDIZED TESTS SUCH AS TIMED SESSIONS, CONCISE ANSWERS TO FIT INTO A SLOT, AND PRE-PLANNING WITH STUDENTS.	Policy and Process	01/11/2013	02/25/2013	\$0	No Funding Required	MARY FELTNER

Activity - COMMON GRADING PRACTICE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FACULTY WORK SESSIONS WILL BE HELD SO THAT STAKE-HOLDER GROUPS CAN BEGIN TO SET SOME COMMON GRADING AND REPORTING PROCESSES BASED ON DEFINED CRITERIA.	Policy and Process	01/11/2013	02/25/2013	\$0	No Funding Required	KIM CORNETT, KEVIN GAY

## Goal 3: Increase the percentage of students who are college and career ready from 34% to 68% by 2015.

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

### Measurable Objective 1:

collaborate to increase the CCR percentage from 32% to 40.5% by 05/30/2013 as measured by the Unbridled Learning Formula.



## Updated Comprehensive School Improvement Plan

Leslie County High School

### Strategy 1:

OTHER - IMPROVE COMMUNICATION

Activity - ALIGNING PROCESSES INTO ONE TIMELINE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ADMINISTRATIVE TEAM WILL MERGE THE EVALUATION TIMELINE, SBDM TIMELINE, ADMINISTRATIVE DUTIES AND QUARTERLY REPORTING TIMELINE INTO AN ADMINISTRATOR DOCUMENT TO BE USED MONTHLY TO FOCUS THE WORK.	Policy and Process	07/16/2012	08/21/2012	\$0	No Funding Required	SUSAN BROCK
Activity - TARGETED INTERVENTIONS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC GROUPS WILL BE TRAINED TO SOLVE ISSUES AUTONOMOUSLY BY HAVING QUALITY TOOLS AT THE FOREFRONT OF THE WORK.	Policy and Process	10/04/2012	11/14/2012	\$0	No Funding Required	KIM CORNETT
Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will be provided interventions through Extended School Services. These services will be provided by trained LCHS staff and will include individual, skills-based instruction for the purpose of remediation to ensure College and Career Readiness indicators are achieved.	Academic Support Program	04/15/2013	05/30/2014	\$70000	Race to the Top	Kevin Gay, Mark Collett, Mary Feltner, Cynthia Collett

### Strategy 2:

CAREER READINESS PATHWAYS/COMMUNICATION - CLEAR AND TRANSPARENT COMMUNICATION TO ALL STAKEHOLDERS

Research Cited: BEST PRACTICE

Activity - COMMUNICATION OF ACADEMIC INITIATIVES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
. THE SCHOOL INTERVENTION MANAGER WILL BECOME A MORE ACTIVE MEMBER OF THE CHAMBER OF COMMERCE. SHE WILL SHARE THE MONTH IN REVIEW AT MONTHLY MEETINGS AND GARNER SUPPORT FOR ACADEMIC INITIATIVES. THIS REQUIRES SOME MINDSET CHANGE TO GUIDE COMMUNITY MEMBERS TO ACTUALLY BECOME REAL STAKEHOLDERS.	Community Engagement	11/15/2012	01/10/2013	\$0	No Funding Required	CYNTHIA COLLETT

### Strategy 3:

CAREER ADVISING - COLLEGE COACH WILL PROVIDE ONE-ON-ONE MENTORING TO STUDENTS

Research Cited: KY BEST PRACTICE

Activity - COLLEGE COACHING	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Updated Comprehensive School Improvement Plan**

Leslie County High School

A COLLEGE COACH HAS BEEN HIRED. WE MUST DEFINE THE ROLE TO FIT OUR SCHOOL'S VISION AND INCLUDE A PLAN TO WORK WITH SENIORS WHO HAVE NOT YET MET BENCHMARKS FOR COLLEGE AND CAREER READINESS.	Career Preparation/Orientation	11/15/2012	01/10/2013	\$0	No Funding Required	ROBERT ROARK
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**Goal 4: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% to 66.5% in 2017.**

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

**Measurable Objective 1:**

demonstrate a proficiency in the Non-Duplicated Gap Group from 24.3% to 31.9% by 05/30/2013 as measured by the Unbridled Learning Formula.

**Strategy 1:**

PROFESSIONAL DEVELOPMENT - IMPROVEMENT OF INSTRUCTIONAL PRACTICES

Research Cited: BEST PRACTICE

Activity - EVALUATION PROCESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PER THE LEADERSHIP ASSESSMENT RESULTS, THE FULL SCOPE OF THE EVALUATION PROCESS (TO INCLUDE CORRECTIVE ACTION) WILL BE UTILIZED TO BUILD CAPACITY TOWARD AUTONOMY FOR ALL STAFF MEMBERS. THE PROCESS WILL BEGIN WITH CONDUCTING SETS OF TEAM WALK-THROUGHS AND FORMAL OBSERVATIONS TO IDENTIFY STAFF WHO IS NOT MEETING PROFESSIONAL GROWTH GOALS AND OBJECTIVES. APPROPRIATE AND CREATIVE PROFESSIONAL DEVELOPMENT WILL THEN BE PROVIDED TO ENCOURAGE STAFF MEMBERS WHO CAN MAINTAIN THEIR OWN STRUCTURES.	Policy and Process	07/16/2012	08/21/2012	\$0	No Funding Required	KEVIN GAY

Activity - CO-TEACHING SURVEY	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
. LESLIE COUNTY FACULTY WILL PARTICIPATE IN A CO-TEACHING SURVEY THAT WILL DETERMINE NEXT STEPS FOR IMPROVING COLLABORATION IN OUR BUILDING. TRAINING WILL BE SCHEDULED ACCORDINGLY.	Professional Learning	08/22/2012	10/03/2012	\$0	No Funding Required	ROBERT ROARK

Activity - CONTENT AREA CURRICULUM WORK	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Updated Comprehensive School Improvement Plan

Leslie County High School

EACH CONTENT AREA WILL BE SCHEDULED IN A SIX-HOUR BLOCK WITH GUIDANCE FROM ADMINISTRATIVE TEAM TO CREATE OR REFINE CURRICULUM WITH FOCUS ON FORMATIVE ASSESSMENTS AND RIGOR. EACH SESSION WILL BEGIN WITH A MINI-LESSON ON RIGOR SO THAT TEACHERS CAN INTERNALIZE CURRICULAR CHANGES.	Professional Learning	08/22/2012	10/03/2012	\$0	No Funding Required	SUSAN BROCK
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Activity - STUDENT LED LEARNING	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ADMINISTRATIVE TEAM WILL BEGIN TO SHARE INFORMATION PERTAINING TO STUDENT-LED LEARNING FROM THE DIAGNOSTIC REVIEW PROCESS WITH TEACHERS AND SCHOOL STAFF.	Policy and Process	02/26/2013	04/10/2013	\$0	No Funding Required	SUSAN BROCK, KIM CORNETT

### Strategy 2:

TARGETED INTERVENTIONS - PROVIDES ONE-ON-ONE INTERVENTION

Research Cited: BEST PRACTICE

Activity - INFINITE CAMPUS PARENT PORTAL TRAINING	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
INFINITE CAMPUS PARENT PORTAL TRAINING WILL BE HELD FOR COMMUNITY MEMBERS AND PARENTS DURING SUMMER ORIENTATION SESSIONS.	Parent Involvement	07/16/2012	08/21/2012	\$0	No Funding Required	ROBERT ROARK

### Strategy 3:

BEST PRACTICE - TO CREATE A INSTRUCTIONAL STRATEGY/QUALITY TOOL TOOLKIT FOR ADMINISTRATION AND FACULTY

Research Cited: BEST PRACTICE

Activity - MINDSET WORK SESSION	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ER TEAM WILL FACILITATE TEAM BUILDING AND MIND SET ACTIVITIES TO REFLECT ON STRUCTURE AND PROCESS DEVELOPMENT THUS FAR. STAFF WILL BUILD ON THE CLASSROOM PRACTICES THAT ILLUSTRATE THE MIND-SET WORK IN ACTION.	Professional Learning	07/16/2012	08/21/2012	\$0	No Funding Required	SUSAN BROCK

Activity - PIAs FOR INSTRUCTIONAL ISSUES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PIAs WILL BE CREATED/IMPLEMENTED WITH EACH INSTRUCTIONAL ISSUE IN ORDER TO IDENTIFY ROOT CAUSE AND ACTION STEPS.	Policy and Process	07/16/2012	08/21/2012	\$0	No Funding Required	KEVIN GAY

Activity - LEADERSHIP ASSESSMENT REPORT DECONSTRUCTION	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Updated Comprehensive School Improvement Plan

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THE DEFICIENCIES IN THE LEADERSHIP ASSESSMENT REPORT WILL BE DECONSTRUCTED TO DETERMINE 30-60-90 DAY STRATEGIES.	Policy and Process	07/16/2012	08/21/2012	\$0	No Funding Required	KEVIN GAY
<b>Activity - PLC LEADS PLUS/DELTA TOOL</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
PLC LEADERS WILL BE TRAINED IN 90 DAYS USING THE PLUS/DELTA TOOL TO MONITOR THEIR PLC WORK TO PROVIDE DATA FOR NEXT STEPS.	Policy and Process	10/04/2012	11/14/2012	\$0	No Funding Required	KEVIN GAY
<b>Activity - CONSTRUCTIVE RESPONSE QUESTIONING</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
THE ADMINISTRATIVE TEAM WILL ENSURE THAT TEACHERS UTILIZE THE SET SCHEDULE FOR MONTHLY PRACTICE WITH A SPECIFIC TYPE OF CONSTRUCTED RESPONSE QUESTION. IN ADDITION, TEACHERS MUST TRAIN STUDENTS TO USE THE ESTABLISHED CONTENT AREA ORGANIZER AND INSTRUCTIONAL STRATEGIES.	Professional Learning	01/11/2013	02/25/2013	\$0	No Funding Required	MERLENE LEWIS
<b>Activity - STUDENT PERFORMANCE DATA</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
STUDENT PERFORMANCE DATA WILL BE USED TO PLACE STUDENTS IN APPROPRIATE COURSES	Policy and Process	07/16/2012	08/21/2012	\$0	No Funding Required	MARY FELTNER

### Strategy 4:

PROGRESS MONITORING - DATA ANALYSIS AND IMPROVEMENT OF PROCESSES

Research Cited: BEST PRACTICE

<b>Activity - RTI RESOURCES</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
ADMINISTRATIVE TEAM WILL CONTINUE TO EXAMINE RTI RESOURCES AND SURVEY STAKE-HOLDERS TO DETERMINE EFFECTIVENESS OF THIS CURRICULUM.	Policy and Process	08/22/2012	10/03/2012	\$0	No Funding Required	CYNTHIA COLLETT
<b>Activity - ADMINISTRATIVE MONITORING OF PLC</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
. ADMINISTRATIVE TEAM MEMBERS WILL PARTICIPATE WEEKLY IN PLC TEAMS TO ASSIST IN GUIDING AND MONITORING THE WORK. ADMINISTRATORS WILL WORK CONSISTENTLY WITHIN THE FOCUSED PLC. (CONTINUE INTO THE 120 DAY WORK BY NOTING ADMINISTRATIVE TEAM MEMBER.	Policy and Process	10/04/2012	11/14/2012	\$0	No Funding Required	KEVIN GAY
<b>Activity - FLEXING MASTER SCHEDULE</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
. MASTER SCHEDULE WILL BE CONTINUALLY FLEXED TO MEET THE NEEDS OF ALL STUDENTS.	Policy and Process	07/16/2012	08/21/2012	\$0	No Funding Required	ROBERT ROARK

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Activity - STUDENT SMART GOALS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STUDENT DATA DAY WILL BE CONDUCTED TO SET SMART GOALS AND FOCUS THE CURRENT DATA.	Policy and Process	08/22/2012	10/03/2012	\$0	No Funding Required	CYNTHIA COLLETT
Activity - STUDENT DATA DAY	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
. STUDENT DATA DAY WILL OCCUR QUARTERLY WITH ALL SOPHOMORES AND JUNIORS.	Other	10/04/2012	11/14/2012	\$0	No Funding Required	KIM CORNETT
Activity - GRADE LEVEL STUDENT TRACKING CHARTS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GRADE-LEVEL STUDENT TRACKING CHARTS WILL BE CREATED IN PLC GROUPS (WEEK 2 OF THE PROTOCOL) SO THAT STUDENT PROGRESS WILL LEAD DISCUSSIONS AND DECISIONS.	Policy and Process	11/15/2012	01/10/2013	\$0	No Funding Required	CYNTHIA COLLETT
Activity - COMPARISON AND TREND DATA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TEACHER AND STUDENT DATA NOTEBOOKS WILL EXHIBIT DATA SOURCES THAT INCLUDE COMPARISON AND TREND DATA THAT PROVIDE AN OVERVIEW OF INSTRUCTION AND PROGRAM EFFECTIVENESS.	Other	02/26/2013	04/10/2013	\$0	No Funding Required	KIM CORNETT
Activity - WALK-THRU PROCEDURES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ADMINISTRATIVE TEAM WILL DEVELOP PROCESSES FOR USING WALK-THROUGH PROCEDURES TO DIRECTLY IMPACT INSTRUCTION.	Policy and Process	10/04/2012	11/14/2012	\$0	No Funding Required	MERLENE LEWIS

## Goal 5: Increase the percentage of satisfaction responses regarding school environment and safety to 80% as measured by the School Climate Survey

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

### Measurable Objective 1:

collaborate to improve the learning environment by 05/31/2013 as measured by the reduction of school suspension rate and increase customer satisfaction.

### Strategy 1:

LEARNING ENVIRONMENT - IMPROVE PROCESSES AND MONITORING FOR SCHOOL SAFETY AND CULTURE

Research Cited: BEST PRACTICE

Activity - PIA PROCESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Updated Comprehensive School Improvement Plan

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ADMINISTRATIVE TEAM WILL CONTINUE THE PIA PROCESS/NEXT STEPS CONCERNING ATTENDANCE/TARDIES BY REVISING POLICY AND CREATING DOCUMENTED PROCESSES FOR TYING STUDENT BEHAVIORS TO STUDENT PRIVILEGES. PROCESSES WILL INCLUDE CONSEQUENCES AND STEPS FOR MONITORING.	Policy and Process	07/16/2012	08/21/2012	\$0	No Funding Required	MELENE LEWIS
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Activity - VISITORS SCHEDULING	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
. ADMINISTRATIVE TEAM WILL DEVELOP A DOCUMENTED PROCESS FOR ARRANGING VISITING DISTRICT/SCHOOL TEAMS FOCUSING ON LITTLE DISRUPTION AND EFFICIENTLY MEETING VISITOR NEEDS.	Policy and Process	08/22/2012	10/03/2012	\$0	No Funding Required	ER TEAM, KEVIN GAY

Activity - STUDENT ACCOUNTABILITY	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
. ADMINISTRATIVE TEAM AND TEACHER GROUPS WILL DEPLOY A PROCESS TO REFLECT STUDENT ACCOUNTABILITY IN THE WALK-THROUGH DATA. THIS DATA WILL BE SHARED WITH STUDENTS.	Behavioral Support Program	10/04/2012	11/14/2012	\$0	No Funding Required	KEVIN GAY

Activity - STUDENT BEHAVIORS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CRITERIA TO REFLECT STUDENT-FOCUSED BEHAVIORS THAT PROMPT LEARNING WILL BE ADDED TO THE REVISED WALK-THROUGH INSTRUMENT.	Behavioral Support Program	11/15/2012	01/10/2013	\$0	No Funding Required	SUSAN BROCK

Activity - WALK-THRU INSTRUMENT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THE ADMINISTRATIVE TEAM WILL CONTINUE TO REVIEW THE WALK-THRU INSTRUMENT TO RE-FOCUS THE PROCEDURE ON STUDENT BEHAVIOR RATHER THAN TEACHER BEHAVIOR.	Policy and Process	02/26/2013	04/10/2013	\$0	No Funding Required	KEVIN GAY

### Strategy 2:

CLIMATE IMPROVEMENT - CONDUCT SURVEY

Research Cited: BEST PRACTICE

Activity - CULTURE CLIMATE SURVEY	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THE ADMINISTRATIVE TEAM WILL CONDUCT A COMMUNITY CULTURE/CLIMATE SURVEY AT STUDENT OPEN HOUSE TO COLLECT DATA FOR 30-60-90 DAY ACTION STEPS CONCERNING A SAFE LEARNING ENVIRONMENT.	Policy and Process	07/16/2012	08/21/2012	\$0	No Funding Required	TODD HORTON

### Strategy 3:

SAFETY - SECURE THE CAMPUS

Research Cited: BEST PRACTICE

## Updated Comprehensive School Improvement Plan

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Activity - SECURE THE CAMPUS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BASED ON LEADERSHIP ASSESSMENT RESULTS, PROCESSES HAVE BEEN DOCUMENTED PERTAINING TO THE NEW LOCK SYSTEM, INCREASING THE PRESENCE OF LAW ENFORCEMENT ON CAMPUS, AND SCHOOL STAFF ZONE ASSIGNMENTS HAVE BEEN REDESIGNED.	Policy and Process	11/15/2012	01/10/2013	\$0	No Funding Required	TODD HORTON

Activity - REFERRAL PROCESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A DOCUMENTED REFERRAL PROCESS HAS BEEN DEVELOPED TO OUTLINE THE STEPS FOR STUDENTS TO RECEIVE ANY TYPE OF COUNSELING SERVICE.	Policy and Process	11/15/2012	01/10/2013	\$0	No Funding Required	MARY FELTNER

### Strategy 4:

SBDM POLICY - DEVELOP STUDENT USE OF TECHNOLOGY

Research Cited: BEST PRACTICE

Activity - SBDM TECH POLICY	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DEVELOP A STUDENT USE OF TECHNOLOGY SBDM POLICY TO INCLUDE ENHANCEMENT OF LEARNING OUTCOMES AND DIVERSITY.	Policy and Process	10/04/2012	11/14/2012	\$0	No Funding Required	SUSAN BROCK

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Services	Targeted students will be provided interventions through Extended School Services. These services will be provided by trained LCHS staff and will include individual, skills-based instruction for the purpose of remediation to ensure College and Career Readiness indicators are achieved.	Academic Support Program	04/15/2013	05/30/2014	\$70000	Kevin Gay, Mark Collett, Mary Feltner, Cynthia Collett
<b>Total</b>					\$70000	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
VISITORS SCHEDULING	. ADMINISTRATIVE TEAM WILL DEVELOP A DOCUMENTED PROCESS FOR ARRANGING VISITING DISTRICT/SCHOOL TEAMS FOCUSING ON LITTLE DISRUPTION AND EFFICIENTLY MEETING VISITOR NEEDS.	Policy and Process	08/22/2012	10/03/2012	\$0	ER TEAM, KEVIN GAY
CIITS USAGE REPORTS	THE DISTRICT OFFICE WILL RUN THE CIITS USAGE REPORTS FOR THE SCHOOL ADMINISTRATIVE TEAM TO DETERMINE FACULTY NEXT STEPS AND SCHEDULE DATES FOR COACHING STAFF IN DEFICIENT AREAS	Policy and Process	02/26/2013	04/10/2013	\$0	BRETT WILSON
JOB DESCRIPTIONS	ER TEAM, ALONG WITH THE DISTRICT STAFF, WILL REFINE HIGH SCHOOL ADMINISTRATOR JOB DESCRIPTIONS, GROWTH PLANS AND ACTION STEPS THAT ARE CONGRUENT WITH THE WORK WHILE MESHING THE ROLES OF EACH PERSON AND ANALYZING THEIR PLACE WITHIN A SHARED VISION.	Policy and Process	08/22/2012	10/03/2013	\$0	SUSAN BROCK
PLC PROTOCOLS AND COACHING	PLC LEADERS WILL BE COACHED IN IMPROVING MEETING AGENDAS AND CONTINUALLY FOCUSING ON PRODUCING PRODUCTS FROM EACH MEETING. PLC PROTOCOLS HAVE BEEN REVAMPED TO FRAME INTENTIONAL WORK.	Policy and Process	11/15/2012	01/10/2013	\$0	KEVIN GAY
PLC PROTOCOL	PLC LEADERS WILL ASSIST IN MAKING APPROPRIATE REVISIONS TO THE PLC PROTOCOL.	Policy and Process	08/22/2012	10/03/2012	\$0	CYNTHIA COLLETT



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HIGH YIELD INSTRUCTIONAL STRATEGIES	THE ADMINISTRATIVE TEAM WILL PROVIDE WORK SESSIONS FOR CONTENT-SPECIFIC GROUPS PERTAINING TO APPROPRIATE HIGH YIELD STRATEGIES FOR IMPROVED STUDENT LEARNING (I.E. COOPERATIVE LEARNING, SOCRATIC SEMINAR, ETC.).	Professional Learning	11/15/2012	01/10/2013	\$0	SUSAN BROCK, KIM CORNETT
TARGETED INTERVENTIONS	PLC GROUPS WILL BE TRAINED TO SOLVE ISSUES AUTONOMOUSLY BY HAVING QUALITY TOOLS AT THE FOREFRONT OF THE WORK.	Policy and Process	10/04/2012	11/14/2012	\$0	KIM CORNETT
CO-TEACHING SURVEY	. LESLIE COUNTY FACULTY WILL PARTICIPATE IN A CO-TEACHING SURVEY THAT WILL DETERMINE NEXT STEPS FOR IMPROVING COLLABORATION IN OUR BUILDING. TRAINING WILL BE SCHEDULED ACCORDINGLY.	Professional Learning	08/22/2012	10/03/2012	\$0	ROBERT ROARK
GRADE LEVEL STUDENT TRACKING CHARTS	GRADE-LEVEL STUDENT TRACKING CHARTS WILL BE CREATED IN PLC GROUPS (WEEK 2 OF THE PROTOCOL) SO THAT STUDENT PROGRESS WILL LEAD DISCUSSIONS AND DECISIONS.	Policy and Process	11/15/2012	01/10/2013	\$0	CYNTHIA COLLETT
STUDENT BEHAVIORS	CRITERIA TO REFLECT STUDENT-FOCUSED BEHAVIORS THAT PROMPT LEARNING WILL BE ADDED TO THE REVISED WALK-THROUGH INSTRUMENT.	Behavioral Support Program	11/15/2012	01/10/2013	\$0	SUSAN BROCK
EVALUATION PROCESS	PER THE LEADERSHIP ASSESSMENT RESULTS, THE FULL SCOPE OF THE EVALUATION PROCESS (TO INCLUDE CORRECTIVE ACTION) WILL BE UTILIZED TO BUILD CAPACITY TOWARD AUTONOMY FOR ALL STAFF MEMBERS. THE PROCESS WILL BEGIN WITH CONDUCTING SETS OF TEAM WALK-THROUGHS AND FORMAL OBSERVATIONS TO IDENTIFY STAFF WHO IS NOT MEETING PROFESSIONAL GROWTH GOALS AND OBJECTIVES. APPROPRIATE AND CREATIVE PROFESSIONAL DEVELOPMENT WILL THEN BE PROVIDED TO ENCOURAGE STAFF MEMBERS WHO CAN MAINTAIN THEIR OWN STRUCTURES.	Policy and Process	07/16/2012	08/21/2012	\$0	KEVIN GAY
STUDENT ACCOUNTABILITY	. ADMINISTRATIVE TEAM AND TEACHER GROUPS WILL DEPLOY A PROCESS TO REFLECT STUDENT ACCOUNTABILITY IN THE WALK-THROUGH DATA. THIS DATA WILL BE SHARED WITH STUDENTS.	Behavioral Support Program	10/04/2012	11/14/2012	\$0	KEVIN GAY
PROCESS FOR PROGRAM REVIEW WORK	A DOCUMENTED PROCESS HAS BEGUN TO GOVERN PROGRAM REVIEW WORK IN ORDER TO SHARE ACCOUNTABILITY WITH NON-TESTED COURSES. AS A RESULT, PROGRAM REVIEW COMMITTEES HAVE BEEN ESTABLISHED. THE ADMINISTRATIVE TEAM HAS SET A FORMAL CHART FOR COMMITTEES TO USE TO REVIEW THE CRITERIA AND RUBRICS TO EVALUATE THE EVIDENCE TO DETERMINE NEXT STEPS. COMMITTEE LEADERS MUST BE TRAINED TO USE THE CHART AND IN APPROPRIATE EVIDENCES.	Policy and Process	01/11/2013	02/25/2013	\$0	CYNTHIA COLLETT

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ADMINISTRATIVE MONITORING OF PLC	. ADMINISTRATIVE TEAM MEMBERS WILL PARTICIPATE WEEKLY IN PLC TEAMS TO ASSIST IN GUIDING AND MONITORING THE WORK. ADMINISTRATORS WILL WORK CONSISTENTLY WITHIN THE FOCUSED PLC. (CONTINUE INTO THE 120 DAY WORK BY NOTING ADMINISTRATIVE TEAM MEMBER.	Policy and Process	10/04/2012	11/14/2012	\$0	KEVIN GAY
CONSTRUCTIVE RESPONSE QUESTIONING	THE ADMINISTRATIVE TEAM WILL ENSURE THAT TEACHERS UTILIZE THE SET SCHEDULE FOR MONTHLY PRACTICE WITH A SPECIFIC TYPE OF CONSTRUCTED RESPONSE QUESTION. IN ADDITION, TEACHERS MUST TRAIN STUDENTS TO USE THE ESTABLISHED CONTENT AREA ORGANIZER AND INSTRUCTIONAL STRATEGIES.	Professional Learning	01/11/2013	02/25/2013	\$0	MERLENE LEWIS
PROGRAM REVIEW DATA ANALYSIS	PROGRAM REVIEW DATA WILL BE ANALYZED IN TEACHER WORK GROUPS USING THE EVIDENCE REVIEW PROCESS FOR INSTRUCTIONAL IMPLICATIONS FOR ALL CONTENT AREAS.	Policy and Process	01/11/2013	02/25/2013	\$0	CYNTHIA COLLETT
LEADERSHIP ASSESSMENT REPORT DECONSTRUCTION	THE DEFICIENCIES IN THE LEADERSHIP ASSESSMENT REPORT WILL BE DECONSTRUCTED TO DETERMINE 30-60-90 DAY STRATEGIES.	Policy and Process	07/16/2012	08/21/2012	\$0	KEVIN GAY
MISSION/VISION	ADMINISTRATIVE TEAM WILL RE-VISIT THE VISION/MISSION SURVEY FOR ALL STAKE HOLDERS TO GATHER DATA TO REFINE VISION/MISSION TO FOCUS THE CURRENT WORK. NON-NEGOTIABLES AND WALK-THROUGH CRITERIA WILL REFLECT CHANGES. (MEETING SCHEDULED SEPT. 24)	Community Engagement	07/16/2012	08/21/2012	\$0	CYNTHIA COLLETT
COMPARISON AND TREND DATA	TEACHER AND STUDENT DATA NOTEBOOKS WILL EXHIBIT DATA SOURCES THAT INCLUDE COMPARISON AND TREND DATA THAT PROVIDE AN OVERVIEW OF INSTRUCTION AND PROGRAM EFFECTIVENESS.	Other	02/26/2013	04/10/2013	\$0	KIM CORNETT
ALIGNING PROCESSES INTO ONE TIMELINE	ADMINISTRATIVE TEAM WILL MERGE THE EVALUATION TIMELINE, SBDM TIMELINE, ADMINISTRATIVE DUTIES AND QUARTERLY REPORTING TIMELINE INTO AN ADMINISTRATOR DOCUMENT TO BE USED MONTHLY TO FOCUS THE WORK.	Policy and Process	07/16/2012	08/21/2012	\$0	SUSAN BROCK
MINDSET WORK SESSION	ER TEAM WILL FACILITATE TEAM BUILDING AND MIND SET ACTIVITIES TO REFLECT ON STRUCTURE AND PROCESS DEVELOPMENT THUS FAR. STAFF WILL BUILD ON THE CLASSROOM PRACTICES THAT ILLUSTRATE THE MIND-SET WORK IN ACTION.	Professional Learning	07/16/2012	08/21/2012	\$0	SUSAN BROCK
INFINITE CAMPUS PARENT PORTAL TRAINING	INFINITE CAMPUS PARENT PORTAL TRAINING WILL BE HELD FOR COMMUNITY MEMBERS AND PARENTS DURING SUMMER ORIENTATION SESSIONS.	Parent Involvement	07/16/2012	08/21/2012	\$0	ROBERT ROARK
PLC LEADS PLUS/DELTA TOOL	PLC LEADERS WILL BE TRAINED IN 90 DAYS USING THE PLUS/DELTA TOOL TO MONITOR THEIR PLC WORK TO PROVIDE DATA FOR NEXT STEPS.	Policy and Process	10/04/2012	11/14/2012	\$0	KEVIN GAY

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CONSTRUCTED RESPONSE	THE ADMINISTRATIVE TEAM, ALONG WITH TEACHERS, WILL LEAD A WORK SESSION ON CONSTRUCTED RESPONSE FROM A GENERAL OVERVIEW ALL THE WAY DOWN TO SPECIFIC CONTENT AREA WORK. THE FOCUS WILL BE ON THE INSTRUCTIONAL IMPLICATIONS AND PROCESSES THAT STUDENTS MUST HAVE IN THEIR TOOLBOXES.	Professional Learning	11/15/2012	01/10/2013	\$0	SUSAN BROCK
STUDENT PERFORMANCE DATA	STUDENT PERFORMANCE DATA WILL BE USED TO PLACE STUDENTS IN APPROPRIATE COURSES	Policy and Process	07/16/2012	08/21/2012	\$0	MARY FELTNER
CULTURE CLIMATE SURVEY	THE ADMINISTRATIVE TEAM WILL CONDUCT A COMMUNITY CULTURE/CLIMATE SURVEY AT STUDENT OPEN HOUSE TO COLLECT DATA FOR 30-60-90 DAY ACTION STEPS CONCERNING A SAFE LEARNING ENVIRONMENT.	Policy and Process	07/16/2012	08/21/2012	\$0	TODD HORTON
COMMUNICATION OF ACADEMIC INITIATIVES	. THE SCHOOL INTERVENTION MANAGER WILL BECOME A MORE ACTIVE MEMBER OF THE CHAMBER OF COMMERCE. SHE WILL SHARE THE MONTH IN REVIEW AT MONTHLY MEETINGS AND GARNER SUPPORT FOR ACADEMIC INITIATIVES. THIS REQUIRES SOME MINDSET CHANGE TO GUIDE COMMUNITY MEMBERS TO ACTUALLY BECOME REAL STAKEHOLDERS.	Community Engagement	11/15/2012	01/10/2013	\$0	CYNTHIA COLLETT
SBDM TECH POLICY	DEVELOP A STUDENT USE OF TECHNOLOGY SBDM POLICY TO INCLUDE ENHANCEMENT OF LEARNING OUTCOMES AND DIVERSITY.	Policy and Process	10/04/2012	11/14/2012	\$0	SUSAN BROCK
CONTENT AREA CURRICULUM WORK	EACH CONTENT AREA WILL BE SCHEDULED IN A SIX-HOUR BLOCK WITH GUIDANCE FROM ADMINISTRATIVE TEAM TO CREATE OR REFINE CURRICULUM WITH FOCUS ON FORMATIVE ASSESSMENTS AND RIGOR. EACH SESSION WILL BEGIN WITH A MINI-LESSON ON RIGOR SO THAT TEACHERS CAN INTERNALIZE CURRICULAR CHANGES.	Professional Learning	08/22/2012	10/03/2012	\$0	SUSAN BROCK
WORK SESSION ON LINKAGE ON PGP AND LINKAGE CHARTS	ADMINISTRATIVE TEAM WILL CONDUCT A FACULTY WORK SESSION TO REVIEW/REFINE PGPS AND LINKAGE CHARTS. GUIDING QUESTIONS: DO WE ALL SEE THE BIG PICTURE? WHAT IS MY ROLE COMPARED TO THE ROLES OF OTHERS?	Policy and Process	08/22/2012	10/03/2012	\$0	KEVIN GAY
WALK-THRU PROCEDURES	ADMINISTRATIVE TEAM WILL DEVELOP PROCESSES FOR USING WALK-THROUGH PROCEDURES TO DIRECTLY IMPACT INSTRUCTION.	Policy and Process	10/04/2012	11/14/2012	\$0	MERLENE LEWIS
STUDENT SMART GOALS	STUDENT DATA DAY WILL BE CONDUCTED TO SET SMART GOALS AND FOCUS THE CURRENT DATA.	Policy and Process	08/22/2012	10/03/2012	\$0	CYNTHIA COLLETT
RTI RESOURCES	ADMINISTRATIVE TEAM WILL CONTINUE TO EXAMINE RTI RESOURCES AND SURVEY STAKE-HOLDERS TO DETERMINE EFFECTIVENESS OF THIS CURRICULUM.	Policy and Process	08/22/2012	10/03/2012	\$0	CYNTHIA COLLETT
STUDENT DATA DAY	. STUDENT DATA DAY WILL OCCUR QUARTERLY WITH ALL SOPHOMORES AND JUNIORS.	Other	10/04/2012	11/14/2012	\$0	KIM CORNETT

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PIA PROCESS	ADMINISTRATIVE TEAM WILL CONTINUE THE PIA PROCESS/NEXT STEPS CONCERNING ATTENDANCE/TARDIES BY REVISING POLICY AND CREATING DOCUMENTED PROCESSES FOR TYING STUDENT BEHAVIORS TO STUDENT PRIVILEGES. PROCESSES WILL INCLUDE CONSEQUENCES AND STEPS FOR MONITORING.	Policy and Process	07/16/2012	08/21/2012	\$0	MELENE LEWIS
WALK THRU PROTOCOL	A WALK-THROUGH PROTOCOL WILL BE DEVELOPED TO ENSURE SYSTEMATIC USE OF THIS DATA TO TRULY IMPACT STUDENT GROWTH AND ACHIEVEMENT (THE PROCESS MIGHT INCLUDE TEACHER COACHING AND STUDENT-LED LEARNING).	Policy and Process	11/15/2012	01/10/2013	\$0	KEVIN GAY
FLEXING MASTER SCHEDULE	. MASTER SCHEDULE WILL BE CONTINUALLY FLEXED TO MEET THE NEEDS OF ALL STUDENTS.	Policy and Process	07/16/2012	08/21/2012	\$0	ROBERT ROARK
RESEARCH GRANTS	A DISTRICT TEAM WILL RESEARCH GRANTS IN ORDER TO SUSTAIN CURRENT PROCESSES AND RESOURCES.	Other	08/22/2012	10/03/2012	\$0	BRETT WILSON
QUESTIONING STRATEGIES	PROVIDE A WORK SESSION FOR ALL FACULTY CONCERNING APPROPRIATE QUESTIONING STRATEGIES	Other	10/04/2012	11/14/2012	\$0	SUSAN BROCK, KIM CORNETT
QUALITY TOOLS FOR QUARTERLY REPORTING	THE QUARTERLY REPORTING PROCESS WILL BE REVAMPED USING QUALITY TOOLS TO GUIDE THE WORK OF THE SCHOOL THROUGH APPROPRIATE GROUP WORK (I.E. PLC GROUPS, ADMINISTRATIVE TEAM, ETC.) TO KEEP GOALS ON THE FOREFRONT FOR TEACHERS AND STUDENTS AND TO SHARE ACCOUNTABILITY RATHER THAN JUST AS A REPORTING INSTRUMENT.	Policy and Process	01/11/2013	02/25/2013	\$0	MERLENE LEWIS
COLLEGE COACHING	A COLLEGE COACH HAS BEEN HIRED. WE MUST DEFINE THE ROLE TO FIT OUR SCHOOL'S VISION AND INCLUDE A PLAN TO WORK WITH SENIORS WHO HAVE NOT YET MET BENCHMARKS FOR COLLEGE AND CAREER READINESS.	Career Preparation/Orientation	11/15/2012	01/10/2013	\$0	ROBERT ROARK
ILP	ILP INFORMATION WILL BE USED BY TEACHERS FOR STRATEGY PLANNING (I.E. LEARNING STYLES, MULTIPLE INTELLIGENCES, ETC.) AND FOR GOAL-SETTING IN DATA NOTEBOOKS. THIS WILL BE ADDED TO TALKING POINTS FOR STUDENT DATA DAY WORK.	Career Preparation/Orientation	02/26/2013	04/10/2013	\$0	CYNTHIA COLLETT
COMMON GRADING PRACTICE	FACULTY WORK SESSIONS WILL BE HELD SO THAT STAKE-HOLDER GROUPS CAN BEGIN TO SET SOME COMMON GRADING AND REPORTING PROCESSES BASED ON DEFINED CRITERIA.	Policy and Process	01/11/2013	02/25/2013	\$0	KIM CORNETT, KEVIN GAY
INSTRUCTIONAL TECHNOLOGY	ADMINISTRATIVE TEAM WILL EMBED INSTRUCTIONAL TECHNOLOGY PIECES IN THE WALK-THROUGH INSTRUMENT TO ADDRESS DEFICIENCIES IN THE LEADERSHIP ASSESSMENT REPORT.	Technology	08/22/2012	10/04/2012	\$0	KIM CORNETT

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GRADUATION DATA	ADMINISTRATIVE TEAM WILL MODEL AND SHARE THE PIA PROCESS USING GRADUATION DATA AND DEVELOPING NEXT STEPS.	Policy and Process	08/22/2012	10/03/2012	\$0	ER TEAM
QUARTERLY REPORT WORK SESSIONS	THE PLC LEADERS WILL PARTICIPATE IN QUARTERLY REPORT WORK SESSIONS IN ORDER TO TAKE OVER THIS WORK FROM THE ER STAFF.	Policy and Process	11/15/2012	01/10/2013	\$0	KIM CORNETT
REFERRAL PROCESS	A DOCUMENTED REFERRAL PROCESS HAS BEEN DEVELOPED TO OUTLINE THE STEPS FOR STUDENTS TO RECEIVE ANY TYPE OF COUNSELING SERVICE.	Policy and Process	11/15/2012	01/10/2013	\$0	MARY FELTNER
ASSESSMENT STRATEGY PRACTICE	ADMINISTRATIVE TEAM MEMBERS AND TEACHERS WILL PRACTICE STRATEGIES AND ACTIVITIES NECESSARY FOR ACHIEVEMENT ON STANDARDIZED TESTS SUCH AS TIMED SESSIONS, CONCISE ANSWERS TO FIT INTO A SLOT, AND PRE-PLANNING WITH STUDENTS.	Policy and Process	01/11/2013	02/25/2013	\$0	MARY FELTNER
ADMINISTRATIVE TIMELINE	ADMINISTRATIVE TEAM WILL DEVELOP A DOCUMENTED TIMELINE/PROCESS FOR THE CIITs ROLL OUT, BEGINNING WITH AN INTRODUCTORY MEETING FOR PLC LEADS BY THE CIITs MANAGER.	Policy and Process	10/04/2012	11/14/2012	\$0	ER TEAM
SCHOOLWIDE TEST DATA ANALYSIS	THE ER TEAM WILL SCHEDULE A SCHOOL-WIDE TEST DATA ANALYSIS SESSION USING A VERSION OF THE DATA QUESTIONS.	Policy and Process	10/04/2012	11/14/2012	\$0	ER TEAM
PIAs FOR INSTRUCTIONAL ISSUES	PIAs WILL BE CREATED/IMPLEMENTED WITH EACH INSTRUCTIONAL ISSUE IN ORDER TO IDENTIFY ROOT CAUSE AND ACTION STEPS.	Policy and Process	07/16/2012	08/21/2012	\$0	KEVIN GAY
STUDENT LED LEARNING	ADMINISTRATIVE TEAM WILL BEGIN TO SHARE INFORMATION PERTAINING TO STUDENT-LED LEARNING FROM THE DIAGNOSTIC REVIEW PROCESS WITH TEACHERS AND SCHOOL STAFF.	Policy and Process	02/26/2013	04/10/2013	\$0	SUSAN BROCK, KIM CORNETT
WALK-THRU INSTRUMENT	THE ADMINISTRATIVE TEAM WILL CONTINUE TO REVIEW THE WALK-THRU INSTRUMENT TO RE-FOCUS THE PROCEDURE ON STUDENT BEHAVIOR RATHER THAN TEACHER BEHAVIOR.	Policy and Process	02/26/2013	04/10/2013	\$0	KEVIN GAY
9TH GRADE TRANSITION MEETING	ADMINISTRATIVE TEAM MEMBERS WILL PLAN 9TH GRADE TRANSITION MEETINGS TO ESTABLISH EXPECTATIONS AND SCHOOL GOALS.	Academic Support Program	07/16/2012	08/21/2012	\$0	MARY FELTNER
SECURE THE CAMPUS	BASED ON LEADERSHIP ASSESSMENT RESULTS, PROCESSES HAVE BEEN DOCUMENTED PERTAINING TO THE NEW LOCK SYSTEM, INCREASING THE PRESENCE OF LAW ENFORCEMENT ON CAMPUS, AND SCHOOL STAFF ZONE ASSIGNMENTS HAVE BEEN REDESIGNED.	Policy and Process	11/15/2012	01/10/2013	\$0	TODD HORTON
<b>Total</b>					\$0	

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
Activity	QUARTERLY REPORT WORK SESSIONS	Completed	PLC Leads in Reading and Math have assumed these responsibilities.	March 14, 2013	Ms. Cynthia Collett
Activity	MISSION/VISION	Completed	The Administrative Team initiated a collection of input to determine the need for a mission and vision revision. The data collected indicated that our goals and belief statements had changed as a result of the school improvement process. The Administrative Team considered all of the input revised the Mission, Vision, and Belief Statements.	March 14, 2013	Ms. Cynthia Collett
Activity	PLC PROTOCOLS AND COACHING	Completed	PLC process was refined now that most of the standard deconstruction work has been completed. The renewed focus is on utilizing data tools and high-yield instructional strategies.	March 14, 2013	Ms. Cynthia Collett
Activity	QUALITY TOOLS FOR QUARTERLY REPORTING	In Progress		April 08, 2013	Ms. Ginger L Kinnard
Activity	QUALITY TOOLS FOR QUARTERLY REPORTING	In Progress	The Quarterly Report duties have been re-assigned to local staff. The ER Team assists in the revision process. Quality Tools are being utilized for data collection and analysis.	March 14, 2013	Ms. Cynthia Collett
Activity	CIITS USAGE REPORTS	In Progress	CIITS usage is increasing as all teachers have been trained on usings CIITS for developing instructional materials.	March 14, 2013	Ms. Cynthia Collett
Activity	JOB DESCRIPTIONS	Completed	Job descriptions were revised for all members of the Administrative Team. The descriptions were crafted to meet the changing needs of the team and highlight the strengths of new or changing staff.	March 14, 2013	Ms. Cynthia Collett
Activity	PROGRAM REVIEW DATA ANALYSIS	In Progress	Professional Development was conducted with each Program Review Lead to utilize a data collection tool for monitoring progress and evidence collection.	March 14, 2013	Ms. Cynthia Collett
Activity	WORK SESSION ON LINKAGE ON PGP AND LINKAGE CHARTS	Completed	All teachers have a complete Linkage Chart and PGP that is relative to their own growth within the system. This information is included in the Teacher Data Notebook.	March 14, 2013	Ms. Cynthia Collett
Activity	SCHOOLWIDE TEST DATA ANALYSIS	Completed	Teachers and staff worked through a Test Data Analysis session with KASC. This session included information on test analysis that was continued as part of the PLC process.	March 14, 2013	Ms. Cynthia Collett
Activity	RESEARCH GRANTS	In Progress	LCHS staff members are researching grants and have applied for several. This work is ongoing.	March 14, 2013	Ms. Cynthia Collett
Activity	HIGH YIELD INSTRUCTIONAL STRATEGIES	Completed	Each PLC group was trained on High Yield Instructional Strategies as part of their curriculum work days.	March 14, 2013	Ms. Cynthia Collett

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Activity	WALK THRU PROTOCOL	Completed	A new Walkthrough Instrument was created after the mission, vision, and belief statements were revised. The Administrative Team sought input from teachers and revised the instrument to meet the new goals and beliefs. This action demonstrated our growth as a school and team since the creation of the previous document.	March 14, 2013	Ms. Cynthia Collett
Activity	PROCESS FOR PROGRAM REVIEW WORK	In Progress	A documented process and SBDM policies are being developed to meet the needs outlined in the first round of Program Review audits.	March 14, 2013	Ms. Cynthia Collett
Activity	INSTRUCTIONAL TECHNOLOGY	Completed	The refined Walkthrough Instrument includes student use of technology and using technology to enhance instruction.	March 14, 2013	Ms. Cynthia Collett
Activity	QUESTIONING STRATEGIES	Completed	Professional Development on different questioning strategies has been conducted with all staff. This information has also been integrated into the PLC process for curriculum development.	March 14, 2013	Ms. Cynthia Collett
Activity	ADMINISTRATIVE TIMELINE	In Progress	The ER Team is working to develop an administrative timeline to assist the Administrative Team in the transfer of the work.	March 14, 2013	Ms. Cynthia Collett
Activity	CONSTRUCTED RESPONSE	Completed	All teachers were involved in a professional development session concerning constructed response questions. Each month a different type of question is being reviewed in every content area.	March 14, 2013	Ms. Cynthia Collett
Goal	Increase average Freshman Graduation Rate from 76% to 90% by 2015.	In Progress		March 14, 2013	Ms. Cynthia Collett
Activity	GRADUATION DATA	Completed	The Next Steps generated by the PIA are being used to guide decisions regarding policies and interventions.	March 14, 2013	Ms. Cynthia Collett
Activity	ILP	In Progress	A documented process for ILP development has been created.	March 14, 2013	Ms. Cynthia Collett
Activity	COMMON GRADING PRACTICE	In Progress	Common grading is occurring on a small scale using defined criteria through benchmark assessments.	March 14, 2013	Ms. Cynthia Collett
Activity	ASSESSMENT STRATEGY PRACTICE	In Progress	This practice will be on-going until the assessment window.	March 14, 2013	Ms. Cynthia Collett
Activity	PLC PROTOCOL	Completed	A refined PLC process has been created. This process includes a renewed focus on data analysis and using this data to inform instruction. Also, teachers are learning and implementing High-Yield Instructional Strategies.	March 14, 2013	Ms. Cynthia Collett
Activity	9TH GRADE TRANSITION MEETING	In Progress	This process is being revised for the incoming 9th Grade cohort of 2013-2014.	March 14, 2013	Ms. Cynthia Collett
Goal	Increase the percentage of students who are college and career ready from 34% to 68% by 2015.		This segment was refined as a result of the implementation of the College and Career Readiness Grant initiative from AdvanceKentucky.	April 15, 2013	Ms. Cynthia Collett
Activity	TARGETED INTERVENTIONS	Completed	PLC groups have been trained to solve issues autonomously. Quality tools are utilized for data analysis.	March 14, 2013	Ms. Cynthia Collett
Activity	COLLEGE COACHING	Completed	The College Coach has a definitive role in working with students. She provides interventions, one-on-one tutoring, and serves as a mentor. In addition, she has been working to assist students in developing essays for scholarships and other academic initiatives.	March 14, 2013	Ms. Cynthia Collett

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Activity	COMMUNICATION OF ACADEMIC INITIATIVES	Completed	The SIM has been working with the local Chamber of Commerce and serves also as the Community Education Director for the district. In this role, she is able to reach not only the community, but also the feeder schools as points for sharing our academic initiatives.	March 14, 2013	Ms. Cynthia Collett
Activity	ALIGNING PROCESSES INTO ONE TIMELINE	In Progress	The Administrative Team is currently working on this timeline. As part of this effort, more of the ER work, such as the development of the Quarterly Report, has been turned over to the Administrative Team.	March 14, 2013	Ms. Cynthia Collett
Activity	PIAs FOR INSTRUCTIONAL ISSUES	In Progress		March 18, 2013	Kim Cornett
Activity	GRADE LEVEL STUDENT TRACKING CHARTS	In Progress	Grade level tracking charts are updated regularly.	March 18, 2013	Kim Cornett
Activity	MINDSET WORK SESSION	Completed	This session was held at the beginning of the school year. Work has been done to reinforce this work.	March 18, 2013	Kim Cornett
Activity	WALK-THRU PROCEDURES	Completed	The Walk Through procedure has been established and is in place.	March 18, 2013	Kim Cornett
Activity	INFINITE CAMPUS PARENT PORTAL TRAINING	In Progress	Protocols are being developed to provide additional training for students and parents.	March 18, 2013	Kim Cornett
Activity	STUDENT DATA DAY	In Progress	Student Data Days are held regularly to share information with students.	March 18, 2013	Kim Cornett
Activity	STUDENT PERFORMANCE DATA	In Progress	Student performance data is integrated into the Data Notebooks. Provisions are being developed to include this work with parents at Open House.	March 18, 2013	Kim Cornett
Activity	COMPARISON AND TREND DATA	In Progress	Data is analyzed regularly in PLC groups and in Administrative Team meetings.	March 18, 2013	Kim Cornett
Activity	FLEXING MASTER SCHEDULE	In Progress	Flexible scheduling is an in-progress scenario that is constantly utilized for student achievement.	March 18, 2013	Kim Cornett
Activity	CONTENT AREA CURRICULUM WORK	Completed	All PLC groups have completed a 6 hour curriculum work day that included professional development on high-yield instructional strategies and quality tools.	March 18, 2013	Kim Cornett
Activity	ADMINISTRATIVE MONITORING OF PLC	In Progress	PLC group meetings are monitored regularly by members of the Administrative Team.	March 18, 2013	Kim Cornett
Activity	CO-TEACHING SURVEY	Completed	The Co-Teaching survey has been completed and the results have been shared with the Administrative Team. From this, planning will be organized to develop strategies to implement co-teaching.	March 18, 2013	Kim Cornett
Activity	EVALUATION PROCESS	In Progress	The evaluation process is underway for all teachers and this work will be integrated into the Administrative Calendar.	March 18, 2013	Kim Cornett
Activity	STUDENT SMART GOALS	In Progress	Protocols are being developed to implement student smart goals into teacher evaluation.	March 18, 2013	Kim Cornett
Activity	STUDENT LED LEARNING	In Progress	Student-led learning has been integrated into the Walkthrough Instrument.	March 18, 2013	Kim Cornett
Activity	RTI RESOURCES	In Progress	RTI teachers have a toolkit for their specific areas of instruction.	March 18, 2013	Kim Cornett
Activity	CONSTRUCTIVE RESPONSE QUESTIONING	In Progress	A school-wide CRQ professional development session has been held and from this a protocol developed with a time-line to ensure that all types of CRQs are integrated into instructional units.	March 18, 2013	Kim Cornett



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Activity	PLC LEADS PLUS/DELTA TOOL	Completed	This work has been completed and all PLC groups are utilizing the Plus/Delta tool. We use the results from the PLC plus/deltas to build the work for the Administrative Team plus/delta and the 30-60-90 Day work.	March 18, 2013	Kim Cornett
Activity	LEADERSHIP ASSESSMENT REPORT DECONSTRUCTION	Completed	This work was completed and actions were taken to integrate the results into our 30-60-90 Day work.	March 18, 2013	Kim Cornett
Activity	REFERRAL PROCESS	Completed	This process has been refined and is in place.	March 18, 2013	Kim Cornett
Activity	VISITORS SCHEDULING	Completed	An established policy and protocol is in place to address visitors in classrooms.	March 18, 2013	Kim Cornett
Activity	SBDM TECH POLICY	Not Completed	Work has not started on this initiative.	March 18, 2013	Kim Cornett
Activity	STUDENT ACCOUNTABILITY	In Progress		March 18, 2013	Kim Cornett
Activity	STUDENT BEHAVIORS	In Progress	Student behavior indicators and integrated into the Walk-Through Instrument.	March 18, 2013	Ms. Cynthia Collett
Activity	CULTURE CLIMATE SURVEY	In Progress	The survey has been completed and the data collected for analysis.	March 18, 2013	Kim Cornett
Activity	WALK-THRU INSTRUMENT	Completed	A revised walkthrough instrument has been created to address the updated mission, vision, and belief statements and teacher expectations.	March 18, 2013	Kim Cornett
Activity	PIA PROCESS	In Progress	PIAs are utilized as needed to address issues.	March 18, 2013	Kim Cornett
Activity	SECURE THE CAMPUS	Completed	This action is complete as the school safety initiatives are in place.	March 18, 2013	Kim Cornett