



Comprehensive School Improvement Plan

Logan County High School
Logan County

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

| Label | Assurance | Response | Comment | Attachment |
|------------------------|---|--|---------|----------------------------------|
| School Equity Data (1) | <p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p> | I acknowledge that I have uploaded the School Equity Data. | | School Equity Diagnostic 2015-16 |

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

Logan County High School is a rural county school with approximately 1100 student enrollment. We have 5 K-8 feeder schools. Out of our 1100 plus students approximately 52% are free and reduced lunch. We also have approximately 9% student with disabilities. We are currently working on data analysis that includes these GAP students to reduce novice reduction. We are using this information to direct RTI within our master schedule this school year.

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

We have a high percentage of students eligible for free or reduced lunch.

We also have a high percentage of students in the non-duplicated gap group.

The root causes are:

Rural area

Percentage of parents without higher education

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| Label | Assurance | Response | Comment | Attachment |
|------------------|--|---|---------|-----------------------------|
| Goal Setting (4) | Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies. | I acknowledge that I have uploaded the School Equity Goal Data. | | School Equity Goals 2016-17 |

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

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

OR

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

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

Goal 1:

All staff at Logan County High School will be led by effective leaders.

Measurable Objective 1:

collaborate to increase Principal and Assistant Principals capacity and implementation of PPGES to 100% by 06/30/2017 as measured by the number of principals who have engaged in PPGES Professional Learning..

Strategy1:

Professional Growth and Effectiveness System - Collaborate to provide Professional Learning to all principals regarding the multiple measures of PPGES as measured by the number of principals who have engaged in PPGES Professional Learning, as well as mastery of Teachscape proficiency during the 2016-2017 school year.

Category: Principal PGES

Research Cited: Kentucky Initiative.

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| Activity - Culture Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|-------------------------|-----------------------------|
| At the high school level, Leadership Teams will attend Professional Development to learn more about the impact of culture and climate. The leadership team will work with the Josten's Renaissance team to incorporate new ideas to improve culture and climate for students and staff. | Behavioral Support Program | 08/01/2016 | 05/19/2017 | \$5000 - Grant Funds | RTT-D, Principals, Teachers |

| Activity - Increase Districtwide Capacity | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|---------------------------------|
| <ul style="list-style-type: none"> - Develop and implement a Leadership PLC to support the understanding of PPGES. - Participate ISLN - Participate NISL - Utilize Leadership PLC to support observation proficiency for the Kentucky Adapted Framework through Teachscape - Monitor implementation of program through district review. | Professional Learning | 08/01/2016 | 05/19/2017 | \$9000 - Other | District Leadership; Principals |

| Activity - PPGES | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------------------|
| <ul style="list-style-type: none"> - Develop Professional Growth Plan based on self-reflection and student growth needs. - Develop Student Growth Goals based on student need as identified in School Improvement Plans in ASSIST and corresponding rubric to identify level of success in achieving intermediate goals toward long-range target - Develop Working Conditions Goal based on most recent TELL Kentucky Survey data with a corresponding rubric to identify level of success in achieving intermediate goals toward long-range target. - Complete a minimum of two observations per year, by superintendent/designee, for each administrator with a formative review of the following: success in performance standards, student growth goal attainment, PGP implementation, and supervisor's assessment of working conditions. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Superintendent/Designee; Principals |

| Activity - Professional Growth | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------------------|
| <ul style="list-style-type: none"> - Implement Professional Growth Plan, including multiple review points in collaboration with superintendent/designee. - To meet the requirements of Race to the Top, at least 75% of educators have accessed professional learning opportunities through the professional development arm of CIITS/EDS, as evidenced in the annual review of each professional growth plan. - Monitor the implementation through professional development. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | District Leadership and Principals |

Goal 2:

Every student at Logan County High School is taught by an effective teacher.

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Measurable Objective 1:

collaborate to increase Teacher capacity and implementation of TPGES to 100% by 06/30/2017 as measured by the number of teachers who have engaged in TPGES Professional Learning during the 2016-2017 school year.

Strategy1:

Increase Teacher capacity - Collaborate to provide Professional Learning to all teachers regarding the multiple measures of TPGES as measured by the number of teachers who have engaged in TPGES Professional Learning during the 2016-17 school year.

Category: Teacher PGES

Research Cited: Kentucky Initiative

| Activity - PGES | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---------------------|
| Lead the development of a district-level PGES implementation monitoring plan referring to the PGES Implementation Timeline. - Support the development of Student Growth Goals based on student need. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | District Leadership |

| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------------|
| Increase the percentage of teachers who were evaluated as accomplished or developing under the common statewide evaluation. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Administration team, Teachers |

| Activity - Professional Growth | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Support leadership in the development and completion of training for teachers and principals in the use of CIITS with intentional focus on the following: Educator Development. - Monitor the implementation through professional development. (monitored by principals and district leadership): - 70% of teachers evaluated as accomplished or developing under the common statewide evaluation system - 20% of teachers evaluated as exemplary under the common statewide evaluation system - 10% of teachers evaluated as ineffective under the common statewide evaluation system | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Superintendent, District/School Leadership, Teachers |

| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------------|
| Decrease the percentage of teachers who were evaluated as ineffective under the common statewide evaluation system. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Administrative team, Teachers |

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| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Increase the percentage of teachers who were evaluated as exemplary under the common statewide evaluation system. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals, Teachers, Central Office Staff |

| Activity - Increase Districtwide Capacity | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| <ul style="list-style-type: none"> - Support the implementation of the Professional Growth and Effectiveness System in each school - Support teachers in ISLN - Ensure observation certification in the Danielson Framework to perform teacher observation for growth and development of teachers. - Support schools in building full Teacher capacity for implementation of TPGES, incorporating the following: Kentucky Framework for Teaching, Observation Certification, Self-reflection, Student Growth Goal, Professional Growth Goal Setting, Student Voice, and Effective Feedback. - Monitor implementation of program through district review. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Central Office Staff; Principals; Teachers |

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Caycee Spears, Principal

Mike Hoots, Assistant Principal

Alissa Todd, Assistant Principal

Shane Humphrey, . Assistant Principal

Amy Hallman, Guidance Counselor

David Brooks, Guidance Counselor

Amber McKinney, Guidance Counselor

Marisa Hopkins, School Curriculum Coordinator

Sheryl Frederick, CCR

Julie Cox, ENG PLC

Adam Webster, SS PLC

Carrie Kelley, Science PLC

Tammi Jones, Math PLC

Abbi Lillard, PLVS PLC

Contessa Orr, Instructional Supervisor

Relationship Building

Overall Rating: 2.86

| | 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 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 |
|-----|---|---|---------------|
| 2.3 | Parents and other stakeholders report that they are actively welcomed when they visit the school. | Parents and other stakeholders report that they are actively welcomed when they visit the school. | Proficient |

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

| | Statement or Question | Response | Rating |
|-----|---|---|---------------|
| 2.5 | School staff involves parents in personal communication about their students' progress at least once a month. | 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. | School staff completes needs assessment with all parents to determine resources necessary for their child's academic success. | Proficient |

| | 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: 2.43

| | 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. | Student achievement data or achievement results are communicated informally to parents by school staff. | Apprentice |

| | 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). | Optional parent-teacher conferences are offered at school and parents are notified if a teacher wants to conference. | Novice |

| | 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 |

Decision Making

Overall Rating: 2.71

| | Statement or Question | Response | Rating |
|-----|--|---|---------------|
| 4.1 | The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees. | School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees. | Proficient |

| | Statement or Question | Response | Rating |
|-----|---|--|---------------|
| 4.2 | School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election. | School council and committees have all stakeholder groups represented, provide interpreters and translated materials, meetings are well publicized and convenient. At least 60% of parents vote in SBDM parent election. | Distinguished |

| | 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 |

Comprehensive School Improvement Plan

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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. | 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

Overall Rating: 2.5

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

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

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

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

| | Statement or Question | Response | Rating |
|-----|---|---|---------------|
| 5.5 | School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed. | School staff 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. | Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured. | Apprentice |

Learning Opportunities

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. | School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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. | Apprentice |

| | 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 provides parents with information about their child's academic progress and the progress of the school. | Apprentice |

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

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

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

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

Community Partnerships

Overall Rating: 2.83

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

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

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

| | Statement or Question | Response | Rating |
|-----|--|--|------------|
| 7.4 | School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents. | School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents. | Proficient |

| | 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 maintains a resource directory on some agencies, programs and services that will provide services for students. | Apprentice |

Reflection

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

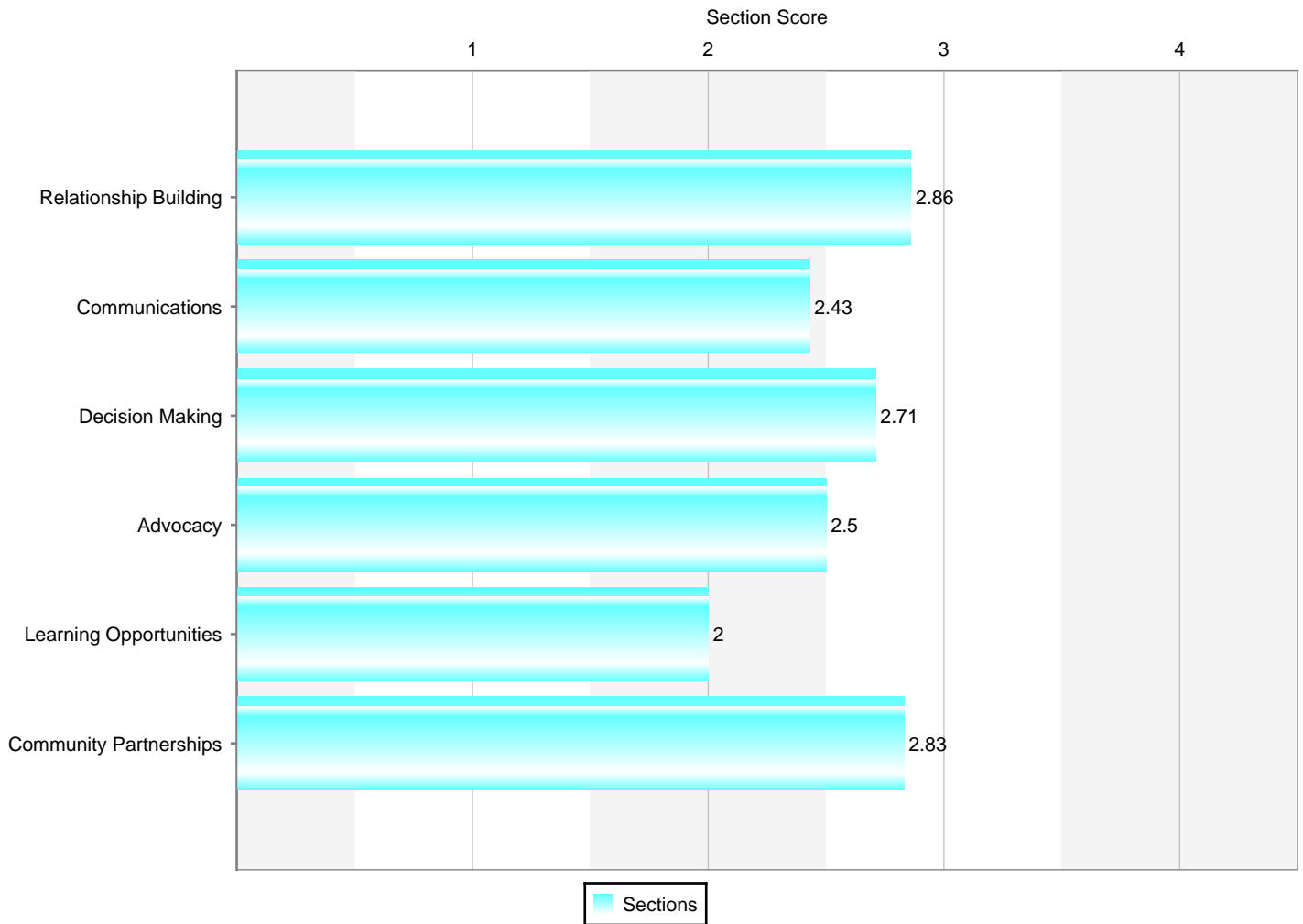
Logan County High School continues to work with various entities and communication outlets to celebrate student success. LCHS informs local radio, newspapers, and social media outlets about local events in the school and reporting of student success both in the classroom and in extra-curricular events. These media outlets post articles on their websites and social media accounts. The school has a Facebook page and twitter account with more than 2K followers. These are a great source for daily announcements, student success stories and events that transpire at LCHS. Guidance counselors email announcements by grade through an email distribution list and text message students via the "Remind App." LCHS continues to have valuable community support through our career and tech ed department, childcare and agriculture programs. These teachers have at least two community member meetings each year to discuss employment skills, academic skills, and technical skills that students need upon graduation.

LCHS continues to work on parent involvement and parent communication between staff and parents. We use our TELL Survey results to obtain some information on how parents feel they are adequately informed of how their child is progressing at LCHS. We use these results along with informal discussions on parental involvement to improve our frequency and depth of parental communications.

LCHS also continues to work on involving parents in the transition process of their student to post secondary education. Several parent meetings are scheduled for transition to college, FAFSA application, scholarship application, and KHEAA financial aid. LCHS will continue these efforts and begin more efforts toward these goals in the future.

Report Summary

Scores By Section



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.

LCHS administration provided PLC team leaders with CSIP goals as defined by the state assessment program. Administration also provided team leaders with objectives under these strategies and provided PLC team leaders with student data from various groups and individual student data. Administration asked teachers to meet during their common planning time and provide feedback to the administration on CSIP information forms that had the goals and strategies already listed for them. Teachers then had two weeks to formulate activities that they could accomplish during the school year for individual students and targeted groups of gap students in free and reduced lunch and special needs.

After PLC team leaders submitted their suggestions to the LCHS administrative leadership team, the team conducted various meetings to discuss implementation of teacher suggestions. These suggestions included schedule changes, remediation time during the school day and bringing in other resources for students. The leadership team invited central office administration to provide input and feed back on the CSIP.

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

The development of the CSIP included faculty and staff members, administration, guidance counselors, curriculum specialist and central office staff.

The faculty and staff met to go over student assessment data and provide input into strategies for addressing non-duplicated gap group, free and reduced lunch group, and special needs students.

School administration gathered the data and discussed implementation of suggested strategies and timelines for implementation. Student administration also entered all data into ASSIST.

Central office administration were asked to review the CSIP prior to submission.

LCHS SBDM council reviewed the LCHS 2016-2017 CSIP prior to approving it at their November 2016 meeting.

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

The final LCHS 2016-2017 CSIP will be emailed to all faculty and staff members, appropriate Central Office staff and posted on school website. The link for the CSIP will be posted on the school Facebook page, weekly parent email, and Twitter account.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

From looking at our data on End of Course assessments and from our EPAS data, it appears that our students performed with their peers across the state in the areas assessed. As a school we still need to improve with the gap groups for special needs students and free and reduced lunch students. In addition, novice reduction in math and reading will be a focus areas for our PLC data analysis. We also used data from our TELL survey to improve on areas such as specific PD's (differentiation, and PGES).

We are meeting in PLC teams to discuss strategies to address the gap groups, novice reduction, and implementing interventions and remediation for gap group students. We are working with juniors on the ACT prior to the exam in March. We have identified students to take the KOSSA assessments in February and are working in their career area to ensure career readiness for our CCR calculation. Cougar Academic Time (CATS) focuses on non proficient students in the areas of math and reading.

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?

Three of our areas of strength are in CCR, Program Review and On-Demand Writing.

We are individually tracking our seniors progress on ACT, KYOTE, WORK KEYS and KOSSA examinations - to try and ensure that each student leaves our school College or Career Ready. We are working with our local ATC to help with areas of certifications on KOSSA exams. We are also using our 30 minutes of academic time (CATS) each day to discuss college and career readiness and RTI in math and reading. For Program Review, we continue to meet with those groups to address concerns and practical living, arts and humanities, Global Competency, and writing. PLVS continues to meet with business and industry leaders to discuss areas of concern with our curriculum and our students. We focused on reading strategies during our academic times with non proficient readers based on ACT practice test. Having academic time in smaller groups lent itself to be more intentional. We plan to sustain this progress by continuous monitoring and continued data analysis.

We have celebrated our schools back to back Distinguished ranking 2014-15 and 2015-16.

Opportunities for Improvement

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

We see need of improvement on the EOC portion of the KPREP assessment. Each subject has received scores from the previous years assessment to attempt to look for gaps in the curriculum. Each PLC has also received individual scores for students in their classes from previous EOC assessments and on students' as applicable. PLC's will focus and target GAP students during class and intervention time during our Cougar Academic Time (CATS). This will be in an effort to improve novice reduction. We plan to incorporate more individual assessment analysis for our students and identify students who are struggling early in the semester to assist them receive extra time in the subject areas of concern. We are being intentional in how we group students for our academic time - so that our groups with similar needs are addressed together.

Conclusion

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

We continue addressing our concerns to ensure that our questioning techniques on our formative assessments are challenging for all levels of learners. We also are ensuring that we are providing appropriate supports and models for our students. Our teachers are providing various types of ACT/EOC practice assessments and testing strategies. Teachers in core classes work within their PLC's to analyze common assessment data in an effort to reduce novice scores. Finally, we also are providing timely and appropriate feedback to our students on formative and summative tests. We provide opportunities for improvement by re-teaching and allowing our students to learn from their mistakes.

2016-2017 Comprehensive School Improvement Plan

Overview

Plan Name

2016-2017 Comprehensive School Improvement Plan

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 | State Proficiency Goal: Increase the average combined reading and math K-PREP scores from 47.5% to 73.1% in 2019. | Objectives: 1 Strategies: 3 Activities: 10 | Organizational | \$32000 |
| 2 | Collaborate to increase state cohort graduation rate from 95.8% to 96.3% by May 2016. | Objectives: 1 Strategies: 2 Activities: 8 | Organizational | \$16000 |
| 3 | State CCR Goal: Increase the percentage of students who are college and career ready from 34% to 67% by 2016. | Objectives: 2 Strategies: 4 Activities: 15 | Organizational | \$42500 |
| 4 | State Gap Reduction Goal: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.2% in 2014 to 67.1% in 2019. | Objectives: 1 Strategies: 2 Activities: 11 | Organizational | \$14000 |
| 5 | Program Review Goal: Increase the percentage of proficient and distinguished programs in the Arts and Humanities, PL/CS, and Writing Program Reviews. | Objectives: 1 Strategies: 1 Activities: 5 | Organizational | \$6000 |
| 6 | All staff at Logan County High School will be led by effective leaders. | Objectives: 1 Strategies: 1 Activities: 4 | Organizational | \$14000 |
| 7 | Every student at Logan County High School is taught by an effective teacher. | Objectives: 1 Strategies: 1 Activities: 6 | Organizational | \$0 |

Goal 1: State Proficiency Goal: Increase the average combined reading and math K-PREP scores from 47.5% to 73.1% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores from 51.4% to 59.1% by 05/01/2016 as measured by K-PREP.

Strategy 1:

CIITS - Teachers and leaders use CIITS to share and improve instructional practices and student engagement.

Category:

Research Cited: Kentucky Initiative

| Activity - Determine District Wide Engagement with CIITS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| Encourage CIITS training opportunities that currently exist and monitor participation to increase usage. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Curriculum Coordinators, PLC team leaders |

| Activity - Determine District Wide Engagement with CIITS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| Continue to use CIITS for additional instructional planning, creation, sharing of instructional resources, and analysis of data and reporting. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Principals, Curriculum Specialist, PLC team leaders |

| Activity - Provide Instructional Support | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| Leaders use CIITS for analyzing teacher evaluation data for school wide instructional improvement. This data helps our teachers improve classroom instructional practice | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Leadership Team (principals, curriculum specialist, teachers) |

Strategy 2:

Math Initiative - Provide additional training, support and technology to math department to increase the number of students reaching proficiency on KPREP assessments.

Category: Continuous Improvement

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Research Cited: Kentucky Initiative

| Activity - Provide technology support | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|-------------------|---|
| Increase technology use in the classroom by purchasing equipment through the district math and science initiative and require that all teachers provided with technology to attend training on using the new technology in the classroom. | Technology | 08/03/2015 | 05/20/2016 | \$10000 | Other | Principals, Curriculum Specialist, Science PLC team leader, Math Teachers |

| Activity - Provide common planning for data analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| Provide common planning time for Math PLC to meet weekly to determine instructional improvements based on student level evidence and data from KPREP and common assessments. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Principals, Curriculum Specialist, Math PLC |

| Activity - Vertical team meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| vertical meetings within the district will help teachers align the curriculum. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Principals, Curriculum Specialists, Math Teachers |

| Activity - Algebra based and Non-fiction comprehension curriculum | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|----------------------------------|
| Math department will include (Non-fiction) Comprehension article reviews and Algebraic based curriculum to apply to real world science concepts. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Curriculum Specialists, teachers |

Strategy 3:

Literacy Initiative - Provide additional training, support and technology to all departments to increase the number of students reaching proficiency in literacy on KPREP assessments.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|--------------------------|------------|------------|-------------------|---------------------|---|
| Literacy based training by English department after going through WKU Writing Project. | Professional Learning | 08/03/2015 | 05/20/2016 | \$20000 | Other | Principals, Curriculum Specialist, PLC team leaders, teachers |
| Activity - Provide technology support | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Increase technology use in the classroom by continuous use of iPads and Kindles. Also, require that all teachers provided with technology to attend training on using the new technology in the classroom | Technology | 08/03/2015 | 05/20/2016 | \$2000 | Other | Curriculum Specialist, PLC team leaders |
| Activity - Provide common planning for data analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Provide common planning time for each PLC to meet weekly to determine instructional improvements based on student level evidence and data from KPREP and common assessments. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Principals, Counselors, Curriculum Specialist, PLC team leaders |

Goal 2: Collaborate to increase state cohort graduation rate from 95.8% to 96.3% by May 2016.

Measurable Objective 1:

collaborate to increase the cohort graduation rate from 95.8% to 96.3% by 05/20/2016 as measured by the graduation formula .

Strategy 1:

Targeted Interventions - Learning Sessions provide targeted interventions for all students, including at-risk students and students in the non-duplicated gap group, who need specific help meeting the College and Career standards.

Category: Persistence to Graduation

Research Cited: Kentucky Best Practice

| | | | | | | |
|--|---------------|------------|------------|-------------------|-------------------|---|
| Activity - Provide Support and Resources for Learning Sessions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Provide teachers with resources and training for the Learning Sessions, which are offered to all students in Math, Language Arts, Social Studies, and Science on a weekly basis. | Tutoring | 08/03/2015 | 05/20/2016 | \$3000 | Other | Principals, Curriculum Specialist, PLC team leaders |

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| Activity - Provide Support and Resources for Freshman Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| Freshman teachers will monitor and support the Freshman Intervention plan to ensure students are being successful in their transition to high school | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Freshman principal, freshman counselor, freshman teachers |

| Activity - Identify specific students for learning sessions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|---|
| Students who are at-risk, below required CCR benchmarks, and/or who are in the non-duplicated gap group are targeted for these sessions. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$3000 | Other | Principals, Curriculum Specialist, PLC team leaders |

Strategy 2:

Career Readiness - Ensure that all students are using appropriate resources to achieve career readiness upon graduation.

Category: Persistence to Graduation

Research Cited: Kentucky Best Practice

| Activity - Provide Individual Learning Plans | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------|------------|------------|-------------------|---------------------|--|
| Assign all 9th grade students a career pathway based on their ILP, EXPLORE results, and interest inventories. | Career Preparation/Orientation | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Freshman Counselor, Freshman PLVS teachers |

| Activity - Provide College and Career Exposure | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------|------------|------------|-------------------|-------------------|-----------------------------|
| Provide an annual "College and Career Fair" for all students to gain valuable information from various colleges, technology schools, and local businesses on the variety of opportunities available after high school graduation. | Career Preparation/Orientation | 08/03/2015 | 05/20/2016 | \$10000 | Other | Counselors, YSC coordinator |

| Activity - Provide student grading information | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|----------------------|
| All teachers will use technology to provide students and parents with weekly grade updates via Infinite Campus | Parent Involvement | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Counselors, teachers |

| Activity - Provide College and Career Exposure | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|--------------------------------|------------|------------|-------------------|---------------------|---|
| Provide opportunities for student recruitment and retention in various CTE programs within the school and with Russellville Area Technology Center | Career Preparation/Orientation | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Counselors, CTE teachers, RATC Principal and teachers |
| Activity - "Close the Deal" | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Collaborate with local universities and financial aid representatives as local businesses to give students an idea of what they can achieve after high school. http://ltgovernor.ky.gov/closethedeal/Pages/default.aspx | Career Preparation/Orientation | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Principals, counselors, and teachers |

Goal 3: State CCR Goal: Increase the percentage of students who are college and career ready from 34% to 67% by 2016.

Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready from 78.9% to 79.5% by 05/20/2016 as measured by Unbridled Learning CCR formula.

Strategy 1:

Career Readiness Pathways - Provide opportunities for students to explore various college and career pathways.

Category: Career Readiness Pathways

Research Cited: Kentucky Best Practice

| | | | | | | |
|--|--------------------------------|------------|------------|-------------------|---------------------|--------------------------------------|
| Activity - Provide Dual Credit Opportunity | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Work with Western Kentucky University, Southern Kentucky Community and Technical College and RATC to increase the number of dual credit course offerings for students both during the school day and after school. | Career Preparation/Orientation | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Principals, Counselors |
| Activity - Alignment of Curriculum | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| CTE teachers align CTE curriculum with KOSSA, Industry standards, digital literacy/IC3 and Common Core standards | Policy and Process | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Curriculum Specialists, CTE teachers |
| Activity - Provide Career Certification | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|---|--------------------------------|------------|------------|-----|---------------------|---|
| CTE and RATC teachers review and update career major, KOSSA and industry certifications available to preparatory students | Career Preparation/Orientation | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Curriculum Specialists, CTE teachers, RATC principal and teachers |
|---|--------------------------------|------------|------------|-----|---------------------|---|

Strategy 2:

Provide College Readiness - Provide opportunities for students to enroll in more Advance Placement and dual credit coursework in English, Science, and Math through a partnership with WKU and SKYTECH.

Category: Continuous Improvement

Research Cited: Kentucky Research Initiative

| Activity - Increase Advance Placement Course offerings and enrollment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|-------------------------------------|
| Teachers implement and deliver Advanced Placement curriculum for specific courses. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$10000 | Other | Principals, Counselors, AP teachers |

| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|---|
| Expert teachers present during Data Day to faculty on data analysis and writing in the curriculum. | Professional Learning | 08/03/2015 | 05/20/2016 | \$10000 | Other | Principals, AP coordinator, AP teachers |

| Activity - Provide AP exams and practice exams | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|--|
| Supporting students with practice AP exams and exam analysis. Students take AP exams in the spring and the teachers will examine score reports to determine program improvements | Academic Support Program | 08/03/2015 | 05/20/2016 | \$10000 | Other | Advance Kentucky Staff, Principal, AP coordinator, AP teachers |

| Activity - Increase CIITS use | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Increase the percentage of teachers who create and publish lesson plans through the Continuous Instructional Improvement Technology System (CIITS). | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Administration Leadership team, Central Office PD team |

| Activity - Increase Advance Placement Course success rate | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
| | | | | | | |

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|---|--------------------|------------|------------|--------|-----------------|--|
| At the end of the 2015-16 school year, the percent of students making a 3 or higher on AP exams should be at 50%. | Direct Instruction | 08/03/2015 | 05/20/2016 | \$5000 | Race to the Top | Principal, Guidance Counselors, teachers |
|---|--------------------|------------|------------|--------|-----------------|--|

| Activity - Increase AP course offerings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|-------------------------------------|
| At the end of the 2014-15 school year, 60% of students are participating in AP courses. | Academic Support Program | 08/01/2014 | 05/29/2015 | \$0 | No Funding Required | Principals, Counselors, AP teachers |

| Activity - CIITS implementation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|---|
| High school educators utilize CIITS to develop common assessments using the FIP items available in CIITS. | Professional Learning | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Principals, PLC team leaders and teachers |

Strategy 3:

Provide targeted interventions - Identify students needing extra opportunities to succeed on ACT, EOC, COMPASS and KOSSA testing.

Category: Continuous Improvement

Research Cited: Kentucky Research Initiative

| Activity - Provide Instructional Support | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| Verify the list of students not meeting benchmarks on ACT and incorporate instructional support for these students during the school day. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Curriculum Specialist, PLC team leaders |

| Activity - Provide Instructional Support | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|--|
| Use SRI, SMI and ENG I and ALG 1 EOC - by Quality Core data to provide instructional support and remediation for students not meeting benchmark on PLAN and ACT | Academic Support Program | 08/03/2015 | 05/20/2016 | \$2500 | Other | Principal, Curriculum Specialist, PLC team leaders |

| Activity - Culture Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------------|------------|-------------------|-------------------|----------------------|
| At the high school level, Leadership Teams will conduct culture assessments. These leadership teams will participate in a culture assessment to assist in determining needs for the Personalized Learning Plan. | Behavioral Support Program | 08/03/2015 | 05/20/2016 | \$5000 | Race to the Top | Principals, Teachers |

Measurable Objective 2:

collaborate to implement the "Close the Deal" program by 10/12/2015 as measured by the increase in the percentage of students college and career ready.

Strategy 1:

Close the Deal Kickoff event - Close the Deal kickoff event will allow all seniors to meet with university and college admissions counselors, financial aid representatives and local business and industry leaders to give students an idea of what they can achieve while in college

Category: Career Readiness Pathways

Research Cited: <http://ltgovernor.ky.gov/closethedeal/Pages/default.aspx>

| Activity - College application days | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------------|------------|------------|-------------------|---------------------|----------------------------|
| Counselors and College and Career counselor meet individually with students to complete college applications | Career Preparation/Orientation | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Principals and counselors. |

| Activity - FAFSA application process | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------------|------------|------------|-------------------|---------------------|---------------------------|
| Counselors and College and Career counselor will meet with students and parents to complete FAFSA application process. | Career Preparation/Orientation | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Principals and Counselors |

Goal 4: State Gap Reduction Goal: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.2% in 2014 to 67.1% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency rating for students in the non-duplicated gap group from 42.4% to 50.9% by 05/20/2016 as measured by K-PREP.

Strategy 1:

Professional Development - Special Education teachers will participate in Professional Development to learn about effective instructional strategies and best practices for collaboration.

Category: Professional Learning & Support

Research Cited: Kentucky Best Practice

| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|-----------------------|------------|------------|-----|---------------------|--|
| Special Education teachers will attend training on effective literacy strategies (e.g. SPED Conference, Understanding Challenging behaviors, Safe Crisis Management, Due Process, etc) | Professional Learning | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Principal, Curriculum Coordinator, SPED department |
|---|-----------------------|------------|------------|-----|---------------------|--|

| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|--|
| Provide training to Special Education teachers on designing and delivering intensive interventions. | Professional Learning | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Director of Special Education, Principals, Special Education PLC team leader |

| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|--|
| Provide Special Education teachers training in the writing process to include Constructed Response strategies and On-Demand strategies for students | Professional Learning | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Central Office Curriculum Specialists, English/Language Arts Teachers, Special Education Teachers, |

| Activity - technology Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|-------------------|---|
| Provide some of the Special Education department with laptops to aid in the use of technology to help with lesson planning. | Technology | 08/03/2015 | 05/20/2016 | \$0 | General Fund | Administrators, Special Education teachers, |

Strategy 2:

Response to Intervention (RTI) - In response to novice reduction students will be placed in RTI groups in math and reading based on individual needs.

Category: Continuous Improvement

Research Cited: Kentucky Best Practice

| Activity - provide RTI to students | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
| | | | | | | |

Comprehensive School Improvement Plan

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|--|--------------------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Tier 3 math and reading intervention will be incorporated into the school master schedule and students will be placed in intervention based on academic goals and needs. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Principals, Counselors, Curriculum Specialist, PLC team leaders |
| Activity - Provide RTI to students | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Provide one-on-one tutoring in reading and math for RTI students who scored proficient on prior year EOC multiple choice but less than proficient on overall score to work on constructed response strategies. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Curriculum Specialist, PLC team leaders |
| Activity - Provide RTI to students | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Analyze KPREP scores to identify students who would benefit from additional in or out of school interventions in reading and math. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Principals, Counselors, Curriculum Specialist, PLC team leaders |
| Activity - audio versions of core content tests | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Create audio versions of core content tests for students with IEP's who have a reading accommodation to build familiarity with the audio format and increase proficiency. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Special Education Chair, Curriculum Specialists, and teachers |
| Activity - Novice Reduction in Math | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| In response to novice reduction we are restructuring math course sequence and adding an additional ALG class to accommodate severe needs or deficits in ALG 1. | Academic Support Program | 01/04/2016 | 05/26/2017 | \$0 | No Funding Required | Principals, Curriculum Coordinator, Guidance Counselors, Math Department |
| Activity - Novice Reduction in Math | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| In response to novice reduction in math, all ALG 1 students will take Quality Core ALG 1 EOC for data analysis to ensure correct placement in future math classes and mastery of basic ALG skills. | Academic Support Program | 05/01/2016 | 05/26/2017 | \$7000 | District Funding | Principals, Curriculum Coordinator, Math teachers |

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| Activity - Novice reduction in reading | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|--|
| In response to novice reduction in reading, all ENG 1 students will take Quality Core ENG 1 EOC for data analysis to be used for ENG II teachers and mastery of reading skills. | Academic Support Program | 05/16/2016 | 05/26/2017 | \$7000 | District Funding | Principals, Curriculum Coordinator, Language Arts teachers |

Goal 5: Program Review Goal: Increase the percentage of proficient and distinguished programs in the Arts and Humanities, PL/CS, and Writing Program Reviews.

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished programs in the Arts and Humanities, PL/CS, and Writing Program Reviews by 05/20/2016 as measured by the Program Review rubric classifications.

Strategy 1:

Program Review Professional Development - Specific Professional Development is provided for each Program Review area to encourage continuous growth and best practice. Professional Development is based on student data, school data, and teachers' professional growth plans.

Category: Continuous Improvement

Research Cited: Kentucky Best Practice

| Activity - Support the Program Review Process | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|--|
| Consult available resources to provide content-specific Arts and Humanities and PL/CS professional development. | Professional Learning | 08/03/2015 | 05/20/2016 | \$3000 | Other | Instructional Support staff and Curriculum Specialists |

| Activity - Support the Program Review Process | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|--|
| Determine if the literacy/writing plans need to be revised and what professional development needs to be provided (based on Writing Program Review) and update the plans as necessary. | Professional Learning | 08/03/2015 | 05/20/2016 | \$3000 | Other | Instructional Support staff, Curriculum Specialist |

| Activity - Annual Program Review | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|----------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|--|-----------------------|-------------------|-----------------|--------------------------|--------------------------|---|
| School teams meet to analyze the implementation of all Program Reviews and the implementation of the Writing policies and literacy plans | Policy and Process | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Principals, curriculum specialist, PLC team leaders |
| Activity - Provide professional development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| In response to the Kentucky TELL Survey of 2013 taken by LCHS teachers 55% agree with question 8.2c Special Education which states " In which of the following areas (if any) do you need professional development to teach your students more effectively? In the 2015-2016 school year more PD opportunities will be directed towards areas of Special Education and differentiating instruction . | Professional Learning | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | District professional development staff, Principal, Curriculum Specialist, Teachers |
| Activity - Wellness policy | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The district and school wellness teams will work together to develop policies for faculty and students on their overall health and wellness. School health and wellness team will analyze BMI data from LCHS PE and Health classes to monitor success | Other | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | School health and wellness committee, Principals, YSC coordinator, Health and PE teachers |

Goal 6: All staff at Logan County High School will be led by effective leaders.

Measurable Objective 1:

collaborate to increase Principal and Assistant Principals capacity and implementation of PPGES to 100% by 06/30/2016 as measured by the number of principals who have engaged in PPGES Professional Learning, as well as mastery of Teachscape proficiency..

Strategy 1:

Professional Growth and Effectiveness System - Collaborate to provide Professional Learning to all principals regarding the multiple measures of PPGES as measured by the number of principals who have engaged in PPGES Professional Learning, as well as mastery of Teachscape proficiency during the 2015-2016 school year.

Category: Principal PGES

Research Cited: Kentucky Initiative.

| | | | | | | |
|--|----------------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| Activity - Increase Districtwide Capacity | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|

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| - Develop and implement a Leadership PLC to support the understanding of PPGES. - Participate ISLN - Participate NISL - Utilize Leadership PLC to support observation proficiency for the Kentucky Adapted Framework through Teachscape - Monitor implementation of program through district review. | Professional Learning | 08/03/2015 | 05/20/2016 | \$9000 | Other | District Leadership; Principals |
| Activity - Professional Growth | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| - Implement Professional Growth Plan, including multiple review points in collaboration with superintendent/designee. - To meet the requirements of Race to the Top, at least 75% of educators have accessed professional learning opportunities through the professional development arm of CIITS/EDS, as evidenced in the annual review of each professional growth plan. - Monitor the implementation through professional development. | Professional Learning | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | District Leadership and Principals |
| Activity - PPGES | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| - Develop Professional Growth Plan based on self-reflection and student growth needs. - Develop Student Growth Goals based on student need as identified in School Improvement Plans in ASSIST and corresponding rubric to identify level of success in achieving intermediate goals toward long-range target - Develop Working Conditions Goal based on most recent TELL Kentucky Survey data with a corresponding rubric to identify level of success in achieving intermediate goals toward long-range target. - Complete a minimum of two observations per year, by superintendent/designee, for each administrator with a formative review of the following: success in performance standards, student growth goal attainment, PGP implementation, and supervisor's assessment of working conditions. | Professional Learning | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Superintendent/Designee; Principals |
| Activity - Culture Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| At the high school level, Leadership Teams will attend Professional Development to learn how to conduct culture assessments. These leadership teams will participate in a culture assessment to assist in determining needs for the Personalized Learning Plan. | Behavioral Support Program | 08/01/2013 | 05/23/2014 | \$5000 | Grant Funds | RTT-D, Principals, Teachers |

Goal 7: Every student at Logan County High School is taught by an effective teacher.

Measurable Objective 1:

collaborate to increase Teacher capacity and implementation of TPGES to 100% by 06/30/2016 as measured by the number of teachers who have engaged in TPGES Professional Learning during the 2015-2016 school year.

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Strategy 1:

Increase Teacher capacity - Collaborate to provide Professional Learning to all teachers regarding the multiple measures of TPGES as measured by the number of teachers who have engaged in TPGES Professional Learning during the 2015-16 school year.

Category: Teacher PGES

Research Cited: Kentucky Initiative

| Activity - Increase Districtwide Capacity | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|--|
| <ul style="list-style-type: none"> - Support the implementation of the Professional Growth and Effectiveness System in each school - Support teachers in ISLN - Ensure observation certification in the Danielson Framework to perform teacher observation for growth and development of teachers. - Support schools in building full Teacher capacity for implementation of TPGES, incorporating the following: Kentucky Framework for Teaching, Observation Certification, Self-reflection, Student Growth Goal, Professional Growth Goal Setting, Student Voice, and Effective Feedback. - Monitor implementation of program through district review. | Professional Learning | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Central Office Staff; Principals; Teachers |

| Activity - Professional Growth | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|--|
| <p>Support leadership in the development and completion of training for teachers and principals in the use of CIITS with intentional focus on the following: Educator Development Suite and Edivation.</p> <ul style="list-style-type: none"> - Monitor the implementation through professional development. <p>(monitored by principals and district leadership):</p> <ul style="list-style-type: none"> - 70% of teachers evaluated as accomplished or developing under the common statewide evaluation system - 20% of teachers evaluated as exemplary under the common statewide evaluation system - 10% of teachers evaluated as ineffective under the common statewide evaluation system | Professional Learning | 08/01/2015 | 05/20/2016 | \$0 | No Funding Required | Superintendent, District/School Leadership, Teachers |

| Activity - PGES | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|---------------------|
| <p>Lead the development of a district-level PGES implementation monitoring plan referring to the PGES Implementation Timeline.</p> <ul style="list-style-type: none"> - Support the development of Student Growth Goals based on student need. | Professional Learning | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | District Leadership |

| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
| | | | | | | |

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|---|-----------------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Increase the percentage of teachers who were evaluated as exemplary under the common statewide evaluation system from 8% in SY 2014-15 to 20% in SY 2015-2016 | Professional Learning | 08/01/2015 | 05/20/2016 | \$0 | No Funding Required | Principals, Teachers, Central Office Staff |
| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Increase the percentage of teachers who were evaluated as accomplished or developing under the common statewide evaluation system from 70% in SY 2014-15 to 80% in SY 2015-2016 | Professional Learning | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Administration team, Teachers |
| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Decrease the percentage of teachers who were evaluated as ineffective under the common statewide evaluation system from 10% in SY 2014-2015 to 5% in SY 2015-2016. | Professional Learning | 08/03/2015 | 05/20/2016 | \$0 | No Funding Required | Administrative team, Teachers |

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 |
|--|---|----------------------------|------------|------------|-------------------|--|
| Increase Advance Placement Course success rate | At the end of the 2015-16 school year, the percent of students making a 3 or higher on AP exams should be at 50%. | Direct Instruction | 08/03/2015 | 05/20/2016 | \$5000 | Principal, Guidance Counselors, teachers |
| Culture Assessment | At the high school level, Leadership Teams will conduct culture assessments. These leadership teams will participate in a culture assessment to assist in determining needs for the Personalized Learning Plan. | Behavioral Support Program | 08/03/2015 | 05/20/2016 | \$5000 | Principals, Teachers |
| Total | | | | | \$10000 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------------|---|--------------------------------|------------|------------|-------------------|--|
| Provide Instructional Support | Verify the list of students not meeting benchmarks on ACT and incorporate instructional support for these students during the school day. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | Curriculum Specialist, PLC team leaders |
| Provide Career Certification | CTE and RATC teachers review and update career major, KOSSA and industry certifications available to preparatory students | Career Preparation/Orientation | 08/03/2015 | 05/20/2016 | \$0 | Curriculum Specialists, CTE teachers, RATC principal and teachers |
| Provide Professional Development | Provide Special Education teachers training in the writing process to include Constructed Response strategies and On-Demand strategies for students | Professional Learning | 08/03/2015 | 05/20/2016 | \$0 | Central Office Curriculum Specialists, English/Language Arts Teachers, Special Education Teachers, |

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|---|---|--------------------------------|------------|------------|-----|---|
| Alignment of Curriculum | CTE teachers align CTE curriculum with KOSSA, Industry standards, digital literacy/IC3 and Common Core standards | Policy and Process | 08/03/2015 | 05/20/2016 | \$0 | Curriculum Specialists, CTE teachers |
| Provide Instructional Support | Leaders use CIITS for analyzing teacher evaluation data for school wide instructional improvement. This data helps our teachers improve classroom instructional practice | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | Leadership Team (principals, curriculum specialist, teachers) |
| Provide Professional Development | Increase the percentage of teachers who were evaluated as accomplished or developing under the common statewide evaluation system from 70% in SY 2014-15 to 80% in SY 2015-2016 | Professional Learning | 08/03/2015 | 05/20/2016 | \$0 | Administration team, Teachers |
| Wellness policy | The district and school wellness teams will work together to develop policies for faculty and students on their overall health and wellness. School health and wellness team will analyze BMI data from LCHS PE and Health classes to monitor success | Other | 08/03/2015 | 05/20/2016 | \$0 | School health and wellness committee, Principals, YSC coordinator, Health and PE teachers |
| Determine District Wide Engagement with CIITS | Continue to use CIITS for additional instructional planning, creation, sharing of instructional resources, and analysis of data and reporting. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | Principals, Curriculum Specialist, PLC team leaders |
| Professional Growth | Support leadership in the development and completion of training for teachers and principals in the use of CIITS with intentional focus on the following: Educator Development Suite and Edviation. - Monitor the implementation through professional development. (monitored by principals and district leadership): - 70% of teachers evaluated as accomplished or developing under the common statewide evaluation system - 20% of teachers evaluated as exemplary under the common statewide evaluation system - 10% of teachers evaluated as ineffective under the common statewide evaluation system | Professional Learning | 08/01/2015 | 05/20/2016 | \$0 | Superintendent, District/School Leadership, Teachers |
| FAFSA application process | Counselors and College and Career counselor will meet with students and parents to complete FAFSA application process. | Career Preparation/Orientation | 08/03/2015 | 05/20/2016 | \$0 | Principals and Counselors |

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|---|---|--------------------------------|------------|------------|-----|--|
| Increase Districtwide Capacity | <ul style="list-style-type: none"> - Support the implementation of the Professional Growth and Effectiveness System in each school - Support teachers in ISLN - Ensure observation certification in the Danielson Framework to perform teacher observation for growth and development of teachers. - Support schools in building full Teacher capacity for implementation of TPGES, incorporating the following: Kentucky Framework for Teaching, Observation Certification, Self-reflection, Student Growth Goal, Professional Growth Goal Setting, Student Voice, and Effective Feedback. - Monitor implementation of program through district review. | Professional Learning | 08/03/2015 | 05/20/2016 | \$0 | Central Office Staff; Principals; Teachers |
| PPGES | <ul style="list-style-type: none"> - Develop Professional Growth Plan based on self-reflection and student growth needs. - Develop Student Growth Goals based on student need as identified in School Improvement Plans in ASSIST and corresponding rubric to identify level of success in achieving intermediate goals toward long-range target - Develop Working Conditions Goal based on most recent TELL Kentucky Survey data with a corresponding rubric to identify level of success in achieving intermediate goals toward long-range target. - Complete a minimum of two observations per year, by superintendent/designee, for each administrator with a formative review of the following: success in performance standards, student growth goal attainment, PGP implementation, and supervisor's assessment of working conditions. | Professional Learning | 08/03/2015 | 05/20/2016 | \$0 | Superintendent/Designee; Principals |
| Provide common planning for data analysis | Provide common planning time for Math PLC to meet weekly to determine instructional improvements based on student level evidence and data from KPREP and common assessments. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | Principals, Curriculum Specialist, Math PLC |
| College application days | Counselors and College and Career counselor meet individually with students to complete college applications | Career Preparation/Orientation | 08/03/2015 | 05/20/2016 | \$0 | Principals and counselors. |
| CIITS implementation | High school educators utilize CIITS to develop common assessments using the FIP items available in CIITS. | Professional Learning | 08/03/2015 | 05/20/2016 | \$0 | Principals, PLC team leaders and teachers |
| Provide common planning for data analysis | Provide common planning time for each PLC to meet weekly to determine instructional improvements based on student level evidence and data from KPREP and common assessments. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | Principals, Counselors, Curriculum Specialist, PLC team leaders |

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|--------------------------------------|--|--------------------------------|------------|------------|-----|---|
| Increase AP course offerings | At the end of the 2014-15 school year, 60% of students are participating in AP courses. | Academic Support Program | 08/01/2014 | 05/29/2015 | \$0 | Principals, Counselors, AP teachers |
| provide RTI to students | Tier 3 math and reading intervention will be incorporated into the school master schedule and students will be placed in intervention based on academic goals and needs. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | Principals, Counselors, Curriculum Specialist, PLC team leaders |
| Provide College and Career Exposure | Provide opportunities for student recruitment and retention in various CTE programs within the school and with Russellville Area Technology Center | Career Preparation/Orientation | 08/03/2015 | 05/20/2016 | \$0 | Counselors, CTE teachers, RATC Principal and teachers |
| audio versions of core content tests | Create audio versions of core content tests for students with IEP's who have a reading accommodation to build familiarity with the audio format and increase proficiency. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | Special Education Chair, Curriculum Specialists, and teachers |
| Provide student grading information | All teachers will use technology to provide students and parents with weekly grade updates via Infinite Campus | Parent Involvement | 08/03/2015 | 05/20/2016 | \$0 | Counselors, teachers |
| Provide professional development | In response to the Kentucky TELL Survey of 2013 taken by LCHS teachers 55% agree with question 8.2c Special Education which states " In which of the following areas (if any) do you need professional development to teach your students more effectively? In the 2015-2016 school year more PD opportunities will be directed towards areas of Special Education and differentiating instruction . | Professional Learning | 08/03/2015 | 05/20/2016 | \$0 | District professional development staff, Principal, Curriculum Specialist, Teachers |
| Annual Program Review | School teams meet to analyze the implementation of all Program Reviews and the implementation of the Writing policies and literacy plans | Policy and Process | 08/03/2015 | 05/20/2016 | \$0 | Principals, curriculum specialist, PLC team leaders |
| Vertical team meetings | vertical meetings within the district will help teachers align the curriculum. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | Principals, Curriculum Specialists, Math Teachers |
| Provide Dual Credit Opportunity | Work with Western Kentucky University, Southern Kentucky Community and Technical College and RATC to increase the number of dual credit course offerings for students both during the school day and after school. | Career Preparation/Orientation | 08/03/2015 | 05/20/2016 | \$0 | Principals, Counselors |

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|-----------------------------------|--|--------------------------------|------------|------------|-----|--|
| PGES | Lead the development of a district-level PGES implementation monitoring plan referring to the PGES Implementation Timeline. - Support the development of Student Growth Goals based on student need. | Professional Learning | 08/03/2015 | 05/20/2016 | \$0 | District Leadership |
| Increase CIITS use | Increase the percentage of teachers who create and publish lesson plans through the Continuous Instructional Improvement Technology System (CIITS). | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | Administration Leadership team, Central Office PD team |
| Professional Growth | - Implement Professional Growth Plan, including multiple review points in collaboration with superintendent/designee. - To meet the requirements of Race to the Top, at least 75% of educators have accessed professional learning opportunities through the professional development arm of CIITS/EDS, as evidenced in the annual review of each professional growth plan. - Monitor the implementation through professional development. | Professional Learning | 08/03/2015 | 05/20/2016 | \$0 | District Leadership and Principals |
| Provide Professional Development | Provide training to Special Education teachers on designing and delivering intensive interventions. | Professional Learning | 08/03/2015 | 05/20/2016 | \$0 | Director of Special Education, Principals, Special Education PLC team leader |
| Provide Professional Development | Increase the percentage of teachers who were evaluated as exemplary under the common statewide evaluation system from 8% in SY 2014-15 to 20% in SY 2015-2016 | Professional Learning | 08/01/2015 | 05/20/2016 | \$0 | Principals, Teachers, Central Office Staff |
| Provide Individual Learning Plans | Assign all 9th grade students a career pathway based on their ILP, EXPLORE results, and interest inventories. | Career Preparation/Orientation | 08/03/2015 | 05/20/2016 | \$0 | Freshman Counselor, Freshman PLVS teachers |
| Provide Professional Development | Decrease the percentage of teachers who were evaluated as ineffective under the common statewide evaluation system from 10% in SY 2014-2015 to 5% in SY 2015-2016. | Professional Learning | 08/03/2015 | 05/20/2016 | \$0 | Administrative team, Teachers |
| Novice Reduction in Math | In response to novice reduction we are restructuring math course sequence and adding an additional ALG class to accommodate severe needs or deficits in ALG 1. | Academic Support Program | 01/04/2016 | 05/26/2017 | \$0 | Principals, Curriculum Coordinator, Guidance Counselors, Math Department |

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|---|---|--------------------------------|------------|------------|-----|---|
| Provide Support and Resources for Freshman Intervention | Freshman teachers will monitor and support the Freshman Intervention plan to ensure students are being successful in their transition to high school | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | Freshman principal, freshman counselor, freshman teachers |
| Provide RTI to students | Provide one-on-one tutoring in reading and math for RTI students who scored proficient on prior year EOC multiple choice but less than proficient on overall score to work on constructed response strategies. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | Curriculum Specialist, PLC team leaders |
| Provide RTI to students | Analyze KPREP scores to identify students who would benefit from additional in or out of school interventions in reading and math. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | Principals, Counselors, Curriculum Specialist, PLC team leaders |
| Determine District Wide Engagement with CIITS | Encourage CIITS training opportunities that currently exist and monitor participation to increase usage. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | Curriculum Coordinators, PLC team leaders |
| Algebra based and Non-fiction comprehension curriculum | Math department will include (Non-fiction) Comprehension article reviews and Algebraic based curriculum to apply to real world science concepts. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$0 | Curriculum Specialists, teachers |
| "Close the Deal" | Collaborate with local universities and financial aid representatives as local businesses to give students an idea of what they can achieve after high school. http://ltgovernor.ky.gov/closethedeal/Pages/default.aspx | Career Preparation/Orientation | 08/03/2015 | 05/20/2016 | \$0 | Principals, counselors, and teachers |
| Provide Professional Development | Special Education teachers will attend training on effective literacy strategies (e.g. SPED Conference, Understanding Challenging behaviors, Safe Crisis Management, Due Process, etc) | Professional Learning | 08/03/2015 | 05/20/2016 | \$0 | Principal, Curriculum Coordinator, SPED department |
| Total | | | | | \$0 | |

Grant Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------|---|----------------------------|------------|------------|-------------------|-----------------------------|
| Culture Assessment | At the high school level, Leadership Teams will attend Professional Development to learn how to conduct culture assessments. These leadership teams will participate in a culture assessment to assist in determining needs for the Personalized Learning Plan. | Behavioral Support Program | 08/01/2013 | 05/23/2014 | \$5000 | RTT-D, Principals, Teachers |
| Total | | | | | \$5000 | |

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District Funding

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------|--|--------------------------|------------|------------|-------------------|--|
| Novice Reduction in Math | In response to novice reduction in math, all ALG 1 students will take Quality Core ALG 1 EOC for data analysis to ensure correct placement in future math classes and mastery of basic ALG skills. | Academic Support Program | 05/01/2016 | 05/26/2017 | \$7000 | Principals, Curriculum Coordinator, Math teachers |
| Novice reduction in reading | In response to novice reduction in reading, all ENG 1 students will take Quality Core ENG 1 EOC for data analysis to be used for ENG II teachers and mastery of reading skills. | Academic Support Program | 05/16/2016 | 05/26/2017 | \$7000 | Principals, Curriculum Coordinator, Language Arts teachers |
| Total | | | | | \$14000 | |

General Fund

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------------|---|---------------|------------|------------|-------------------|--|
| technology Professional Development | Provide some of the Special Education department with laptops to aid in the use of technology to help with lesson planning. | Technology | 08/03/2015 | 05/20/2016 | \$0 | Administrator s, Special Education teachers, |
| Total | | | | | \$0 | |

Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------------|--|--------------------------|------------|------------|-------------------|--|
| Provide Professional Development | Literacy based training by English department after going through WKU Writing Project. | Professional Learning | 08/03/2015 | 05/20/2016 | \$20000 | Principals, Curriculum Specialist, PLC team leaders, teachers |
| Provide Professional Development | Expert teachers present during Data Day to faculty on data analysis and writing in the curriculum. | Professional Learning | 08/03/2015 | 05/20/2016 | \$10000 | Principals, AP coordinator, AP teachers |
| Provide AP exams and practice exams | Supporting students with practice AP exams and exam analysis. Students take AP exams in the spring and the teachers will examine score reports to determine program improvements | Academic Support Program | 08/03/2015 | 05/20/2016 | \$10000 | Advance Kentucky Staff, Principal, AP coordinator, AP teachers |

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|--|--|--------------------------------|------------|------------|---------|---|
| Support the Program Review Process | Determine if the literacy/writing plans need to be revised and what professional development needs to be provided (based on Writing Program Review) and update the plans as necessary. | Professional Learning | 08/03/2015 | 05/20/2016 | \$3000 | Instructional Support staff, Curriculum Specialist |
| Provide Instructional Support | Use SRI, SMI and ENG I and ALG 1 EOC - by Quality Core data to provide instructional support and remediation for students not meeting benchmark on PLAN and ACT | Academic Support Program | 08/03/2015 | 05/20/2016 | \$2500 | Principal, Curriculum Specialist, PLC team leaders |
| Increase Advance Placement Course offerings and enrollment | Teachers implement and deliver Advanced Placement curriculum for specific courses. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$10000 | Principals, Counselors, AP teachers |
| Provide technology support | Increase technology use in the classroom by continuous use of iPads and Kindles. Also, require that all teachers provided with technology to attend training on using the new technology in the classroom | Technology | 08/03/2015 | 05/20/2016 | \$2000 | Curriculum Specialist, PLC team leaders |
| Increase Districtwide Capacity | <ul style="list-style-type: none"> - Develop and implement a Leadership PLC to support the understanding of PPGES. - Participate ISLN - Participate NISL - Utilize Leadership PLC to support observation proficiency for the Kentucky Adapted Framework through Teachscape - Monitor implementation of program through district review. | Professional Learning | 08/03/2015 | 05/20/2016 | \$9000 | District Leadership; Principals |
| Provide technology support | Increase technology use in the classroom by purchasing equipment through the district math and science initiative and require that all teachers provided with technology to attend training on using the new technology in the classroom. | Technology | 08/03/2015 | 05/20/2016 | \$10000 | Principals, Curriculum Specialist, Science PLC team leader, Math Teachers |
| Identify specific students for learning sessions | Students who are at-risk, below required CCR benchmarks, and/or who are in the non-duplicated gap group are targeted for these sessions. | Academic Support Program | 08/03/2015 | 05/20/2016 | \$3000 | Principals, Curriculum Specialist, PLC team leaders |
| Provide Support and Resources for Learning Sessions | Provide teachers with resources and training for the Learning Sessions, which are offered to all students in Math, Language Arts, Social Studies, and Science on a weekly basis. | Tutoring | 08/03/2015 | 05/20/2016 | \$3000 | Principals, Curriculum Specialist, PLC team leaders |
| Provide College and Career Exposure | Provide an annual "College and Career Fair" for all students to gain valuable information from various colleges, technology schools, and local businesses on the variety of opportunities available after high school graduation. | Career Preparation/Orientation | 08/03/2015 | 05/20/2016 | \$10000 | Counselors, YSC coordinator |
| Support the Program Review Process | Consult available resources to provide content-specific Arts and Humanities and PL/CS professional development. | Professional Learning | 08/03/2015 | 05/20/2016 | \$3000 | Instructional Support staff and Curriculum Specialists |

Comprehensive School Improvement Plan

Logan County High School

Total

\$95500

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

| Label | Assurance | Response | Comment | Attachment |
|----------------------|--|-----------------|----------------|-------------------|
| Preschool Transition | The school planned preschool transition strategies and the implementation process. | N/A | | |

| 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. | N/A | Not a Title I school | |

Comprehensive School Improvement Plan

Logan County High School

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

| Label | Assurance | Response | Comment | Attachment |
|---------------------|---|----------|----------------------|------------|
| Schoolwide Planning | The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process. | No | Not a Title I school | |

| 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. | No | Not a Title I school | |

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

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

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

Comprehensive School Improvement Plan

Logan County High School

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

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

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

| Label | Assurance | Response | Comment | Attachment |
|-----------------------|--|----------|----------------------|------------|
| Federal Program Funds | The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities. | No | Not a Title I school | |

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

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

| Label | Assurance | Response | Comment | Attachment |
|--------------------------|---|----------|----------------------|------------|
| Professional Development | The school planned or provided appropriate professional development activities for staff members who serve identified Title I students. | No | Not a Title I school | |

Comprehensive School Improvement Plan

Logan County High School

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

| Label | Assurance | Response | Comment | Attachment |
|--------------|---|----------|---|------------|
| Transparency | The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below). | Yes | http://www.logan.kyschools.us/1/Content2/114 | |

| 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. | N/A | | |

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

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

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

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

Comprehensive School Improvement Plan

Logan County High School

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

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

| Label | Assurance | Response | Comment | Attachment |
|-----------------------|---|----------|----------------------|------------|
| Cap Size Requirements | The school met its cap size requirements without using Title I funds. | No | Not a Title I school | |

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Program Review Goal: Increase the percentage of proficient and distinguished programs in the Arts and Humanities, PL/CS, Global Competency and Writing Program Reviews.

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished programs in the Arts and Humanities, PL/CS, Global Competency, and Writing Program Reviews by 05/19/2017 as measured by the Program Review rubric classifications.

Strategy1:

Program Review Professional Development - Specific Professional Development is provided for each Program Review area to encourage continuous growth and best practice. Professional Development is based on student data, school data, and teachers' professional growth plans.

Category: Continuous Improvement

Research Cited: Kentucky Best Practice

| Activity - Wellness policy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|---|
| The district and school wellness teams will work together to develop policies for faculty and students on their overall health and wellness. | Other | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | School health and wellness committee, Principals, YSC coordinator, Health and PE teachers |

| Activity - Support the Program Review Process | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|--|
| Consult available resources to provide content-specific Arts and Humanities and PL/CS professional development. | Professional Learning | 08/01/2016 | 05/19/2017 | \$3000 - Other | Instructional Support staff and Curriculum Specialists |

| Activity - Annual Program Review | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| School teams meet to analyze the implementation of all Program Reviews and the implementation of the Writing policies and literacy plans | Policy and Process | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals, curriculum specialist, PLC team leaders |

Comprehensive School Improvement Plan

Logan County High School

| Activity - Support the Program Review Process | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|--|
| Determine if the literacy/writing plans need to be revised and what professional development needs to be provided (based on Writing Program Review) and update the plans as necessary. | Professional Learning | 08/01/2016 | 05/19/2017 | \$3000 - Other | Instructional Support staff, Curriculum Specialist |

Goal 2:

All staff at Logan County High School will be led by effective leaders.

Measurable Objective 1:

collaborate to increase Principal and Assistant Principals capacity and implementation of PPGES to 100% by 06/30/2017 as measured by the number of principals who have engaged in PPGES Professional Learning..

Strategy1:

Professional Growth and Effectiveness System - Collaborate to provide Professional Learning to all principals regarding the multiple measures of PPGES as measured by the number of principals who have engaged in PPGES Professional Learning, as well as mastery of Teachscape proficiency during the 2016-2017 school year.

Category: Principal PGES

Research Cited: Kentucky Initiative.

| Activity - Increase Districtwide Capacity | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|---------------------------------|
| - Develop and implement a Leadership PLC to support the understanding of PPGES. - Participate ISLN - Participate NISL - Utilize Leadership PLC to support observation proficiency for the Kentucky Adapted Framework through Teachscape - Monitor implementation of program through district review. | Professional Learning | 08/01/2016 | 05/19/2017 | \$9000 - Other | District Leadership; Principals |

| Activity - Culture Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|-------------------------|-----------------------------|
| At the high school level, Leadership Teams will attend Professional Development to learn more about the impact of culture and climate. The leadership team will work with the Josten's Renaissance team to incorporate new ideas to improve culture and climate for students and staff. | Behavioral Support Program | 08/01/2016 | 05/19/2017 | \$5000 - Grant Funds | RTT-D, Principals, Teachers |

Comprehensive School Improvement Plan

Logan County High School

| Activity - PPGES | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------------------|
| <ul style="list-style-type: none"> - Develop Professional Growth Plan based on self-reflection and student growth needs. - Develop Student Growth Goals based on student need as identified in School Improvement Plans in ASSIST and corresponding rubric to identify level of success in achieving intermediate goals toward long-range target - Develop Working Conditions Goal based on most recent TELL Kentucky Survey data with a corresponding rubric to identify level of success in achieving intermediate goals toward long-range target. - Complete a minimum of two observations per year, by superintendent/designee, for each administrator with a formative review of the following: success in performance standards, student growth goal attainment, PGP implementation, and supervisor's assessment of working conditions. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Superintendent/Designee; Principals |

| Activity - Professional Growth | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------------------|
| <ul style="list-style-type: none"> - Implement Professional Growth Plan, including multiple review points in collaboration with superintendent/designee. - To meet the requirements of Race to the Top, at least 75% of educators have accessed professional learning opportunities through the professional development arm of CIITS/EDS, as evidenced in the annual review of each professional growth plan. - Monitor the implementation through professional development. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | District Leadership and Principals |

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

Goal 1:

State Proficiency Goal: Increase the average combined reading and math K-PREP scores from 49.4% to 73.1% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores from 49.3% to 64.2% by 05/01/2017 as measured by K-PREP.

Strategy1:

CIITS - Teachers and leaders use CIITS during peer observations to share and improve instructional practices and student engagement.

Category: Teacher PGES

Research Cited: Kentucky Initiative

Comprehensive School Improvement Plan

Logan County High School

| Activity - Provide Instructional Support | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Leaders use CIITS for analyzing teacher evaluation data for school wide instructional improvement. This data helps our teachers improve classroom instructional practice | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Leadership Team (principals, curriculum specialist, teachers) |

| Activity - Determine District Wide Engagement with CIITS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Encourage CIITS training opportunities that currently exist and monitor participation to increase usage. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Curriculum Coordinators, PLC team leaders, Administration |

| Activity - Determine District Wide Engagement with CIITS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| Continue to use CIITS for peer observations and sharing of instructional resources. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals, Curriculum Specialist, PLC team leaders |

Strategy2:

Math Initiative - Provide additional training, support and technology to math department to increase the number of students reaching proficiency on KPREP assessments.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

| Activity - Provide technology support | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|---|
| Increase technology use in the classroom by purchasing equipment through the district math and science initiative and teachers will be provided training as needed. | Technology | 08/01/2016 | 05/19/2017 | \$2000 - Other | Principals, Curriculum Specialist, Science PLC team leader, Math Teachers |

| Activity - Provide common planning for data analysis | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Provide common planning time for Math PLC to meet weekly to determine instructional improvements based on student level evidence and data from KPREP and common assessments. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals, Curriculum Specialist, Math PLC |

| Activity - flexible grouping | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Math department works with counselors on scheduling students in classes by providing flexible grouping based on skill levels. This is an effort to improve novice reduction. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Curriculum Specialists, teachers, counselors, administration |

Comprehensive School Improvement Plan

Logan County High School

| Activity - Vertical team meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| vertical meetings within the district will help teachers align the curriculum from eighth grade through senior year. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals, Curriculum Specialists, Math Teachers |

Strategy3:

Literacy Initiative - Provide additional training, support and technology to all departments to increase the number of students reaching proficiency in literacy on KPREP assessments.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

| Activity - Provide common planning for data analysis | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Provide common planning time for each PLC to meet weekly to determine instructional improvements based on student level evidence and data from KPREP and common assessments. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals, Counselors, Curriculum Specialist, PLC team leaders, teachers |

| Activity - novice reduction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|---|
| The English department will utilize the Cougar Academic Time (CATS) to target non proficient readers and focus on specific reading strategies to improve novice reduction. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - Other | Principals, Curriculum Specialist, PLC team leaders, teachers |

| Activity - Provide technology support | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|---|
| Increase technology use in the classroom by continuous use of iPads, Google Chrome books, and Kindles. Also, provide training as necessary to teachers. | Technology | 08/01/2016 | 05/19/2017 | \$2000 - Other | Curriculum Specialist, teachers, administration |

Goal 2:

State Gap Reduction Goal: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 37.9% in 2016 to 67.1% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency rating for students in the non-duplicated gap group from 42.9% to 57.0% by 05/19/2017 as measured by K-PREP.

Strategy1:

Professional Development - Special Education teachers will participate in Professional Development to learn about effective instructional strategies and best practices.

Category: Professional Learning & Support

Comprehensive School Improvement Plan

Logan County High School

Research Cited: Kentucky Best Practice

| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Provide training to Special Education teachers on designing and delivering intensive interventions. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Director of Special Education, Principals, Special Education PLC team leader |

| Activity - technology Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|---|
| Provide the Special Education department with laptops to aid in the use of technology to help with lesson planning. | Technology | 08/01/2016 | 05/19/2017 | \$0 - General Fund | Administrators, Special Education teachers, |

| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Provide Special Education teachers training in the writing process to include Constructed Response strategies and On-Demand strategies for students | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Central Office Curriculum Specialists, English/Language Arts Teachers, Special Education Teachers, |

| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Special Education teachers will attend training on effective literacy strategies (e.g. SPED Conference, Understanding Challenging behaviors, Safe Crisis Management, Due Process, etc) | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principal, Curriculum Coordinator, SPED department |

Strategy2:

Response to Intervention (RTI) - In response to novice reduction students will be placed in RTI groups in math and reading based on individual needs.

Category: Continuous Improvement

Research Cited: Kentucky Best Practice

| Activity - provide RTI to students | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| Tier 3 math and reading intervention will be incorporated into the school master schedule during Cougar Academic Time (CATS) and students will be placed in intervention based on academic goals and needs. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals, Counselors, Curriculum Specialist, PLC team leaders |

Comprehensive School Improvement Plan

Logan County High School

| Activity - Novice Reduction in Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| In response to novice reduction in math, all ALG 1 students will take Quality Core ALG 1 EOC for data analysis to ensure correct placement in future math classes and mastery of basic ALG skills. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$7000 - District Funding | Principals, Curriculum Coordinator, Math teachers |

| Activity - Novice Reduction in Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| In response to novice reduction we are restructuring math course sequence and adding an additional ALG class to accommodate severe needs or deficits in ALG 1. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals, Curriculum Coordinator, Guidance Counselors, Math Department |

| Activity - mentor GAP students | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| PLC's identify GAP students in their classroom and initiate a mentor program with a small group of students to build relationships and improve GAP scores. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Special Education Chair, Curriculum Specialists, and teachers |

| Activity - Provide RTI to students | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| PLC's analyze common assessment data to identify students below proficiency and incorporate intervention strategies within smaller groups. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Curriculum Specialist, PLC team leaders |

| Activity - Provide RTI to students | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Analyze common assessment scores to identify students who would benefit from additional in or out of school interventions in reading and math. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals, Counselors, Curriculum Specialist, PLC team leaders |

| Activity - Novice reduction in reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| In response to novice reduction in reading, all ENG 1 students will take Quality Core ENG 1 EOC for data analysis to be used for ENG II teachers and mastery of reading skills. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$7000 - District Funding | Principals, Curriculum Coordinator, Language Arts teachers |

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

N/A (this question does not apply)

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

Comprehensive School Improvement Plan

Logan County High School

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

State Proficiency Goal: Increase the average combined reading and math K-PREP scores from 49.4% to 73.1% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores from 49.3% to 64.2% by 05/01/2017 as measured by K-PREP.

Strategy1:

Literacy Initiative - Provide additional training, support and technology to all departments to increase the number of students reaching proficiency in literacy on KPREP assessments.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

| Activity - novice reduction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|---|
| The English department will utilize the Cougar Academic Time (CATS) to target non proficient readers and focus on specific reading strategies to improve novice reduction. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - Other | Principals, Curriculum Specialist, PLC team leaders, teachers |

| Activity - Provide common planning for data analysis | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Provide common planning time for each PLC to meet weekly to determine instructional improvements based on student level evidence and data from KPREP and common assessments. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals, Counselors, Curriculum Specialist, PLC team leaders, teachers |

| Activity - Provide technology support | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|---|
| Increase technology use in the classroom by continuous use of iPads, Google Chrome books, and Kindles. Also, provide training as necessary to teachers. | Technology | 08/01/2016 | 05/19/2017 | \$2000 - Other | Curriculum Specialist, teachers, administration |

Strategy2:

Comprehensive School Improvement Plan

Logan County High School

Math Initiative - Provide additional training, support and technology to math department to increase the number of students reaching proficiency on KPREP assessments.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

| Activity - Provide common planning for data analysis | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Provide common planning time for Math PLC to meet weekly to determine instructional improvements based on student level evidence and data from KPREP and common assessments. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals, Curriculum Specialist, Math PLC |

| Activity - Vertical team meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| vertical meetings within the district will help teachers align the curriculum from eighth grade through senior year. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals, Curriculum Specialists, Math Teachers |

| Activity - Provide technology support | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|---|
| Increase technology use in the classroom by purchasing equipment through the district math and science initiative and teachers will be provided training as needed. | Technology | 08/01/2016 | 05/19/2017 | \$2000 - Other | Principals, Curriculum Specialist, Science PLC team leader, Math Teachers |

| Activity - flexible grouping | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Math department works with counselors on scheduling students in classes by providing flexible grouping based on skill levels. This is an effort to improve novice reduction. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Curriculum Specialists, teachers, counselors, administration |

Strategy3:

CIITS - Teachers and leaders use CIITS during peer observations to share and improve instructional practices and student engagement.

Category: Teacher PGES

Research Cited: Kentucky Initiative

| Activity - Determine District Wide Engagement with CIITS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| Continue to use CIITS for peer observations and sharing of instructional resources. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals, Curriculum Specialist, PLC team leaders |

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| Activity - Provide Instructional Support | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Leaders use CIITS for analyzing teacher evaluation data for school wide instructional improvement. This data helps our teachers improve classroom instructional practice | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Leadership Team (principals, curriculum specialist, teachers) |

| Activity - Determine District Wide Engagement with CIITS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Encourage CIITS training opportunities that currently exist and monitor participation to increase usage. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Curriculum Coordinators, PLC team leaders, Administration |

Goal 2:

State Gap Reduction Goal: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 37.9% in 2016 to 67.1% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency rating for students in the non-duplicated gap group from 42.9% to 57.0% by 05/19/2017 as measured by K-PREP.

Strategy1:

Professional Development - Special Education teachers will participate in Professional Development to learn about effective instructional strategies and best practices.

Category: Professional Learning & Support

Research Cited: Kentucky Best Practice

| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Special Education teachers will attend training on effective literacy strategies (e.g.SPED Conference, Understanding Challenging behaviors, Safe Crisis Management, Due Process, etc) | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principal, Curriculum Coordinator, SPED department |

| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Provide Special Education teachers training in the writing process to include Constructed Response strategies and On-Demand strategies for students | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Central Office Curriculum Specialists, English/Language Arts Teachers, Special Education Teachers, |

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| Activity - technology Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|---|
| Provide the Special Education department with laptops to aid in the use of technology to help with lesson planning. | Technology | 08/01/2016 | 05/19/2017 | \$0 - General Fund | Administrators, Special Education teachers, |

| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Provide training to Special Education teachers on designing and delivering intensive interventions. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Director of Special Education, Principals, Special Education PLC team leader |

Strategy2:

Response to Intervention (RTI) - In response to novice reduction students will be placed in RTI groups in math and reading based on individual needs.

Category: Continuous Improvement

Research Cited: Kentucky Best Practice

| Activity - Provide RTI to students | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Analyze common assessment scores to identify students who would benefit from additional in or out of school interventions in reading and math. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals, Counselors, Curriculum Specialist, PLC team leaders |

| Activity - Novice Reduction in Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| In response to novice reduction we are restructuring math course sequence and adding an additional ALG class to accommodate severe needs or deficits in ALG 1. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals, Curriculum Coordinator, Guidance Counselors, Math Department |

| Activity - provide RTI to students | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| Tier 3 math and reading intervention will be incorporated into the school master schedule during Cougar Academic Time (CATS) and students will be placed in intervention based on academic goals and needs. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals, Counselors, Curriculum Specialist, PLC team leaders |

| Activity - Novice reduction in reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| In response to novice reduction in reading, all ENG 1 students will take Quality Core ENG 1 EOC for data analysis to be used for ENG II teachers and mastery of reading skills. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$7000 - District Funding | Principals, Curriculum Coordinator, Language Arts teachers |

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| Activity - Provide RTI to students | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| PLC's analyze common assessment data to identify students below proficiency and incorporate intervention strategies within smaller groups. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Curriculum Specialist, PLC team leaders |

| Activity - Novice Reduction in Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| In response to novice reduction in math, all ALG 1 students will take Quality Core ALG 1 EOC for data analysis to ensure correct placement in future math classes and mastery of basic ALG skills. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$7000 - District Funding | Principals, Curriculum Coordinator, Math teachers |

| Activity - mentor GAP students | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| PLC's identify GAP students in their classroom and initiate a mentor program with a small group of students to build relationships and improve GAP scores. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Special Education Chair, Curriculum Specialists, and teachers |

Goal 3:

All staff at Logan County High School will be led by effective leaders.

Measurable Objective 1:

collaborate to increase Principal and Assistant Principals capacity and implementation of PPGES to 100% by 06/30/2017 as measured by the number of principals who have engaged in PPGES Professional Learning..

Strategy1:

Professional Growth and Effectiveness System - Collaborate to provide Professional Learning to all principals regarding the multiple measures of PPGES as measured by the number of principals who have engaged in PPGES Professional Learning, as well as mastery of Teachscape proficiency during the 2016-2017 school year.

Category: Principal PGES

Research Cited: Kentucky Initiative.

| Activity - Culture Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|-------------------------|-----------------------------|
| At the high school level, Leadership Teams will attend Professional Development to learn more about the impact of culture and climate. The leadership team will work with the Josten's Renaissance team to incorporate new ideas to improve culture and climate for students and staff. | Behavioral Support Program | 08/01/2016 | 05/19/2017 | \$5000 - Grant Funds | RTT-D, Principals, Teachers |

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| Activity - Professional Growth | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------------------|
| <ul style="list-style-type: none"> - Implement Professional Growth Plan, including multiple review points in collaboration with superintendent/designee. - To meet the requirements of Race to the Top, at least 75% of educators have accessed professional learning opportunities through the professional development arm of CIITS/EDS, as evidenced in the annual review of each professional growth plan. - Monitor the implementation through professional development. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | District Leadership and Principals |

| Activity - PPGES | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------------------|
| <ul style="list-style-type: none"> - Develop Professional Growth Plan based on self-reflection and student growth needs. - Develop Student Growth Goals based on student need as identified in School Improvement Plans in ASSIST and corresponding rubric to identify level of success in achieving intermediate goals toward long-range target - Develop Working Conditions Goal based on most recent TELL Kentucky Survey data with a corresponding rubric to identify level of success in achieving intermediate goals toward long-range target. - Complete a minimum of two observations per year, by superintendent/designee, for each administrator with a formative review of the following: success in performance standards, student growth goal attainment, PGP implementation, and supervisor's assessment of working conditions. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Superintendent/Designee; Principals |

| Activity - Increase Districtwide Capacity | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|---------------------------------|
| <ul style="list-style-type: none"> - Develop and implement a Leadership PLC to support the understanding of PPGES. - Participate ISLN - Participate NISL - Utilize Leadership PLC to support observation proficiency for the Kentucky Adapted Framework through Teachscape - Monitor implementation of program through district review. | Professional Learning | 08/01/2016 | 05/19/2017 | \$9000 - Other | District Leadership; Principals |

Goal 4:

Every student at Logan County High School is taught by an effective teacher.

Measurable Objective 1:

collaborate to increase Teacher capacity and implementation of TPGES to 100% by 06/30/2017 as measured by the number of teachers who have engaged in TPGES Professional Learning during the 2016-2017 school year.

Strategy1:

Increase Teacher capacity - Collaborate to provide Professional Learning to all teachers regarding the multiple measures of TPGES as

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measured by the number of teachers who have engaged in TPGES Professional Learning during the 2016-17 school year.

Category: Teacher PGES

Research Cited: Kentucky Initiative

| Activity - PGES | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---------------------|
| Lead the development of a district-level PGES implementation monitoring plan referring to the PGES Implementation Timeline. - Support the development of Student Growth Goals based on student need. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | District Leadership |

| Activity - Increase Districtwide Capacity | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| - Support the implementation of the Professional Growth and Effectiveness System in each school - Support teachers in ISLN - Ensure observation certification in the Danielson Framework to perform teacher observation for growth and development of teachers. - Support schools in building full Teacher capacity for implementation of TPGES, incorporating the following: Kentucky Framework for Teaching, Observation Certification, Self-reflection, Student Growth Goal, Professional Growth Goal Setting, Student Voice, and Effective Feedback. - Monitor implementation of program through district review. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Central Office Staff; Principals; Teachers |

| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------------|
| Decrease the percentage of teachers who were evaluated as ineffective under the common statewide evaluation system. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Administrative team, Teachers |

| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Increase the percentage of teachers who were evaluated as exemplary under the common statewide evaluation system. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals, Teachers, Central Office Staff |

| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------------|
| Increase the percentage of teachers who were evaluated as accomplished or developing under the common statewide evaluation. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Administration team, Teachers |

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| Activity - Professional Growth | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Support leadership in the development and completion of training for teachers and principals in the use of CIITS with intentional focus on the following: Educator Development. - Monitor the implementation through professional development. (monitored by principals and district leadership): - 70% of teachers evaluated as accomplished or developing under the common statewide evaluation system - 20% of teachers evaluated as exemplary under the common statewide evaluation system - 10% of teachers evaluated as ineffective under the common statewide evaluation system | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Superintendent, District/School Leadership, Teachers |

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

Goal 1:

Collaborate to increase state cohort graduation rate from 88.6% to 90.7% by May 2017.

Measurable Objective 1:

collaborate to increase the cohort graduation rate from 90.1% to 95.7% by 05/19/2017 as measured by the graduation formula .

Strategy1:

Targeted Interventions - Learning Sessions provide targeted interventions for all students, including at-risk students and students in the non-duplicated gap group, who need specific help meeting the College and Career standards.

Category: Persistence to Graduation

Research Cited: Kentucky Best Practice

| Activity - Provide Support and Resources for Freshman Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Freshman teachers will monitor and support the Freshman Intervention plan to ensure students are being successful in their transition to high school | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Freshman principal, freshman counselor, freshman teachers |

| Activity - Provide Support and Resources for Learning Sessions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|-------------------------|---|
| Provide teachers with resources and training for the Learning Sessions, which are offered to all students in Math, Language Arts, Social Studies, and Science. | Tutoring | 08/01/2016 | 05/19/2017 | \$3000 - Other | Principals, Curriculum Specialist, PLC team leaders |

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| Activity - Identify specific students for learning sessions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|---|
| Students who are at-risk, below required CCR benchmarks, and/or who are in the non-duplicated gap group are targeted for learning sessions and intervention. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$3000 - Other | Principals, Curriculum Specialist, PLC team leaders |

Strategy2:

Career Readiness - Ensure that all students are using appropriate resources to achieve career readiness upon graduation.

Category: Persistence to Graduation

Research Cited: Kentucky Best Practice

| Activity - Provide Individual Learning Plans | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------------|------------|------------|---------------------------|--|
| Assign all 9th grade students a career pathway based on their ILP and interest inventories. | Career Preparation/Orientation | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Freshman Counselor, Freshman PLVS teachers |

| Activity - Provide College and Career Exposure | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------------|------------|------------|-------------------------|-----------------------------|
| Provide an annual College and Career Fair for all students to gain valuable information from various colleges, technology schools, and local businesses on the variety of opportunities available after high school graduation. | Career Preparation/Orientation | 08/01/2016 | 05/19/2017 | \$1000 - Other | Counselors, YSC coordinator |

| Activity - Provide College and Career Exposure | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------------|------------|------------|---------------------------|---|
| Provide opportunities for student recruitment and retention in various CTE programs within the school and with Russellville Area Technology Center | Career Preparation/Orientation | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Counselors, CTE teachers, RATC Principal and teachers |

| Activity - "Close the Deal" | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------------|------------|------------|---------------------------|--------------------------------------|
| Collaborate with local universities and financial aid representatives as local businesses to give students an idea of what they can achieve after high school. http://ltgovernor.ky.gov/closethedeal/Pages/default.aspx | Career Preparation/Orientation | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals, counselors, and teachers |

| Activity - Provide student grading information | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|----------------------|
| All teachers will use technology to provide students and parents with weekly grade updates via Infinite Campus | Parent Involvement | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Counselors, teachers |

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

Goal 1:

State CCR Goal: Increase the percentage of students who are college and career ready from 68.5% to 73.5% by 2017.

Measurable Objective 1:

collaborate to implement the "Close the Deal" program by 09/09/2016 as measured by the increase in the percentage of students college and career ready.

Strategy1:

Close the Deal Kickoff event - Close the Deal kickoff event will allow all seniors to meet with university and college admissions counselors, financial aid representatives and local business and industry leaders to give students an idea of what they can achieve while in college

Category: Career Readiness Pathways

Research Cited: <http://tgvornor.ky.gov/closethedeal/Pages/default.aspx>

| Activity - FAFSA application process | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------------|------------|------------|---------------------------|---------------------------|
| Counselors and College and Career counselor will meet with students and parents to complete FAFSA application process. | Career Preparation/Orientation | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals and Counselors |

| Activity - College application days | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------------|------------|------------|---------------------------|----------------------------|
| Counselors and College and Career counselor meet individually with students to complete college applications | Career Preparation/Orientation | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals and counselors. |

Measurable Objective 2:

collaborate to increase the percentage of students who are college and career ready from 77.3% to 83.8% by 05/19/2017 as measured by Unbridled Learning CCR formula.

Strategy1:

Provide College Readiness - Provide opportunities for students to enroll in more Advance Placement and dual credit coursework in English, Science, and Math through a partnership with WKU and SKYTECH.

Category: Continuous Improvement

Research Cited: Kentucky Research Initiative

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| Activity - Increase AP course offerings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------------------------|
| At the end of the 2016-17 school year, 60% of students are participating in AP courses. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals, Counselors, AP teachers |

| Activity - Provide AP exams and practice exams | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--|
| Supporting students with practice AP exams and exam analysis. Students take AP exams in the spring and the teachers will examine score reports to determine program improvements | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - Other | Advance Kentucky Staff, Principal, AP coordinator, AP teachers |

| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|---|
| Expert teachers present during Data Day to faculty on data analysis and writing in the curriculum. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - Other | Principals, AP coordinator, AP teachers |

| Activity - Increase Advance Placement Course success rate | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|--|
| At the end of the 2016-17 school year, the percent of students making a 3 or higher on AP exams should be at 50%. | Direct Instruction | 08/01/2016 | 05/19/2017 | \$0 - Other | Principal, Guidance Counselors, teachers |

| Activity - Increase Advance Placement Course offerings and enrollment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-------------------------------------|
| Teachers implement and deliver Advanced Placement curriculum for specific courses. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$3000 - Other | Principals, Counselors, AP teachers |

Strategy2:

Career Readiness Pathways - Provide opportunities for students to explore various college and career pathways.

Category: Career Readiness Pathways

Research Cited: Kentucky Best Practice

| Activity - Alignment of Curriculum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------------------------|
| CTE teachers align CTE curriculum with KOSSA, Industry standards, digital literacy/IC3 and Common Core standards | Policy and Process | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Curriculum Specialists, CTE teachers |

| Activity - Provide Dual Credit Opportunity | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------------------------|------------|------------|---------------------------|------------------------|
| Work with Western Kentucky University, Southern Kentucky Community and Technical College and RATC to increase the number of dual credit course offerings for students both during the school day and after school. | Career Preparation/ Orientation | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals, Counselors |

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| Activity - Provide Career Certification | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------------------------|------------|------------|---------------------------|---|
| CTE and RATC teachers review and update career major, KOSSA and industry certifications available to preparatory students | Career Preparation/ Orientation | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Curriculum Specialists, CTE teachers, RATC principal and teachers |

Strategy3:

Provide targeted interventions - Identify students needing extra opportunities to succeed on ACT, EOC, KYOTE and KOSSA testing.

Category: Continuous Improvement

Research Cited: Kentucky Research Initiative

| Activity - Culture Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|-------------------------|----------------------|
| At the high school level, Leadership Team will conduct culture surveys. The leadership team will analyze the data from the culture survey to assist in determining needs for the Personalized Learning Plan. | Behavioral Support Program | 08/01/2016 | 05/19/2017 | \$0 - Other | Principals, Teachers |

| Activity - Provide Instructional Support | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| Use ENG I and ALG 1 EOC - by Quality Core and practice data to provide instructional support and remediation for students not meeting benchmark on ACT. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$2500 - Other | Principal, Curriculum Specialist, PLC team leaders |

| Activity - Provide Instructional Support | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| Verify the list of students not meeting benchmarks on ACT and incorporate instructional support for these students during the school day. | Academic Support Program | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Curriculum Specialist, PLC team leaders |

Goal 2:

Every student at Logan County High School is taught by an effective teacher.

Measurable Objective 1:

collaborate to increase Teacher capacity and implementation of TPGES to 100% by 06/30/2017 as measured by the number of teachers who have engaged in TPGES Professional Learning during the 2016-2017 school year.

Strategy1:

Increase Teacher capacity - Collaborate to provide Professional Learning to all teachers regarding the multiple measures of TPGES as measured by the number of teachers who have engaged in TPGES Professional Learning during the 2016-17 school year.

Category: Teacher PGES

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Research Cited: Kentucky Initiative

| Activity - PGES | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---------------------|
| Lead the development of a district-level PGES implementation monitoring plan referring to the PGES Implementation Timeline. - Support the development of Student Growth Goals based on student need. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | District Leadership |

| Activity - Increase Districtwide Capacity | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| - Support the implementation of the Professional Growth and Effectiveness System in each school - Support teachers in ISLN - Ensure observation certification in the Danielson Framework to perform teacher observation for growth and development of teachers. - Support schools in building full Teacher capacity for implementation of TPGES, incorporating the following: Kentucky Framework for Teaching, Observation Certification, Self-reflection, Student Growth Goal, Professional Growth Goal Setting, Student Voice, and Effective Feedback. - Monitor implementation of program through district review. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Central Office Staff; Principals; Teachers |

| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------------|
| Decrease the percentage of teachers who were evaluated as ineffective under the common statewide evaluation system. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Administrative team, Teachers |

| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Increase the percentage of teachers who were evaluated as exemplary under the common statewide evaluation system. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals, Teachers, Central Office Staff |

| Activity - Provide Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|-------------------------------|
| Increase the percentage of teachers who were evaluated as accomplished or developing under the common statewide evaluation system. | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Administration team, Teachers |

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| Activity - Professional Growth | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| <p>Support leadership in the development and completion of training for teachers and principals in the use of CIITS with intentional focus on the following: Educator Development.</p> <p>- Monitor the implementation through professional development.</p> <p>(monitored by principals and district leadership):</p> <p>- 70% of teachers evaluated as accomplished or developing under the common statewide evaluation system</p> <p>- 20% of teachers evaluated as exemplary under the common statewide evaluation system</p> <p>- 10% of teachers evaluated as ineffective under the common statewide evaluation system</p> | Professional Learning | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Superintendent, District/School Leadership, Teachers |

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

Goal 1:

Program Review Goal: Increase the percentage of proficient and distinguished programs in the Arts and Humanities, PL/CS, Global Competency and Writing Program Reviews.

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished programs in the Arts and Humanities, PL/CS, Global Competency, and Writing Program Reviews by 05/19/2017 as measured by the Program Review rubric classifications.

Strategy1:

Program Review Professional Development - Specific Professional Development is provided for each Program Review area to encourage continuous growth and best practice. Professional Development is based on student data, school data, and teachers' professional growth plans.

Category: Continuous Improvement

Research Cited: Kentucky Best Practice

| Activity - Support the Program Review Process | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|--|
| Consult available resources to provide content-specific Arts and Humanities and PL/CS professional development. | Professional Learning | 08/01/2016 | 05/19/2017 | \$3000 - Other | Instructional Support staff and Curriculum Specialists |

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| Activity - Support the Program Review Process | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|--|
| Determine if the literacy/writing plans need to be revised and what professional development needs to be provided (based on Writing Program Review) and update the plans as necessary. | Professional Learning | 08/01/2016 | 05/19/2017 | \$3000 - Other | Instructional Support staff, Curriculum Specialist |

| Activity - Annual Program Review | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| School teams meet to analyze the implementation of all Program Reviews and the implementation of the Writing policies and literacy plans | Policy and Process | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | Principals, curriculum specialist, PLC team leaders |

| Activity - Wellness policy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|---|
| The district and school wellness teams will work together to develop policies for faculty and students on their overall health and wellness. | Other | 08/01/2016 | 05/19/2017 | \$0 - No Funding Required | School health and wellness committee, Principals, YSC coordinator, Health and PE teachers |

Executive Summary

Introduction

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

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

Description of the School

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

Logan County High School (LCHS) is located in one of the top agricultural communities in Russellville, Kentucky. When the five district schools consolidated thirty years ago, a tradition of academic excellence in education was established. LCHS mission is to "challenge students today to be responsible leaders tomorrow." In order to fulfill this mission, LCHS offers a broad range of academic opportunities, including Advanced Placement courses, dual-credit classes through a partnership with Western Kentucky University, and college preparatory and career/technical classes at SKY Tech College. Approximately 30% of LCHS students take classes at the Russellville Area Technology Center provided by an articulation agreement with the Kentucky Community and Technical College System.

Enrollment at LCHS is approximately 1100 students from the 5 local K-8 community schools of Adairville, Auburn, Chandlers, Lewisburg, and Olmstead. Due to the uniqueness of our 5 K-8 centers we began a Freshman Academy (Cougar Academy) in the Fall of 2002. The Cougar Academy operates on a team concept, with two teams of teachers, Blue Cats and White Cats, in each core subject area plus an Arts and Humanities. The Cougar Academy has its own assistant principal and guidance counselor. Students are divided equally based on numerous factors including ethnicity, free and reduced lunch numbers, special education numbers, discipline, and attendance from middle school. These two teams are as equally divided as possible so that all of our incoming freshmen are provided a strong foundation on which to build their high school education.

LCHS is also proud to be part of the "Close the Deal" program. Close the Deal encourages all seniors to apply for post-secondary education opportunities by providing counseling with college admissions counselors, financial aid representatives and business and industry employers (<http://ltgovernor.ky.gov/closethedeal/Pages/default.aspx>).

LCHS is also a part of the Green River Regional Educational Cooperatives Race to the Top District Grant. LCHS now has a part time college and career counselor Sheryl Frederick through this grant and several teachers have attended data analysis training to look at student achievement data deeper to make good instructional decisions.

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 Logan County High Schools is that "our learning community exists to challenge students today to be responsible leaders tomorrow."

As a learning community that involves all of our stakeholders, including students, faculty, administration, parents, local community businesses and post-secondary education partners, we understand that all of our students must be challenged every day. All of the aforementioned stakeholders had a part in the development and implementation of our school mission. Students must be motivated and stimulated intellectually to reach their own personal goals and attain high levels of education. To that end, LCHS staff must help every child in the school reach their maximum potential in order for them to be successful in their chosen career. Students must be challenged to expect more of themselves in their social responsibility, working with their communities, churches, public and civic organizations to make their homes better places for everyone. Students must be challenged to become better team players, in the classroom, on the field of competition or in the global workforce.

In today's global economy, our students must become responsible leaders. Our faculty and staff embrace the idea that every student must be prepared to be a leader when they leave Logan County High School. Students must be prepared to be life-long learners. They must be prepared to be team players in their place of employment and in their homes. They must be responsible citizens for their community.

LCHS is known by its motto "Learn, Challenge, Honor, Succeed." Learn to work independently and cooperatively, to provide for ourselves and our families. Challenge ourselves to be better today than we were yesterday. Honor our nation, our families, our school, and ourselves. Succeed in becoming responsible persons of strong character who contribute to our community. Our students and faculty work on these aspects every day of the educational process. Teachers also are aligning the new Common Core content standards, which were adopted by Kentucky through the ACT Quality Core curriculum.

LCHS is also part of the Race to the Top Grant awarded to the Green River Regional Educational Cooperative.

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.

To improve, LCHS staff participated in Quality Core and KCAS trainings to align their content standards. We want all of our students to be College and Career ready. By offering online ACT resources, RTI during the school day, and after-school tutoring, we are preparing students to meet the College and Career Readiness standards. LCHS will be working diligently on novice reduction by Disaggregate and analyzing data, concentrating on RT, monitoring student progress, and continuous improvement.

LCHS offers the following extracurricular activities: men's and women's basketball (F, JV, and V), soccer (JV and V), swimming, golf, tennis, track and cross-country; men's football (F, JV and V); women's volleyball (F, JV and V); men's baseball (JV and V); women's softball (JV, V); cheerleading (football and basketball) Men's and Women's Archery, Bass Fishing Club (men and women co-competitive)

We also offer the following academic and co-curricular clubs and organizations: Academic Team, BETA, Concert Band, Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), Fellowship of Christian Athletes (Cougars for Christ), Family, Career, and Community Leaders of America (FCCLA), Future Farmers of America (FFA), Pep Club, Junior Reserve Officer Training Corps (JROTC), Marching Band, Spanish, Students for the Arts, Technology Students of America (TSA), Speech/Drama, Student Technology Leadership Program (STLP), Student Council.

LCHS students received the following Awards & Recognitions for the 2015-16 school year:

LCHS likes to recognize our achievements as it serves as a tool for reinforcing the behaviors that drives our school to excellence. LCHS strives for excellence in the classrooms, community, and in the field of play

LCHS Marching Band:

- Franklin-Simpson Marching Invitational: Sept. 12, 2015
 - o Class 4A - 3rd Place, 2nd Place Guard, 3rd Place Percussion
- Butler County Marching Invitational: Sept. 19, 2015
 - o Class 4A - 3rd Place, 3rd Place Guard, 3rd Place Percussion
- Russellville Show of Bands: sept. 19, 2015
 - o Class 4A - 2nd Place, 2nd Place Guard, 2nd Place Percussion
- Twin Lakes Marching Invitational: Oct. 17, 2015
 - o Class 4A - 1st Place, 1st Place Guard, 1st Place Percussion
- KMEA Class 4A-West - Regional Quarterfinals - 9th Place

LCHS Symphonic Band - Distinguished Rating @ KMEA 3rd District Concert Performance Assessment

LCHS Symphonic Band - Distinguished Rating @ KMEA State Concert Performance Assessment

LCHS Concert Choir - Distinguished Rating @ KMEA 3rd District Concert Performance Assessment

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LCCHS Concert Choir - Proficient Rating @ KMEA State Concert Performance Assessment

LCCHS All-State Band Participant - Lauren Batten - Flute

LCCHS All-State Choir Participant - Brittany Carter - Soprano

LCCHS Band Students in the KMEA 3rd District Band Directors Association All-District 9th & 10th Grade Band:

Kaylee McPherson - Clarinet - 9th Chair

Angus Moore - Euphonium - 1st Chair

Zoe Hoots - Flute - 12th Chair

Hannah Crutchfield - French Horn - 4th Chair

Ava Simmons - French Horn - 2nd Alternate

Samuel Noe - Tenor Sax - 1st Chair

Jillian McLellan - Trumpet - 1st Chair

Ross Coursey - Trumpet - 2nd Chair

LCCHS Band Students in the KMEA 3rd District Band Directors Association All-district 11th & 12th Grade Band:

Zoe Beasley - Alto Saxophone - 1st Alternate

Kayla Pfistner - Baritone Saxophone 2nd Alternate

Lauren Batten - Flute - 1st Chair

Bethany Bush - Flute - 7th Chair

Gavin Scruggs - Tenor Saxophone - 2nd Alternate

Kayla Hunt - French Horn - 8th Chair

Jack Mills - Trombone - 6th Chair

LCCHS Band Students Receiving Distinguished Ratings on Solos @ KMEA 3rd District Solo & Ensemble Festival

Kayla Pfistner

Bailey Sanford

Jillian McLellan

Alyssa Anderson

John Mark Page

Bethany Bush

Jeffrey Schrock

Ruthie Thomas

Lindsey Morgan

Kaitlyn Flatt

Zoe Hoots

Brayden Yates

Ava Simmons

Angus Moore

Ethan McMurray

Kaylee McPherson

Jack Mills

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Zoe Beasley
Bailey Pfistner
Ruth Vasquez
Hannah Lawrence
Lauren Batten
Kayla Hunt
Peyton Taylor
Gavin Scruggs

LCHS Band Students Receiving Proficient Ratings on Solos @ KMEA 3rd District Solo & Ensemble Festival

Carlyn Abney
Hannah Lawrence
Gavin Scruggs

LCHS Band Students Receiving Distinguished Ratings on Ensembles @ KMEA 3rd District Solo & Ensemble Festival

Kiley Rager & Zoe Hoots - Flute Duet
Sara Montgomery, Sylas Morris, Celsey Hankins, Courtney Young - Trumpet Quartet
Kayla Pfistner & Brittany Carter - Low Woodwind Duet
Angus Moore & Bethany Bush - Flute Duet
Ava Simmons & Kayla Hunt - French Horn Duet
ROSS COURSEY, KATLYN THOMPSON, AUSTIN EPLEY, JILLIAN MCLELLAN, KIRSTEN MATTHEWS - Trumpet Quintet
RUTHIE THOMAS & BAILEY PFISTNER - Saxophone Duet
LINDSEY MORGAN, JEFFREY SCHROCK, RACHEL PITTS, RUTHIE THOMAS, BROOKLYN UTLEY, VICTORIA WELSH, BELLA BOND, AUSTIN BEATY, KAYLEE MCPHERSON - Clarinet Choir
JILLIAN MCLELLAN, CALEB HARDISON, KAYLA HUNT, HANNAH CRUTCHFIELD, ROSS COURSEY - Brass Quintet
ABIGAIL HENDERSON & ALEXIS DAVIS - Clarinet Duet
JACOB WHITE, SARA WRIGHT, HANNAH WALKER - Bass Clarinet Trio
SARA WRIGHT & VICTORIA WELSH - Clarinet Duet
ANGUS MOORE & TAYLOR BORDERS - Percussion Duet

LCHS Band Students Receiving Proficient Ratings on Ensembles @ KMEA 3rd District Solo & Ensemble Festival

Kaitlyn Flatt & Kaliegh Laurent - Flute/Saxophone Duet
Kiley Rager & Carlyn Abney - Flute Duet

State Solo & Ensemble Participants

Angus Moore - Distinguished
Ruth Vasquez - Proficient
Zoe Beasley - Proficient
John Mark Page - Proficient

Cheerleading::

This past summer at UCA camp, we received a gold medal for a squad evaluation. 4 cheerleaders made all American cheerleaders through UCA.

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DECA received the following awards:

- 2nd in Region for Membership Increase
- 2nd in State for Membership Increase (2nd year in a row)
- Isiaha Price qualified for the International Career Development Conference
- 22 Students that attended the regional conference, qualified for the state conference

FBLA received the following awards:

- Hardison, Shelby PSI : Public Speaking I
- Price, Isiaha IB : Introduction to Business
- Isiah Price placed at the state level and traveled to Chicago last summer to compete at the FBLA National Leadership Conference.

Beta Club had the Third District president, and won sweepstakes at our district competition in the spring. Three students placed at state and qualified for national competition.

The Academic Team's captain went to state last year.

FFA received the following:

- Top 5 in the state Jr. Parliamentary procedure team (freshman)
- Top 5 in state Sr. Parliamentary Procedure team (seniors)
- 25 students attend national FFA convention-leadership workshops, career show opportunities
- Students attend young farmer leadership classes Local and state wide
- LC FFA Livestock Judging, Dairy Judging, Agronomy and meats team place in the top 10 in the state
- Chapter earns 34th gold emblem at the state FFA convention
- 8 LC FFA students participate in the 27th annual steer show and sale (7 months project) Freshman Jailyn Campbell wins Logan Proud Grand Champion earns 3,000 dollars for her steer
- 5 students participate in State fair livestock show
- 20 students participate in SAE project contest(Proficiencies)
- 110 students earn their greenhand FFA Degree
- Ag Shop produces 10 picnic table for fundraiser
- Ag Shop build 200 blue bird boxes for community service/NRCS
- Ag Shop wraps 1500 pines, 500 redbud, 500 oak, and 500 dog wood trees for the community (NRCS) March 1st delivery
- 4 by 4 plasma super b cutter setup for metal art designs in the Ag Shop
- FFA and FCCLA host canned food drive (5,000 cans for Agape and Good Samaritan charities)

-Andrew Milam elected Barren River Regional Treasurer

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- FFA members receive American FFA Degree- Wesley Estes, Ashley Brinkley, Kelly Eicher
- FFA Members receive Ky FFA Degree- Morgan Hunt, Kenton Howard, Jenna Simmons, Shelby blythe,
- Shelby Blythe places second in Ag entre. Contest at state wins- \$900 dollars
- Morgan Hunt wins state Small Animal Impromptu speaking contest
- Andrew Milam is opening day speaker for Logan Board of Education
- FFA Greenhouse raises and sells over 100,000 plants
- FFA works at Logan County Farm Bureau Farm Safety Day
- FFA members attend WKU ASSET conf.- Andrew Milam, Blake Taylor, DJ. Price, Zach Brinkley
- FFA has 25 co-op students this year
- Paige Brown/ Jessie Collins attend IFAL conference with Ky Farm Bureau.
- 40 Members Attended FFA Camp during the summer
- Myleea Reno and Andrew Milam win Logan County Outstanding youth contest
- FFA receives donation from Champion Pet Food
- FFA Alumni Awards \$7000 in scholarships at FFA Banquet
- FFA serves 2000 meals at Tobacco Festival as FFA Alumni Scholarship Fundraiser
- FFA works at First southern Bank customer service day and serves 1200 meals
- FFA Works at Lewisburg bank customer service day and serves 500 meals
- FFA cooks and serves meal at Annual Farm Bureau mtg.
- Logan FFA holds New Ag Teacher Workshop for all new Ag Teachers in State of Ky.
- Jay Campbell Advisor elected Logan County Farm Bureau President

JROTC

We participated in three Raider events this year one in Fairview TN, one at Ohio County High and the last one at Fort Knox KY. Rifle team has a match on the 18th of November at West Creek High School in Clarksville Tn. This will be the first shoulder to shoulder match in over 10 years. The Cadets raised over \$1600.00 in support of the Angel tree program and Logan county good Samaritan programs. We continuously support the community in any capacity that is within our capability.

Logan County High School students also received numerous awards on the field of athletic competition:

The calendar year 2016 will go down as one of the most successful ever in Logan County High School sports history. Logan County has won six of the seven 13th District championships played each year. Lady Cougar teams won the title in basketball, softball, soccer and volleyball. Cougar teams won baseball and soccer. Girls tennis, swimming, archery and both cross country teams also were highly successful, and the swim teams set new milestones.

Women's Volleyball

Twelve consecutive district 13 championship

Men's Cross Country

Cougar boys qualified for state by finishing second in the tough Class 3A regional meet. Then they finished 12th in the state last weekend, placing ahead of the only team that out-ran them at region, Central Hardin. Among the 83 teams that competed in all three classes Saturday, Logan had the 19th best performance overall, making them a Top 20 team in the state.

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Women's soccer

Won 13th district championship for 4th consecutive year

Boys Soccer

Third straight district tournament title game appearance, 1st district championship for boys soccer, 1st region tournament semi final and 12--6--2 final record.

Men's and Women's Swimming

First year ever that LCHS has sent swimmers to the state competition in Louisville, KY.

Men's Baseball

Baseball 2016 13th District Champions

29-9 *School Record for Wins in a season

Women's Basketball

District Champions for 3rd year in a row

Made it to the regional semi-finals for 2nd year in a row

Brooke Barnes--made the KHSAA record book for blocked shots with 13

22 players got recognized for outstanding academics at the district tournament

4 players made the all-district team

4 players made the all-district tournament team

3 players made the all-regional tournament team

Boys Basketball

Garrison Rosser was a Wendy Heisman winner. Noah Whittinghill signed to play college basketball at Lindsey Wilson. Members of the team played AAU basketball for Team impact this summer and finished 5th out of 35 teams in National Tournament in Kansas. Will Bingham was selected into Governor Scholar program and student Ambassador. Along with Garrison and Noah, Sedale Shannon, and Dalton Furlow continue to work on their education through college.

Men's track Region I AA Track and Field

Boys Varsity - 2nd Consecutive Regional Runner-up

8 Men's State Qualifiers

Boys 4 X 800M finished 4th at KHSAA Class 2A State Championships

Boys 4 X 400M Relay finished 5th at KHSAA Class 2A State Championships

Women's Varsity - one student qualified in the discus and finished 8th at KHSAA Class 2A State Championships

one student qualified in two events at KHSAA Class 2A State Championships (100M, 200M)

16 Athletes were named Academic All-State

Tennis

Matthew Edgar and Joey Dillaha advanced to second round of regions

Laura Hendricks and Amanda Crutchfield advanced to second round of regions

Catherine Miller and Kara Noffsinger advanced to the state tournament.

Archery team finished seventh in the nation.

Additional Information

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

School Contact Information

Logan County High School
2200 Bowling Green Rd
Russellville, KY 42276

Phone 270.726.8454

Principal: Caycee Spears

Assistant Principals: Alissa Todd, Mike Hoots, and Shane Humphrey

Guidance Counselors: Amy Hallman, Amber McKinney, David Brooks

College and Career Counselor: Sheryl Frederick

Curriculum Specialist: Marisa Hopkins

PLC Team Leaders: Julie Cox (English), Adam Webster (Social Studies), Tammi Jones (Mathematics), Carrie Kelley (Science), Abbi Lillard (PLVS)

SBDM Council Members: Amy Taylor, Tammi Jones, Dedra Adler (Teachers), Jimmy Kent Wilson and Stephanie Coursey (parents)