



KDE Comprehensive School Improvement Plan

Allen County-Scottsville High School

Allen 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 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

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Executive Summary

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Introduction

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

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

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Description of the School

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

Allen County-Scottsville High School is located on Hwy 231 in Allen County. It sits on a beautiful 200 plus acre campus with all other District Facilities including the Board of Education. We are approximately 15 minutes south of Bowling Green Kentucky and boarder the Tennessee state line. We have approximately 925 students with the majority of our students being white. Our African American and Hispanic populations are less than 4%. We are a small rural school and community. According to the last census our County's population pushes 20,000. We currently staff 62 certified staff and have a total staff of 97. Renovation of the high school is complete and we are currently in the final stages of the addition of a new technical center. Like most rural schools and communities, poverty is a huge challenge for us. Our free/reduced lunch rate is near 60%. We also continue to battle generational drop outs. Our County is unique in the fact that we are the home of the Dollar General Store. Even though they moved their corporate headquarters to Tennessee they still play a huge role in our schools and community with grants and other donations through the foundations they established.

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Allen County-Scottsville High School is to provide students a positive learning environment, by a dedicated, caring staff, with the objective of developing well-rounded students who can be successful and productive citizens.

Our Mission Statement is based on the following belief statements:

- * All students are unique and important
- * Education is a shared responsibility, requiring cooperation among the student, home, school and community
- * All students can learn, given needed time and support
- * All students deserve a safe, caring environment in which to learn, one including discipline, respect, tolerance, and compassion
- * All students need to be problem-solvers, having the ability to find, use, and evaluate information
- * Cooperation is vital for a productive role in society
- * Learning is a lifelong process, requiring self-motivation, flexibility, and adaptability
- * High expectations are essential for individuals to achieve their potential

These beliefs and mission are embodied by a school culture of Patriot Pride. Our school gives back to the community that does so much for us through volunteer efforts of our students. The school also has a County owned Technical Center which works with the community business leaders to help provided an educated work force.

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.

We have seen notable improvement at AC-SHS in the past three years. We have progressed from a focus school in 2011-12 to a proficient/progressing school in 2012-13 with a focus/high progress tag to a proficient school in 2013-14.

Over the past few years we had seen a dramatic increase in our number of students enrolled in AP courses. These numbers are now leveling off and in some cases declining. We still had approximately 340 exams taken by 185 students with a pass rate of 26%.

We experienced our first decline in our ACT scores in the 2013-14 school year.

Gap scores for Allen County-Scottsville High School are an area of concern and will be a focus over the next 3 years.

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Additional Information

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

Allen County-Scottsville High School's teachers, staff, and administrators are committed to help each student reach their potential while providing a safe environment and a positive school culture focused around Patriot Pride.

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KDE Needs Assessment

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Introduction

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

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Data Analysis

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

With the Data provided to Allen County-Scottsville High School we continue to try and locate struggling students and gaps within our school. The Data tells us we need to improve in the gap area by reducing novice performances on our EOC test and On-Demand writings. The Data does not give us information on specific content areas we need to focus on. We need the breakdown of each EOC test so we can adjust our curriculum to meet the needs of the students and the test.

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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?

*We have gone from a Focus School that Needs Improvement in 11-12 to a Focus School/High Progress School that is Proficient/Progressing

*Four Year Adjusted COhort Graduation Rate for ACSHS in 2013 is 91.0 with the state being 86.1

* Graduation Rate -- ACSHS's graduation rate was 84.6% which is 5.7% higher than the state.

* ACT scores -- ACSHS has seen continuous improvement in the ACT scores over the last several years.

ACSHS will continue with intervention and mentoring to help reduce drop-outs and improve graduation rates. We will also continue to make ACT a school wide focus and use intervention as needed to obtain increases in our students performance on the ACT.

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Opportunities for Improvement

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

* Gap Scores -- through intervention, curriculum development, and higher expectations ACS will reduce novice scores for our Gap Students.

* EOC test -- through student intervention, curriculum development, scheduling, and professional development our teachers will provide all students with the skills and knowledge needed to improve EOC scores.

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Conclusion

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

Allen County-Scottsville High School's next step in to implement the interventions, programs, professional development, etc.. to take our school and it's students to new levels of success while preparing them all to be College or Career ready.

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KDE Assurances - School

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Introduction

KDE Assurances - School

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Assurances

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

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

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

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

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

KDE Comprehensive School Improvement Plan

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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The Missing Piece

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Introduction

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

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Stakeholders

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

Shane Davis - Principal

Chris Vernon - Asst. Principal/Parent

Wes Pardue - Asst. Principal

Paige Tabor - Guidance Counselor

Malissa Williams - Guidance Counselor

Jane Yokley - Guidance Counselor

Kerry Harwood - SBDM Teacher Rep/Parent

Kelly Burch - Teacher Rep SBDM/Social Studies Dept. Head

Chuck Pruitt - Parent rep SBDM

Heather Pierce - English Dept. Head

Jeremy Byrn - Science Dept. Head

Julie Shelton - Math Dept. Head

Peggy Hatler - ECE Dept. Head

Melissa Willett - A&H Dept. Head

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Relationship Building

Overall Rating: 2.29

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

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

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

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

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

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 2.86

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

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

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

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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

DRAFT

Decision Making

Overall Rating: 2.29

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

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

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

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

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

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

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

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Advocacy

Overall Rating: 2.83

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

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

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff 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.	Proficient

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

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

Learning Opportunities

Overall Rating: 2.0

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

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

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

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

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

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

Community Partnerships

Overall Rating: 2.33

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

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

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

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

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

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

Reflection

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

Areas of strength according to last TELL survey:

-The community we serve is supportive of this school.

Growth areas from last TELL survey:

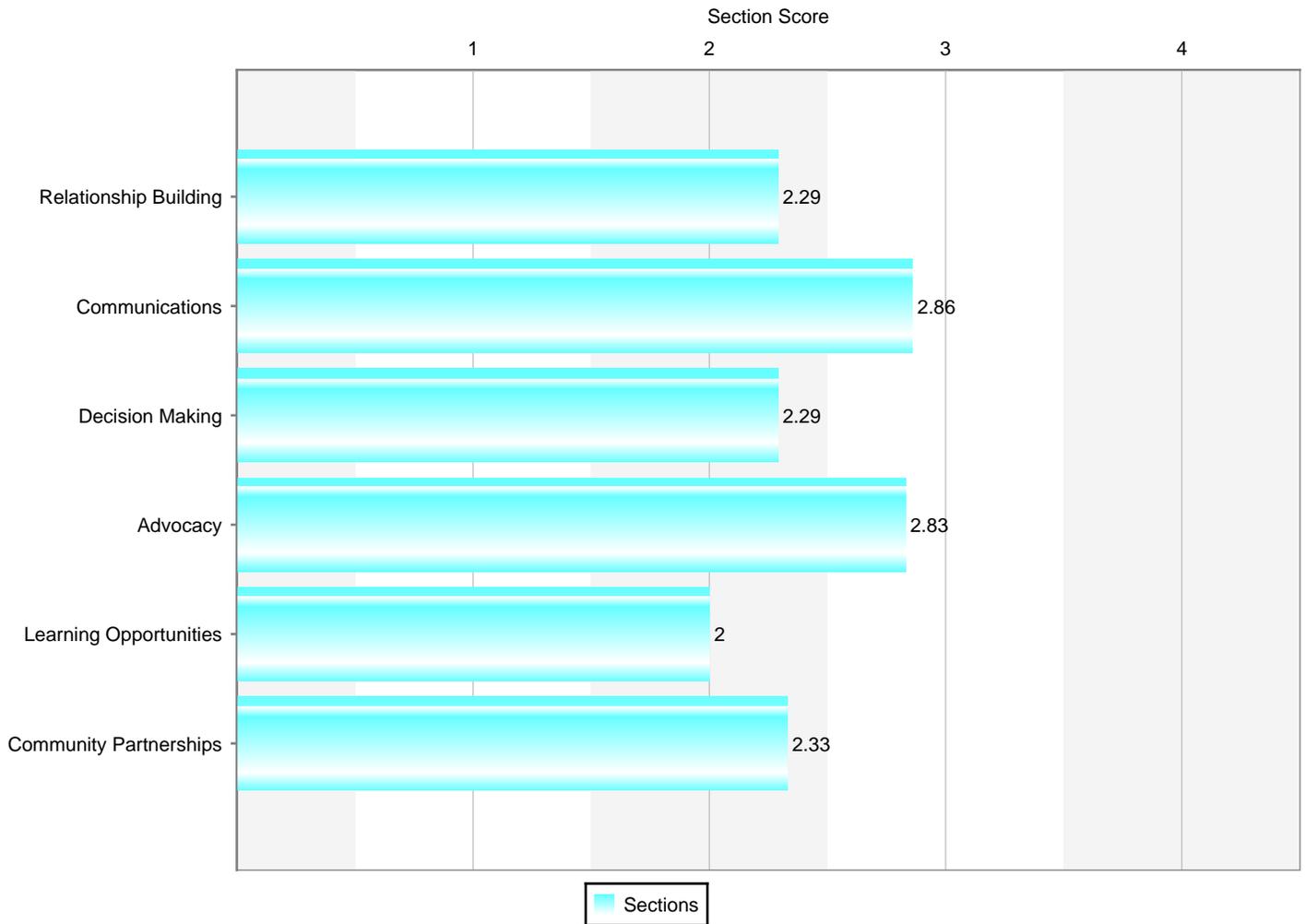
-Parents/guardians are influential decision makers in this school.

-Parents/guardians support teachers, contributing to their success with students.

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Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

DRAFT

Introduction

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

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Improvement Planning Process

Improvement Planning Process

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

AC-SHS's Comprehensive School Improvement Plan was developed by involving stakeholders and reviewing data points throughout the year. For the past few years AC-SHS has developed a plan that contains activities and detailed steps that have to be completed to get the results. Teams (administrative, department heads, SBDM committees, PLC's, etc) routinely monitor plans to see if changes need to be made to improve the possibility that a goal would be reached. This process has proven very effective in involving the faculty and staff in the development of our comprehensive school improvement plan.

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

The stakeholders have participated in the development process throughout the school year. Teams (administrative, department heads, SBDM committees, PLC's, etc) have reviewed data points to determine the strategies and activities to obtain our targeted goals. Therefore, data has been the focal point for creating decisions to drive the work of the school.

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 comprehensive improvement plan has been shared with stakeholders through administrative meetings, faculty meetings, department chair meetings, and PLCs. The plan will be discussed as part of the continuous improvement cycle. Strategies and activities will be monitored monthly for impact and implementation. Action steps will be adjusted based on the results of the various data points.

Equitable Access Diagnostic

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Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

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Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

New teachers come into the school without the knowledge of our primary instructional practices.

What sources of data were used to determine the barriers?

Surveys are given to teachers concerning effective practices.

Report card data is used in the equity analysis.

What are the root causes of those identified barriers?

Some teachers come from the university and need extra support as first year teachers. Others come from another state and must be brought up to speed on the curriculum and expectations.

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

Most of our teachers produced an acceptable effect size score and were labeled in the expected and high growth category. Most teachers achieved at least the accomplished level and a few were labeled exemplary.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

All of our Exceptional children are taught by ECE certified teachers. Teachers in math and English receive training on literacy development in order to offer quality tier I instruction to all students.

The high school offers a variety class options from which students choose. Typically, one or two teachers are assigned a certain course. All students receive one of the two qualified teachers. In core classes where ECE students are placed, an additional ECE teacher is available to plan instruction and provide additional instruction to meet the needs of students.

ELL students receive additional intervention and support from an instructor as needed.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Data from K-PREP reflect a balance of scores among each department. Each teacher is highly qualified. The staff use common assessments which ensures a guaranteed curriculum for all students.

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

We seek to hire the very best teachers and administrators for each available position. We look at the performance of different groups such as substitute and student teachers and determine who may have necessary skills to be successful in a full time teaching position. Once finding a sub who is very talented, we try to schedule that person to our building whenever possible.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

We seek to employ the best, most skilled teachers. Teacher candidates are subject to the rigorous question/answer type of interview. We take on many student teachers from the local university. We use this time to screen them as possible future employees. In addition, our Director of Instruction visits the upper level education classes at the university to talk with potential candidates. Our district attends the Job Fair where we recruit for all positions. We employ substitutes whose performance is observed. When additional staff are needed for full and part time positions, we often look at this pool of teachers.

For the career technical center, we seek people who have real job experience with the field they will be teaching.

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

Teacher salary is higher in our county than in some surrounding districts. In addition, we offer quality training to all teachers and especially new employees. All new teachers are part of the new teacher cohort. The cohort meets monthly and receives specific training on district initiatives around effective instruction. In addition, they have time to talk with other new teachers and ask questions and share concerns with administrative staff.

We offer opportunities for teachers to get involved with extra curricular programs such as clubs and organizations like FCA and FBLA.

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

All new teachers, including transfers into the district, are part of the new teacher cohort. The cohort meets monthly and receives specific training on district initiatives around effective instruction. In addition, they have time to talk with other new teachers and ask questions and share concerns with administrative staff. We have a curriculum coordinator who also works with all teachers. She assists with curriculum issues, finding resources, and effective teaching practices.

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

Struggling teachers are placed on a corrective action plan by the principal. The teacher, in conjunction with the principal, establish goals for improving, supported by professional learning opportunities. The principal monitors the progress. In most cases, struggling teachers are also assigned a support colleague who helps mentor and provide resources for the struggling teacher.

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

All training is focused on the Danielson Framework.

As part of our professional learning efforts, teachers identify next steps in their practice which they would like to grow. Training is then differentiated for them at the next session. Many teachers receive one to one coaching with an outside specialist.

This year, we began Lesson Study. This process allows teachers to work with colleagues and define areas of practice that need to be improved. Teachers plan and try out ideas. This process gives teachers more choice in their professional learning.

We offer a round robin professional learning opportunity where teachers select 2-3 particular topics they would like to learn about. We rotate through the stations every hour.

Questions

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

Establish a process to help integrate new teachers into the district.

Interview process that requires a performance component

Orientation day for all new staff

Formation of new teacher cohort that meets monthly and receives training on effective teaching and district initiatives.

Build teacher capacity through collaborative professional learning.

Lesson study process to differentiate learning and build efficacy.

One to one coaching

Use of data to ensure equitable distribution of all ability levels.

Use of data teams to monitor effectiveness of instruction

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