



Comprehensive School Improvement Plan

Paris High School

Paris Independent

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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.		Diagnostic Form

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.

Although we are still a young staff, we are beginning to gain more experience in years of teaching. Our percentage of free / reduced students at the high school level is lower than our elementary and middle schools. I believe this is under-represented due to high school students not returning forms.

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 do have a staff that is less experienced than the state average. This has occurred over the last several years due to the loss of some experienced staff members to retirement and selection of new staff. Bringing in new staff does allow for fresh ideas and a re-energized staff. The downside is the loss of knowledge and expertise that comes with losing experienced staff.

We self selected to report the indicator of teacher attendance. The percentage reports the amount of teachers who missed 5 or more school days last year. This directly impacts student achievement.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>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.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		PHS Equity Goals

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:

By 2019, the district will increase the combined (reading and mathematics) percentage of proficient / distinguished students to 68.3.

Measurable Objective 1:

collaborate to demonstrate a proficiency in reading and mathematics by achieving a combined (reading and mathematics) percentage of students scoring proficient / distinguished to 49.2 by 06/01/2017 as measured by Scores on the English 2 and Algebra 2 EOC exams.

Strategy1:

Reading Plan - Leadership team is collaborating with CKEC reading specialist, English PLC, and media specialist to create a reading plan for the high school. Both remedial reading issues and increasing literacy throughout the school will be part of the plan.

Category: Learning Systems

Research Cited: Reading Plus

Activity - Tier 2 Reading Plus Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will schedule and implement Reading Plus for Tier 2 Interventions	Academic Support Program	01/18/2017	06/01/2017	\$2000 - General Fund	Leadership team

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Activity - Reading Strategies Across the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan reading strategies in their weekly lessons. This will be monitored in their weekly guided planning sessions.	Academic Support Program	01/18/2017	06/01/2017	\$0 - No Funding Required	Leadership Team

Activity - Reading push through the library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Book club / library advisory council that meets during iTime, Breakfast with the Books program 1 morning per week, Staffuly reads poster campaign, Reading Interest Inventory, Reading Contest	Academic Support Program Community Engagement	01/04/2017	06/01/2017	\$0 - No Funding Required	Media Specialist

Strategy2:

Professional Learning Communities - PLC groups are arranged by content areas and meet biweekly. They follow the PDSA cycle to analyze teaching and assessment, student achievement, and modify instruction to meet student needs.

Category: Learning Systems

Research Cited: DuFour

Activity - PLC Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize the PLC protocol adopted by the district to analyze data and modify instruction	Academic Support Program	08/01/2016	06/01/2017	\$0 - No Funding Required	Leadership team

Activity - Program Review PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program reviews are monitored through our PLC process. Teachers collect evidence of standards and create a digital portfolio of evidence.	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	PLC head and teacher teams

Strategy3:

Springboard Curriculum - The Springboard curriculum is utilized in all high school math and reading courses. It is aligned to Common Core and integrates high yield instructional strategies. Teachers will monitor student performance on assessments utilizing the PDSA cycle.

Category: Learning Systems

Research Cited: Collegeboard

Activity - Continuous Classroom Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize CCI in their classrooms to monitor student achievement. Teachers set class goals and students set individual goals. The PDSA cycle is utilized to analyze student progress.	Direct Instruction Academic Support Program	08/17/2016	06/01/2017	\$8000 - District Funding	Leadership team

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Goal 2:

By 2019, the district will increase the combined (reading and mathematics) percentage of proficient / distinguished students in non-duplicated gap groups to 62.7.

Measurable Objective 1:

collaborate to demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students in the non-duplicated gap groups scoring proficeint / distinguished to 62.7 by 06/01/2017 as measured by scores on the English 2 and Alegebra 2 EOC exam. .

Strategy1:

Springboard Curriculum - Teachers in grades 9-12 have been trained in the Collegeboard Springboard Curriculum. Teachers monitor Springboard assessments using the PDSA cycle. Assessments are aligned to the common core.

Category: Learning Systems

Research Cited: Collegeboard

Activity - Continuous classroom improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize CCI in their classrooms to monitor student achievement. Teachers set class goals and students set individual goals. The PDSA cycle is utilized to analyze student progress.	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	Leadership Team

Strategy2:

Reading Plan - Paris High school will have a plan to address the the needs of students who are not reading at the proficient or distinguished level.

Category: Learning Systems

Research Cited: Rob

Activity - Library Initiatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Library initiatives will be aimed to increase students' love of reading and the amount students are reading.	Community Engagement Academic Support Program Extra Curricular	01/04/2017	06/01/2017	\$1000 - District Funding	Media Specialist

Activity - Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are scoring in the apprentice range will utilize the Reading Plus program to improve their comprehension and vocabulary.	Technology Academic Support Program	01/04/2017	06/01/2017	\$1000 - District Funding	Trained teachers - leadership team

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Activity - Reading Fundamentals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice readers who need work in phonics / decoding / vocabulary will be in a fundamentals class during iTime to address their needs.	Academic Support Program	01/04/2017	06/01/2017	\$0 - No Funding Required	Special education department - leadership team

Strategy3:

Guided Planning - Administrative team meets weekly for 20 minutes during their planning period to monitor lesson plans, pacing guides, and student data.

Category: Professional Learning & Support

Research Cited: Franklin Simpson

Activity - Administrative Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team meets weekly to decide the agenda for guided planning meetings and communicate weekly priorities.	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	Admin Team

Strategy4:

Professional Learning Communities - PLC groups are arranged by content areas and meet biweekly. They follow the PDSA to analyze teaching and assessment, student achievement, and modify instruction to meet student needs.

Category: Learning Systems

Research Cited: Dufour

Activity - PLC Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize the PLC protocol adopted by the district to analyze data and modify instruction	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	Leadership

Activity - Program Review PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program reviews are monitored through our PLC process. Teachers collect evidence of standards and create a digital portfolio of evidence.	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	Teacher Leader and admin team

Goal 3:

By 2020, the district will reduce the number of students scoring novice by 50% to 17.3%.

Measurable Objective 1:

collaborate to reduce the number of students scoring novice to 35.6% by 06/01/2017 as measured by K-Prep End of Course Assessments.
SY 2016-2017

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Strategy1:

Response to Intervention - All students not meeting benchmarks in math and reading are identified by classroom teachers and targeted for tier 1 intervention.

Category: Continuous Improvement

Research Cited: McCook

Activity - Continuous Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers identify students who score novice on embedded assessments in math and ELA and create tier 1 interventions based on guided planning and PLC discussions as well as resources provided by principal.	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	Administrative team and teachers

Strategy2:

Core Curriculum for Students with disabilities - All students with disabilities are in pre-ap classes with their peers. They are provided support through LBD teachers.

Category: Learning Systems

Research Cited: Marilyn Friend

Activity - Foundations for Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified with reading foundation issues are scheduled into a 90 minute per week class using Recipe for Reading materials.	Academic Support Program	01/10/2017	06/01/2017	\$0 - No Funding Required	Administrative team and teacher.

Activity - Springboard Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Base-curriculum used to support for students with disabilities.	Academic Support Program	08/17/2016	06/01/2017	\$3000 - District Funding	Collegeboard

Strategy3:

Deeper Learning - All students will participate in classroom activities that increase student engagement.

Category: Stakeholder Engagement

Research Cited: Buck Institute

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers were trained in PBL. District PBL protocol was adopted. A calendar for PBL implementation was established. All students will participate in a PBL showcase.	Academic Support Program	08/17/2016	06/01/2017	\$2000 - District Funding	CAO and administrative team

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Students, parents, faculty, SBDM, Community Members

Relationship Building

Overall Rating: 2.71

	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).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

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

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

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

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

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

Communications

Overall Rating: 2.57

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

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

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

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

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	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.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

Overall Rating: 2.43

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

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	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.	Proficient

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

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

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	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: 2.67

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

Learning Opportunities

Overall Rating: 2.83

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

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

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

Community Partnerships

Overall Rating: 3.0

	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 offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

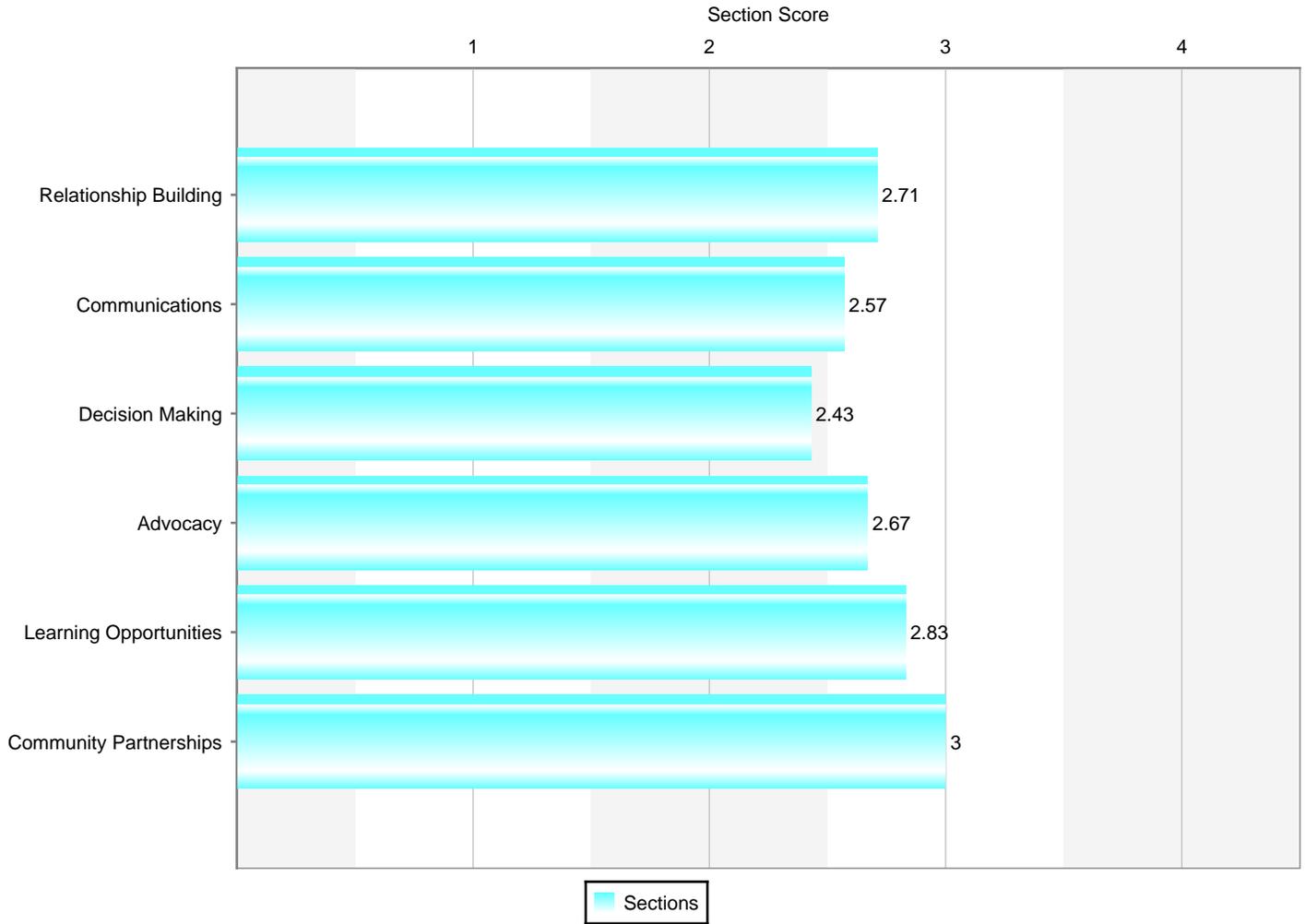
Reflection

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

We need to improve our communication with ELL parents. We also need to investigate ways to get more parents to respond to surveys.

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.

We completed a needs assessment survey of parents, students, and teachers. The results helped us identify areas of strength and areas of weaknesses. Faculty reviewed delivery targets and discussed learning strategies. The administrative team created the Improvement Plan from the feedback of the survey and faculty input. The plan was presented to SBDM council and the board of education before it was submitted to the state.

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

Students, teachers, and parents took the needs assessment survey. Teachers gave feedback on meeting delivery targets by discussing strategies and activities. The administrative team wrote the plan. SBDM council members reviewed and approved the plan. It was submitted to the board of education for review.

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 plan will be posted on the school web page for parent and community review. The plan will be communicated to all faculty through a meeting.

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?

We are gauging student, teacher, and parent perception of the school's purpose and direction, governance and leadership, teaching and assessing for learning, resources and support systems, and using results for continuous improvement. The data is important in telling us stakeholder perception. Stakeholder perception does not always match facts.

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?

The following points were areas of strength as indicated by survey results:

STAFF

Mission statement focused on student success

School has a continuous improvement model

Leaders expect teachers to hold students to high standards

All teachers use consistent grading and reporting

Staff members participate in continuous improvement

School provides students with opportunities to participate in activities that interest them

School uses data

STUDENTS

Our school has established goals and a plan for improving student learning.

The governing body operates responsibly and functions effectively.

High expectations for students in all classes.

All of my child's teachers provide an equitable curriculum that meets his / her learning needs.

My child has up to date computers and other technology to learn.

Our school provides an adequate supply of learning resources that are current and in good condition.

TEACHERS

Principals and teachers have high expectations for my learning.

Teachers use tests, projects, presentations and portfolios to check understanding.

Teachers explain their expectations for learning and behavior.

My school gives me multiple assessments to check my understanding of what was taught.

In order to sustain positive culture and a growth mindset, we have implemented Josten's Renaissance Program. This program builds recognition of achievement and a platform for student voice and agency.

Opportunities for Improvement

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

The following are points listed as areas of improvement from surveys:

Students

Our school's governing body or school board complies with all policies, procedures, laws, and regulations.

Staff

All of my child's teachers keep me informed regularly of how my child is being graded.

My child is prepared for success in the next school year.

My child has administrators and teachers that monitor and inform me of his /her learning progress.

Students

My school rules are applied equally to all students.

Students treat adults with respect.

My school prepares me to deal with issues I may face in the future.

In my school students respect the property of others.

Parents

All of my child's teachers keep me informed regularly of how my child is being graded.

My child is prepared for success in the next school year.

My child has administrators and teachers that monitor and inform me of his /her learning progress.

We will review each of these statements and decide priority areas for improvement. We will then develop plans to address the issues.

Conclusion

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

We are encouraged by some the improvements we have seen from our parents and students in survey results. These improvements are the result of listening to their concerns and addressing problem areas. We still have improvements that need to be made. We will present results to the staff and decide on priority areas. We will create plans to address those concerns and monitor our results.

Plan for Comprehensive School Improvement Plan

Overview

Plan Name

Plan for 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	By 2019, the district will increase the combined (reading and mathematics) percentage of proficient / distinguished students to 68.3.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$10000
2	By 2019, the district will increase the combined (reading and mathematics) percentage of proficient / distinguished students in non-duplicated gap groups to 62.7.	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$2000
3	By 2020, Paris Independent will increase Graduation Rate from 97.6% to 98%	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$4000
4	By 2016, the percentage of students who are college and career ready will increase from 72.5% to 85%	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0
5	By 2020, the district will reduce the number of students scoring novice by 50% to 17.3%.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$5000

Goal 1: By 2019, the district will increase the combined (reading and mathematics) percentage of proficient / distinguished students to 68.3.

Measurable Objective 1:

collaborate to demonstrate a proficiency in reading and mathematics by achieving a combined (reading and mathematics) percentage of students scoring proficient / distinguished to 49.2 by 06/01/2017 as measured by Scores on the English 2 and Algebra 2 EOC exams.

Strategy 1:

Springboard Curriculum - The Springboard curriculum is utilized in all high school math and reading courses. It is aligned to Common Core and integrates high yield instructional strategies. Teachers will monitor student performance on assessments utilizing the PDSA cycle.

Category: Learning Systems

Research Cited: Collegeboard

Activity - Continuous Classroom Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize CCI in their classrooms to monitor student achievement. Teachers set class goals and students set individual goals. The PDSA cycle is utilized to analyze student progress.	Direct Instruction, Academic Support Program	08/17/2016	06/01/2017	\$8000	District Funding	Leadership team

Strategy 2:

Professional Learning Communities - PLC groups are arranged by content areas and meet biweekly. They follow the PDSA cycle to analyze teaching and assessment, student achievement, and modify instruction to meet student needs.

Category: Learning Systems

Research Cited: DuFour

Activity - PLC Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize the PLC protocol adopted by the district to analyze data and modify instruction	Academic Support Program	08/01/2016	06/01/2017	\$0	No Funding Required	Leadership team

Activity - Program Review PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program reviews are monitored through our PLC process. Teachers collect evidence of standards and create a digital portfolio of evidence.	Academic Support Program	08/17/2016	06/01/2017	\$0	No Funding Required	PLC head and teacher teams

Comprehensive School Improvement Plan

Paris High School

Strategy 3:

Reading Plan - Leadership team is collaborating with CKEC reading specialist, English PLC, and media specialist to create a reading plan for the high school. Both remedial reading issues and increasing literacy throughout the school will be part of the plan.

Category: Learning Systems

Research Cited: Reading Plus

Activity - Tier 2 Reading Plus Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will schedule and implement Reading Plus for Tier 2 Interventions	Academic Support Program	01/18/2017	06/01/2017	\$2000	General Fund	Leadership team

Activity - Reading Strategies Across the Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan reading strategies in their weekly lessons. This will be monitored in their weekly guided planning sessions.	Academic Support Program	01/18/2017	06/01/2017	\$0	No Funding Required	Leadership Team

Activity - Reading push through the library	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Book club / library advisory council that meets during iTime, Breakfast with the Books program 1 morning per week, Staffulty reads poster campaign, Reading Interest Inventory, Reading Contest	Community Engagement, Academic Support Program	01/04/2017	06/01/2017	\$0	No Funding Required	Media Specialist

Goal 2: By 2019, the district will increase the combined (reading and mathematics) percentage of proficient / distinguished students in non-duplicated gap groups to 62.7.

Measurable Objective 1:

collaborate to demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students in the non-duplicated gap groups scoring proficeint / distinguished to 62.7 by 06/01/2017 as measured by scores on the English 2 and Alegebra 2 EOC exam. .

Strategy 1:

Springboard Curriculum - Teachers in grades 9-12 have been trained in the Collegeboard Springboard Curriculum. Teachers monitor Springboard assessments using the PDSA cycle. Assessments are aligned to the common core.

Category: Learning Systems

Research Cited: Collegeboard

Comprehensive School Improvement Plan

Paris High School

Activity - Continuous classroom improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize CCI in their classrooms to monitor student achievement. Teachers set class goals and students set individual goals. The PDSA cycle is utilized to analyze student progress.	Academic Support Program	08/17/2016	06/01/2017	\$0	No Funding Required	Leadership Team

Strategy 2:

Professional Learning Communities - PLC groups are arranged by content areas and meet biweekly. They follow the PDSA to analyze teaching and assessment, student achievement, and modify instruction to meet student needs.

Category: Learning Systems

Research Cited: Dufour

Activity - PLC Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize the PLC protocol adopted by the district to analyze data and modify instruction	Academic Support Program	08/17/2016	06/01/2017	\$0	No Funding Required	Leadership

Activity - Program Review PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program reviews are monitored through our PLC process. Teachers collect evidence of standards and create a digital portfolio of evidence.	Academic Support Program	08/17/2016	06/01/2017	\$0	No Funding Required	Teacher Leader and admin team

Strategy 3:

Guided Planning - Administrative team meets weekly for 20 minutes during their planning period to monitor lesson plans, pacing guides, and student data.

Category: Professional Learning & Support

Research Cited: Franklin Simpson

Activity - Administrative Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team meets weekly to decide the agenda for guided planning meetings and communicate weekly priorities.	Academic Support Program	08/17/2016	06/01/2017	\$0	No Funding Required	Admin Team

Strategy 4:

Reading Plan - Paris High school will have a plan to address the needs of students who are not reading at the proficient or distinguished level.

Category: Learning Systems

Research Cited: Rob

Comprehensive School Improvement Plan

Paris High School

Activity - Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are scoring in the apprentice range will utilize the Reading Plus program to improve their comprehension and vocabulary.	Academic Support Program, Technology	01/04/2017	06/01/2017	\$1000	District Funding	Trained teachers - leadership team
Activity - Reading Fundamentals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice readers who need work in phonics / decoding / vocabulary will be in a fundamentals class during iTime to address their needs.	Academic Support Program	01/04/2017	06/01/2017	\$0	No Funding Required	Special education department - leadership team
Activity - Library Initiatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Library initiatives will be aimed to increase students' love of reading and the amount students are reading.	Extra Curricular, Community Engagement, Academic Support Program	01/04/2017	06/01/2017	\$1000	District Funding	Media Specialist

Goal 3: By 2020, Paris Independent will increase Graduation Rate from 97.6% to 98%**Measurable Objective 1:**

collaborate to create systems to support student persistence to graduation. by 06/01/2017 as measured by the 4 year graduation cohort..

Strategy 1:

Alternative Program - The most At-Risk students are placed in the alternative program with small numbers, modified course work, and extra counseling.

Category: Persistence to Graduation

Research Cited: At-Risk Programs

Activity - Edgenuity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students utilize the online curriculum in order to personalize work.	Academic Support Program	08/17/2016	06/01/2017	\$2000	General Fund	Alternative program staff, Johnson, Brooks

Comprehensive School Improvement Plan

Paris High School

Strategy 2:

FRYSC - FRYSC will provide non-academic support services to high risk students.

Category: Persistence to Graduation

Research Cited: FRYSC

Activity - Renaissance Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Josten's Renaissance is a student led program that works on student agency and improving culture in the school.	Behavioral Support Program	08/01/2016	06/01/2017	\$2000	General Fund	Bowens and Roy

Goal 4: By 2016, the percentage of students who are college and career ready will increase from 72.5% to 85%

Measurable Objective 1:

collaborate to Demonstrate a proficiency in College and Career Readiness by 05/31/2017 as measured by the college and career targets.

Strategy 1:

Academic iTime - Academic iTime is 90 minutes of intentional college readiness preparation. Students are given a practice ACT three times per year and grouped according to ACT band scores to work on strategies specific to the content.

Category: Learning Systems

Research Cited: ACT

Activity - Practice ACT Tests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Practice tests are given 3 times a year to create ACT groups around the college readiness contents.	Academic Support Program	08/17/2016	06/01/2017	\$0	No Funding Required	Leadership Team

Strategy 2:

CCR Classes for Seiors - Any senior who is not college ready in a content area will be placed in an extra ELA or math class to work on skills.

Category: Learning Systems

Research Cited: Increased class time

Activity - Princeton Review Early Edge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Paris High School

Provides curricular support for college readiness work.	Direct Instruction	08/17/2016	06/01/2017	\$0	No Funding Required	English department
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Strategy 3:

Career Readiness Pathways - Added a new career pathway - agriculture - to increase opportunities for students

Category: Career Readiness Pathways

Research Cited: Career Readiness

Activity - KOSSA Practice and Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will goal set toward career readiness assessment requirements and participate in content review	Career Preparation/Orientation	08/17/2016	06/01/2017	\$0	No Funding Required	Career teachers

Goal 5: By 2020, the district will reduce the number of students scoring novice by 50% to 17.3%.

Measurable Objective 1:

collaborate to reduce the number of students scoring novice to 35.6% by 06/01/2017 as measured by K-Prep End of Course Assessments.

Strategy 1:

Deeper Learning - All students will participate in classroom activities that increase student engagement.

Category: Stakeholder Engagement

Research Cited: Buck Institute

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers were trained in PBL. District PBL protocol was adopted. A calendar for PBL implementation was established. All students will participate in a PBL showcase.	Academic Support Program	08/17/2016	06/01/2017	\$2000	District Funding	CAO and administrative team

Strategy 2:

Response to Intervention - All students not meeting benchmarks in math and reading are identified by classroom teachers and targeted for tier 1 intervention.

Category: Continuous Improvement

Research Cited: McCook

Activity - Continuous Classroom Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Paris High School

Teachers identify students who score novice on embedded assessments in math and ELA and create tier 1 interventions based on guided planning and PLC discussions as well as resources provided by principal.	Academic Support Program	08/17/2016	06/01/2017	\$0	No Funding Required	Administrative team and teachers
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Strategy 3:

Core Curriculum for Students with disabilities - All students with disabilities are in pre-ap classes with their peers. They are provided support through LBD teachers.

Category: Learning Systems

Research Cited: Marilyn Friend

Activity - Springboard Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Base-curriculum used to support for students with disabilities.	Academic Support Program	08/17/2016	06/01/2017	\$3000	District Funding	Collegeboard

Activity - Foundations for Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified with reading foundation issues are scheduled into a 90 minute per week class using Recipe for Reading materials.	Academic Support Program	01/10/2017	06/01/2017	\$0	No Funding Required	Administrative team and teacher.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Continuous Classroom Instruction	Teachers identify students who score novice on embedded assessments in math and ELA and create tier 1 interventions based on guided planning and PLC discussions as well as resources provided by principal.	Academic Support Program	08/17/2016	06/01/2017	\$0	Administrative team and teachers
Continuous classroom improvement	Teachers utilize CCI in their classrooms to monitor student achievement. Teachers set class goals and students set individual goals. The PDSA cycle is utilized to analyze student progress.	Academic Support Program	08/17/2016	06/01/2017	\$0	Leadership Team
PLC Protocol	Teachers utilize the PLC protocol adopted by the district to analyze data and modify instruction	Academic Support Program	08/01/2016	06/01/2017	\$0	Leadership team
Practice ACT Tests	Practice tests are given 3 times a year to create ACT groups around the college readiness contents.	Academic Support Program	08/17/2016	06/01/2017	\$0	Leadership Team
Program Review PLC	Program reviews are monitored through our PLC process. Teachers collect evidence of standards and create a digital portfolio of evidence.	Academic Support Program	08/17/2016	06/01/2017	\$0	PLC head and teacher teams
Administrative Team Meetings	The administrative team meets weekly to decide the agenda for guided planning meetings and communicate weekly priorities.	Academic Support Program	08/17/2016	06/01/2017	\$0	Admin Team
Reading push through the library	Book club / library advisory council that meets during iTime, Breakfast with the Books program 1 morning per week, Staffuly reads poster campaign, Reading Interest Inventory, Reading Contest	Community Engagement, Academic Support Program	01/04/2017	06/01/2017	\$0	Media Specialist
Reading Strategies Across the Curriculum	Teachers will plan reading strategies in their weekly lessons. This will be monitored in their weekly guided planning sessions.	Academic Support Program	01/18/2017	06/01/2017	\$0	Leadership Team
PLC Protocol	Teachers utilize the PLC protocol adopted by the district to analyze data and modify instruction	Academic Support Program	08/17/2016	06/01/2017	\$0	Leadership

Comprehensive School Improvement Plan

Paris High School

Program Review PLC	Program reviews are monitored through our PLC process. Teachers collect evidence of standards and create a digital portfolio of evidence.	Academic Support Program	08/17/2016	06/01/2017	\$0	Teacher Leader and admin team
Princeton Review Early Edge	Provides curricular support for college readiness work.	Direct Instruction	08/17/2016	06/01/2017	\$0	English department
Foundations for Reading	Students who are identified with reading foundation issues are scheduled into a 90 minute per week class using Recipe for Reading materials.	Academic Support Program	01/10/2017	06/01/2017	\$0	Administrative team and teacher.
Reading Fundamentals	Novice readers who need work in phonics / decoding / vocabulary will be in a fundamentals class during iTime to address their needs.	Academic Support Program	01/04/2017	06/01/2017	\$0	Special education department - leadership team
KOSSA Practice and Goal Setting	Students will goal set toward career readiness assessment requirements and participate in content review	Career Preparation/Orientation	08/17/2016	06/01/2017	\$0	Career teachers
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Edgenuity	Students utilize the online curriculum in order to personalize work.	Academic Support Program	08/17/2016	06/01/2017	\$2000	Alternative program staff, Johnson, Brooks
Tier 2 Reading Plus Program	We will schedule and implement Reading Plus for Tier 2 Interventions	Academic Support Program	01/18/2017	06/01/2017	\$2000	Leadership team
Renaissance Program	Josten's Renaissance is a student led program that works on student agency and improving culture in the school.	Behavioral Support Program	08/01/2016	06/01/2017	\$2000	Bowens and Roy
Total					\$6000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Library Initiatives	Library initiatives will be aimed to increase students' love of reading and the amount students are reading.	Extra Curricular, Community Engagement, Academic Support Program	01/04/2017	06/01/2017	\$1000	Media Specialist

Comprehensive School Improvement Plan

Paris High School

Project Based Learning	All teachers were trained in PBL. District PBL protocol was adopted. A calendar for PBL implementation was established. All students will participate in a PBL showcase.	Academic Support Program	08/17/2016	06/01/2017	\$2000	CAO and administrative team
Springboard Curriculum	Base-curriculum used to support for students with disabilities.	Academic Support Program	08/17/2016	06/01/2017	\$3000	Collegeboard
Continuous Classroom Improvement	Teachers utilize CCI in their classrooms to monitor student achievement. Teachers set class goals and students set individual goals. The PDSA cycle is utilized to analyze student progress.	Direct Instruction, Academic Support Program	08/17/2016	06/01/2017	\$8000	Leadership team
Reading Plus	Students who are scoring in the apprentice range will utilize the Reading Plus program to improve their comprehension and vocabulary.	Academic Support Program, Technology	01/04/2017	06/01/2017	\$1000	Trained teachers - leadership team
Total					\$15000	

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.	Yes		

Comprehensive School Improvement Plan

Paris High School

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

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Paris 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.	Yes		

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

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

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

Comprehensive School Improvement Plan

Paris 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		

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

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

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

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

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

Comprehensive School Improvement Plan

Paris 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.	Yes		

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

By 2019, the district will increase the combined (reading and mathematics) percentage of proficient / distinguished students to 68.3.

Measurable Objective 1:

collaborate to demonstrate a proficiency in reading and mathematics by achieving a combined (reading and mathematics) percentage of students scoring proficient / distinguished to 49.2 by 06/01/2017 as measured by Scores on the English 2 and Algebra 2 EOC exams.

Strategy1:

Professional Learning Communities - PLC groups are arranged by content areas and meet biweekly. They follow the PDSA cycle to analyze teaching and assessment, student achievement, and modify instruction to meet student needs.

Category: Learning Systems

Research Cited: DuFour

Activity - Program Review PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program reviews are monitored through our PLC process. Teachers collect evidence of standards and create a digital portfolio of evidence.	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	PLC head and teacher teams

Activity - PLC Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize the PLC protocol adopted by the district to analyze data and modify instruction	Academic Support Program	08/01/2016	06/01/2017	\$0 - No Funding Required	Leadership team

Strategy2:

Reading Plan - Leadership team is collaborating with CKEC reading specialist, English PLC, and media specialist to create a reading plan for the high school. Both remedial reading issues and increasing literacy throughout the school will be part of the plan.

Category: Learning Systems

Research Cited: Reading Plus

Comprehensive School Improvement Plan

Paris High School

Activity - Reading Strategies Across the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan reading strategies in their weekly lessons. This will be monitored in their weekly guided planning sessions.	Academic Support Program	01/18/2017	06/01/2017	\$0 - No Funding Required	Leadership Team

Activity - Tier 2 Reading Plus Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will schedule and implement Reading Plus for Tier 2 Interventions	Academic Support Program	01/18/2017	06/01/2017	\$2000 - General Fund	Leadership team

Activity - Reading push through the library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Book club / library advisory council that meets during iTime, Breakfast with the Books program 1 morning per week, Staffuly reads poster campaign, Reading Interest Inventory, Reading Contest	Community Engagement Academic Support Program	01/04/2017	06/01/2017	\$0 - No Funding Required	Media Specialist

Strategy3:

Springboard Curriculum - The Springboard curriculum is utilized in all high school math and reading courses. It is aligned to Common Core and integrates high yield instructional strategies. Teachers will monitor student performance on assessments utilizing the PDSA cycle.

Category: Learning Systems

Research Cited: Collegeboard

Activity - Continuous Classroom Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize CCI in their classrooms to monitor student achievement. Teachers set class goals and students set individual goals. The PDSA cycle is utilized to analyze student progress.	Academic Support Program Direct Instruction	08/17/2016	06/01/2017	\$8000 - District Funding	Leadership team

Goal 2:

By 2019, the district will increase the combined (reading and mathematics) percentage of proficient / distinguished students in non-duplicated gap groups to 62.7.

Measurable Objective 1:

collaborate to demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students in the non-duplicated gap groups scoring proficeint / distinguished to 62.7 by 06/01/2017 as measured by scores on the English 2 and Alegebra 2 EOC exam. .

Strategy1:

Guided Planning - Administrative team meets weekly for 20 minutes during their planning period to monitor lesson plans, pacing guides, and student data.

Comprehensive School Improvement Plan

Paris High School

Category: Professional Learning & Support

Research Cited: Franklin Simpson

Activity - Administrative Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team meets weekly to decide the agenda for guided planning meetings and communicate weekly priorities.	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	Admin Team

Strategy2:

Springboard Curriculum - Teachers in grades 9-12 have been trained in the Collegeboard Springboard Curriculum. Teachers monitor Springboard assessments using the PDSA cycle. Assessments are aligned to the common core.

Category: Learning Systems

Research Cited: Collegeboard

Activity - Continuous classroom improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize CCI in their classrooms to monitor student achievement. Teachers set class goals and students set individual goals. The PDSA cycle is utilized to analyze student progress.	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	Leadership Team

Strategy3:

Reading Plan - Paris High school will have a plan to address the the needs of students who are not reading at the proficient or distinguished level.

Category: Learning Systems

Research Cited: Rob

Activity - Library Initiatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Library initiatives will be aimed to increase students' love of reading and the amount students are reading.	Extra Curricular Community Engagement Academic Support Program	01/04/2017	06/01/2017	\$1000 - District Funding	Media Specialist

Activity - Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are scoring in the apprentice range will utilize the Reading Plus program to improve their comprehension and vocabulary.	Academic Support Program Technology	01/04/2017	06/01/2017	\$1000 - District Funding	Trained teachers - leadership team

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Paris High School

Activity - Reading Fundamentals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice readers who need work in phonics / decoding / vocabulary will be in a fundamentals class during iTime to address their needs.	Academic Support Program	01/04/2017	06/01/2017	\$0 - No Funding Required	Special education department - leadership team

Strategy4:

Professional Learning Communities - PLC groups are arranged by content areas and meet biweekly. They follow the PDSA to analyze teaching and assessment,

student achievement, and modify instruction to meet student needs.

Category: Learning Systems

Research Cited: Dufour

Activity - Program Review PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program reviews are monitored through our PLC process. Teachers collect evidence of standards and create a digital portfolio of evidence.	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	Teacher Leader and admin team

Activity - PLC Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize the PLC protocol adopted by the district to analyze data and modify instruction	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	Leadership

Goal 3:

By 2020, Paris Independent will increase Graduation Rate from 97.6% to 98%

Measurable Objective 1:

collaborate to create systems to support student persistence to graduation. by 06/01/2017 as measured by the 4 year graduation cohort..

Strategy1:

FRYSC - FRYSC will provide non-academic support services to high risk students.

Category: Persistence to Graduation

Research Cited: FRYSC

Activity - Renaissance Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Josten's Renaissance is a student led program that works on student agency and improving culture in the school.	Behavioral Support Program	08/01/2016	06/01/2017	\$2000 - General Fund	Bowens and Roy

Strategy2:

Alternative Program - The most At-Risk students are placed in the alternative program with small numbers, modified course work, and extra

Comprehensive School Improvement Plan

Paris High School

counseling.

Category: Persistence to Graduation

Research Cited: At-Risk Programs

Activity - Edgenuity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students utilize the online curriculum in order to personalize work.	Academic Support Program	08/17/2016	06/01/2017	\$2000 - General Fund	Alternative program staff, Johnson, Brooks

Goal 4:

By 2016, the percentage of students who are college and career ready will increase from 72.5% to 85%

Measurable Objective 1:

collaborate to Demonstrate a proficiency in College and Career Readiness by 05/31/2017 as measured by the college and career targets.

Strategy1:

Academic iTime - Academic iTime is 90 minutes of intentional college readiness preparation. Students are given a practice ACT three times per year and grouped according to ACT band scores to work on strategies specific to the content.

Category: Learning Systems

Research Cited: ACT

Activity - Practice ACT Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Practice tests are given 3 times a year to create ACT groups around the college readiness contents.	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	Leadership Team

Strategy2:

CCR Classes for Seiors - Any senior who is not college ready in a content area will be placed in an extra ELA or math class to work on skills.

Category: Learning Systems

Research Cited: Increased class time

Activity - Princeton Review Early Edge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provides curricular support for college readiness work.	Direct Instruction	08/17/2016	06/01/2017	\$0 - No Funding Required	English department

Strategy3:

Career Readiness Pathways - Added a new career pathway - agriculture - to increase opportunities for students

Category: Career Readiness Pathways

Research Cited: Career Readiness

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Paris High School

Activity - KOSSA Practice and Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will goal set toward career readiness assessment requirements and participate in content review	Career Preparation/Orientation	08/17/2016	06/01/2017	\$0 - No Funding Required	Career teachers

Goal 5:

By 2020, the district will reduce the number of students scoring novice by 50% to 17.3%.

Measurable Objective 1:

collaborate to reduce the number of students scoring novice to 35.6% by 06/01/2017 as measured by K-Prep End of Course Assessments.

Strategy1:

Deeper Learning - All students will participate in classroom activities that increase student engagement.

Category: Stakeholder Engagement

Research Cited: Buck Institute

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers were trained in PBL. District PBL protocol was adopted. A calendar for PBL implementation was established. All students will participate in a PBL showcase.	Academic Support Program	08/17/2016	06/01/2017	\$2000 - District Funding	CAO and administrative team

Strategy2:

Core Curriculum for Students with disabilities - All students with disabilities are in pre-ap classes with their peers. They are provided support through LBD teachers.

Category: Learning Systems

Research Cited: Marilyn Friend

Activity - Springboard Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Base-curriculum used to support for students with disabilities.	Academic Support Program	08/17/2016	06/01/2017	\$3000 - District Funding	Collegeboard

Activity - Foundations for Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified with reading foundation issues are scheduled into a 90 minute per week class using Recipe for Reading materials.	Academic Support Program	01/10/2017	06/01/2017	\$0 - No Funding Required	Administrative team and teacher.

Strategy3:

Response to Intervention - All students not meeting benchmarks in math and reading are identified by classroom teachers and targeted for

Comprehensive School Improvement Plan

Paris High School

tier 1 intervention.

Category: Continuous Improvement

Research Cited: McCook

Activity - Continuous Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers identify students who score novice on embedded assessments in math and ELA and create tier 1 interventions based on guided planning and PLC discussions as well as resources provided by principal.	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	Administrative team and teachers

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

Goal 1:

By 2019, the district will increase the combined (reading and mathematics) percentage of proficient / distinguished students to 68.3.

Measurable Objective 1:

collaborate to demonstrate a proficiency in reading and mathematics by achieving a combined (reading and mathematics) percentage of students scoring proficient / distinguished to 49.2 by 06/01/2017 as measured by Scores on the English 2 and Algebra 2 EOC exams.

Strategy1:

Professional Learning Communities - PLC groups are arranged by content areas and meet biweekly. They follow the PDSA cycle to analyze teaching and assessment, student achievement, and modify instruction to meet student needs.

Category: Learning Systems

Research Cited: DuFour

Activity - Program Review PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program reviews are monitored through our PLC process. Teachers collect evidence of standards and create a digital portfolio of evidence.	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	PLC head and teacher teams

Activity - PLC Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize the PLC protocol adopted by the district to analyze data and modify instruction	Academic Support Program	08/01/2016	06/01/2017	\$0 - No Funding Required	Leadership team

Strategy2:

SY 2016-2017

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Reading Plan - Leadership team is collaborating with CKEC reading specialist, English PLC, and media specialist to create a reading plan for the high school. Both remedial reading issues and increasing literacy throughout the school will be part of the plan.

Category: Learning Systems

Research Cited: Reading Plus

Activity - Tier 2 Reading Plus Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will schedule and implement Reading Plus for Tier 2 Interventions	Academic Support Program	01/18/2017	06/01/2017	\$2000 - General Fund	Leadership team

Activity - Reading Strategies Across the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan reading strategies in their weekly lessons. This will be monitored in their weekly guided planning sessions.	Academic Support Program	01/18/2017	06/01/2017	\$0 - No Funding Required	Leadership Team

Activity - Reading push through the library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Book club / library advisory council that meets during iTime, Breakfast with the Books program 1 morning per week, Staffuly reads poster campaign, Reading Interest Inventory, Reading Contest	Community Engagement Academic Support Program	01/04/2017	06/01/2017	\$0 - No Funding Required	Media Specialist

Strategy3:

Springboard Curriculum - The Springboard curriculum is utilized in all high school math and reading courses. It is aligned to Common Core and integrates high yield instructional strategies. Teachers will monitor student performance on assessments utilizing the PDSA cycle.

Category: Learning Systems

Research Cited: Collegeboard

Activity - Continuous Classroom Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize CCI in their classrooms to monitor student achievement. Teachers set class goals and students set individual goals. The PDSA cycle is utilized to analyze student progress.	Academic Support Program Direct Instruction	08/17/2016	06/01/2017	\$8000 - District Funding	Leadership team

Goal 2:

By 2019, the district will increase the combined (reading and mathematics) percentage of proficient / distinguished students in non-duplicated gap groups to 62.7.

Measurable Objective 1:

collaborate to demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students in the non-duplicated gap groups scoring proficeint / distinguished to 62.7 by 06/01/2017 as measured by scores on the English 2 and

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Algebra 2 EOC exam. .

Strategy1:

Springboard Curriculum - Teachers in grades 9-12 have been trained in the Collegeboard Springboard Curriculum. Teachers monitor Springboard assessments using the PDSA cycle. Assessments are aligned to the common core.

Category: Learning Systems

Research Cited: Collegeboard

Activity - Continuous classroom improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize CCI in their classrooms to monitor student achievement. Teachers set class goals and students set individual goals. The PDSA cycle is utilized to analyze student progress.	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	Leadership Team

Strategy2:

Reading Plan - Paris High school will have a plan to address the the needs of students who are not reading at the proficient or distinguished level.

Category: Learning Systems

Research Cited: Rob

Activity - Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are scoring in the apprentice range will utilize the Reading Plus program to improve their comprehension and vocabulary.	Academic Support Program Technology	01/04/2017	06/01/2017	\$1000 - District Funding	Trained teachers - leadership team

Activity - Reading Fundamentals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice readers who need work in phonics / decoding / vocabulary will be in a fundamentals class during iTime to address their needs.	Academic Support Program	01/04/2017	06/01/2017	\$0 - No Funding Required	Special education department - leadership team

Activity - Library Initiatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Library initiatives will be aimed to increase students' love of reading and the amount students are reading.	Extra Curricular Academic Support Program Community Engagement	01/04/2017	06/01/2017	\$1000 - District Funding	Media Specialist

Strategy3:

Guided Planning - Administrative team meets weekly for 20 minutes during their planning period to monitor lesson plans, pacing guides, and student data.

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Paris High School

Category: Professional Learning & Support

Research Cited: Franklin Simpson

Activity - Administrative Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team meets weekly to decide the agenda for guided planning meetings and communicate weekly priorities.	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	Admin Team

Strategy4:

Professional Learning Communities - PLC groups are arranged by content areas and meet biweekly. They follow the PDSA to analyze teaching and assessment, student achievement, and modify instruction to meet student needs.

Category: Learning Systems

Research Cited: Dufour

Activity - PLC Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize the PLC protocol adopted by the district to analyze data and modify instruction	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	Leadership

Activity - Program Review PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program reviews are monitored through our PLC process. Teachers collect evidence of standards and create a digital portfolio of evidence.	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	Teacher Leader and admin team

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

By 2019, the district will increase the combined (reading and mathematics) percentage of proficient / distinguished students to 68.3.

Measurable Objective 1:

collaborate to demonstrate a proficiency in reading and mathematics by achieving a combined (reading and mathematics) percentage of students scoring proficient / distinguished to 49.2 by 06/01/2017 as measured by Scores on the English 2 and Algebra 2 EOC exams.

Strategy1:

Reading Plan - Leadership team is collaborating with CKEC reading specialist, English PLC, and media specialist to create a reading plan for the high school. Both remedial reading issues and increasing literacy throughout the school will be part of the plan.

Category: Learning Systems

Research Cited: Reading Plus

Activity - Tier 2 Reading Plus Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will schedule and implement Reading Plus for Tier 2 Interventions	Academic Support Program	01/18/2017	06/01/2017	\$2000 - General Fund	Leadership team

Activity - Reading Strategies Across the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan reading strategies in their weekly lessons. This will be monitored in their weekly guided planning sessions.	Academic Support Program	01/18/2017	06/01/2017	\$0 - No Funding Required	Leadership Team

Activity - Reading push through the library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Book club / library advisory council that meets during iTime, Breakfast with the Books program 1 morning per week, Staffulty reads poster campaign, Reading Interest Inventory, Reading Contest	Academic Support Program Community Engagement	01/04/2017	06/01/2017	\$0 - No Funding Required	Media Specialist

Strategy2:

Springboard Curriculum - The Springboard curriculum is utilized in all high school math and reading courses. It is aligned to Common Core and integrates high yield instructional strategies. Teachers will monitor student performance on assessments utilizing the PDSA cycle.

Category: Learning Systems

Research Cited: Collegeboard

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Paris High School

Activity - Continuous Classroom Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize CCI in their classrooms to monitor student achievement. Teachers set class goals and students set individual goals. The PDSA cycle is utilized to analyze student progress.	Academic Support Program Direct Instruction	08/17/2016	06/01/2017	\$8000 - District Funding	Leadership team

Strategy3:

Professional Learning Communities - PLC groups are arranged by content areas and meet biweekly. They follow the PDSA cycle to analyze teaching and assessment, student achievement, and modify instruction to meet student needs.

Category: Learning Systems

Research Cited: DuFour

Activity - PLC Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize the PLC protocol adopted by the district to analyze data and modify instruction	Academic Support Program	08/01/2016	06/01/2017	\$0 - No Funding Required	Leadership team

Activity - Program Review PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program reviews are monitored through our PLC process. Teachers collect evidence of standards and create a digital portfolio of evidence.	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	PLC head and teacher teams

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

Goal 1:

By 2020, Paris Independent will increase Graduation Rate from 97.6% to 98%

Measurable Objective 1:

collaborate to create systems to support student persistence to graduation. by 06/01/2017 as measured by the 4 year graduation cohort..

Strategy1:

FRYSC - FRYSC will provide non-academic support services to high risk students.

Category: Persistence to Graduation

Research Cited: FRYSC

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Activity - Renaissance Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Josten's Renaissance is a student led program that works on student agency and improving culture in the school.	Behavioral Support Program	08/01/2016	06/01/2017	\$2000 - General Fund	Bowens and Roy

Strategy2:

Alternative Program - The most At-Risk students are placed in the alternative program with small numbers, modified course work, and extra counseling.

Category: Persistence to Graduation

Research Cited: At-Risk Programs

Activity - Edgenuity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students utilize the online curriculum in order to personalize work.	Academic Support Program	08/17/2016	06/01/2017	\$2000 - General Fund	Alternative program staff, Johnson, Brooks

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

Goal 1:

By 2016, the percentage of students who are college and career ready will increase from 72.5% to 85%

Measurable Objective 1:

collaborate to Demonstrate a proficiency in College and Career Readiness by 05/31/2017 as measured by the college and career targets.

Strategy1:

CCR Classes for Seiors - Any senior who is not college ready in a content area will be placed in an extra ELA or math class to work on skills.

Category: Learning Systems

Research Cited: Increased class time

Activity - Princeton Review Early Edge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provides curricular support for college readiness work.	Direct Instruction	08/17/2016	06/01/2017	\$0 - No Funding Required	English department

Strategy2:

Academic iTime - Academic iTime is 90 minutes of intentional college readiness preparation. Students are given a practice ACT three times per year and grouped according to ACT band scores to work on strategies specific to the content.

Category: Learning Systems

Research Cited: ACT

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Activity - Practice ACT Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Practice tests are given 3 times a year to create ACT groups around the college readiness contents.	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	Leadership Team

Strategy3:

Career Readiness Pathways - Added a new career pathway - agriculture - to increase opportunities for students

Category: Career Readiness Pathways

Research Cited: Career Readiness

Activity - KOSSA Practice and Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will goal set toward career readiness assessment requirements and participate in content review	Career Preparation/ Orientation	08/17/2016	06/01/2017	\$0 - No Funding Required	Career teachers

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

Goal 1:

By 2019, the district will increase the combined (reading and mathematics) percentage of proficient / distinguished students in non-duplicated gap groups to 62.7.

Measurable Objective 1:

collaborate to demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students in the non-duplicated gap groups scoring proficeint / distinguished to 62.7 by 06/01/2017 as measured by scores on the English 2 and Alegebra 2 EOC exam. .

Strategy1:

Springboard Curriculum - Teachers in grades 9-12 have been trained in the Collegeboard Springboard Curriculum. Teachers monitor Springboard assessments using the PDSA cycle. Assessments are aligned to the common core.

Category: Learning Systems

Research Cited: Collegeboard

Activity - Continuous classroom improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize CCI in their classrooms to monitor student achievement. Teachers set class goals and students set individual goals. The PDSA cycle is utilized to analyze student progress.	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	Leadership Team

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Strategy2:

Guided Planning - Administrative team meets weekly for 20 minutes during their planning period to monitor lesson plans, pacing guides, and student data.

Category: Professional Learning & Support

Research Cited: Franklin Simpson

Activity - Administrative Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team meets weekly to decide the agenda for guided planning meetings and communicate weekly priorities.	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	Admin Team

Strategy3:

Reading Plan - Paris High school will have a plan to address the the needs of students who are not reading at the proficient or distinguished level.

Category: Learning Systems

Research Cited: Rob

Activity - Reading Fundamentals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice readers who need work in phonics / decoding / vocabulary will be in a fundamentals class during iTime to address their needs.	Academic Support Program	01/04/2017	06/01/2017	\$0 - No Funding Required	Special education department - leadership team

Activity - Library Initiatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Library initiatives will be aimed to increase students' love of reading and the amount students are reading.	Academic Support Program Extra Curricular Community Engagement	01/04/2017	06/01/2017	\$1000 - District Funding	Media Specialist

Activity - Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are scoring in the apprentice range will utilize the Reading Plus program to improve their comprehension and vocabulary.	Technology Academic Support Program	01/04/2017	06/01/2017	\$1000 - District Funding	Trained teachers - leadership team

Strategy4:

Professional Learning Communities - PLC groups are arranged by content areas and meet biweekly. They follow the PDSA to analyze teaching and assessment, student achievement, and modify instruction to meet student needs.

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Paris High School

Category: Learning Systems

Research Cited: Dufour

Activity - PLC Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize the PLC protocol adopted by the district to analyze data and modify instruction	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	Leadership

Activity - Program Review PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program reviews are monitored through our PLC process. Teachers collect evidence of standards and create a digital portfolio of evidence.	Academic Support Program	08/17/2016	06/01/2017	\$0 - No Funding Required	Teacher Leader and admin team

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?

For over 100 years, Paris High School has been a community icon of progress, tradition, diversity and pride. In 1894, a standard four-year high school was organized in Paris under the direction of Professor E.W. Weaver and Professor Frank Walker. The first commencement exercise was held in 1897. Since that time, Paris High School has established itself as a premier academic institution being nationally recognized as one of America's best high schools by U.S. News and World Report receiving bronze medal recognition in 2007 and 2008.

Paris High also boasts two National Merit Finalists (1993, 2009) and a National Merit Semi-finalist (2008). Since 2007, Paris High School has partnered with Maysville Community College offering a dual credit program to seniors. Since the program's inception, approximately forty percent of Paris graduates have entered college with three to twelve hours of college credit. Student achievement is Paris High School's number one priority. Faculty and staff expect academic excellence. When students enter PHS, they are guaranteed a first class, top notch, high quality education. In addition to our academic achievements, Paris also claims an award-winning band, competitive academic team, select clubs and activities, and a strong tradition of athletics. Everyday, faculty, staff and students strive to continue the longstanding tradition of Paris Pride and carry out our mission of "Success ~ One by One".

The Paris High School comprehensive school improvement plan is the result of a vigorous process aimed at identifying our priority areas for growth and improvement. We continuously strive to ensure that each of our students are experiencing academic growth and reaching their full scholastic potential. We know that this cannot happen without constant monitoring of data from many sources including MAP testing, PLAN results, ACT results, end-of course exams, and Kentucky's KPREP results. As with all Kentucky schools we are experiencing the growing pains of the changing accountability system. We address this issue by providing our administrators and teachers quality professional development and access to needed resources. Paris High School is confident that our tradition of academic excellence will carry forward during this time of educational reform.

Paris High School is located in Paris, Kentucky, a small town in Central Kentucky. We currently serve 210 students. Paris High School has an extremely diverse student population. 58.4% of students qualify for free/reduced lunch. Approximately 23% of students are AfricanAmerican, 8% are Hispanic, 66% are White, and 3% are classify themselves as mixed races. Diversity is our greatest asset

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.

MISSION STATEMENT

The mission of PARIS HIGH SCHOOL is to insure Success ~ One by One

VISION STATEMENT

Paris high school will be a TOP 20 Kentucky high school by eliminating achievement gaps, increasing graduation rates, and maximizing the number of students who graduate College and Career Ready.

EDUCATIONAL PHILOSOPHY

Paris High School recognizes that each child is a unique individual who has different needs, which must be met in order to realize his or her full potential. We further believe that the curriculum offered and the methods of instruction used to present it should be as many and varied as are the needs of the children for whom they are devised. Our school should be a warm, happy, and comfortable place that provides each child the opportunity for success every day. Instructional programs provided should motivate, challenge, and develop the whole child mentally, physically, emotionally, socially, and morally. Finally, it is the belief of the school that one's education does not stop with the end of the formal educational experience. Therefore, the school intends that the educational program we offer prepares each child, to the extent of his or her abilities, to assume the responsibility for life-long learning and become responsible, contributing members of our international society.

BELIEFS

- ¶ All children can learn.
- ¶ All people have intrinsic worth.
- ¶ High expectations are essential for high levels of learning.
- ¶ People do best in an environment where they are valued.
- ¶ Creating and adapting to change are essential for optimal growth.
- ¶ Effort is the most important contribution people make to achieve success.
- ¶ Valuing individual differences is essential to a democratic society.
- ¶ Teamwork requires trust and communication.
- ¶ All children have an inherent right to be educated in a challenging, nurturing, and safe environment.
- ¶ Excellence is the standard for which we hold ourselves accountable.
- ¶ Quality schools are effective when the total community works together with a shared commitment.

Paris High School exemplifies these beliefs through our course offerings and expectations we set for our students. All students are expected to take the same academic course load in terms of their core curriculum. We offer a varied and challenging array of elective courses. In spite of our small size, we offer a comparable AP course load to larger schools. Students have the opportunity to take dual credit courses through Maysville Community and Technical College. We have a large number of courses that are not taught on campus but rather through online formats. Paris High School has implemented standards-based mastery learning and grading. We expect our students to learn at high levels but we understand that not every student will progress at the same rate. We allow students multiple opportunities to demonstrate their mastery of content. Our grading scale is higher than most schools with anything lower than a 70% not being a pass grade.

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.

In the last three years we have provided every student with a Chrome Book. This has allowed us to better personalize each child's education and to equalize the playing field for all students. We have implemented the pre-AP Springboard curriculum in math and ELA grades 6-12. We are members of UK's Next generation leadership cadre and have become a project based learning school. Our writing scores remain strong along with improvement in history and biology.

We are working to improve our reading scores. We have developed a comprehensive reading plan to address struggling readers and improve our instructional capacity in developing more proficient and distinguished readers.

Additional Information

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

We are a Josten's Renaissance school. This program was implemented to address student voice and agency. Jostens Renaissance is an acclaimed educational enrichment program that is customized by students and the school community. Jostens Renaissance empowers our school to make it matter by boosting GPAs, increasing attendance, improving school pride and growing graduation rates.