



KDE Title I Report

Paris High School

Paris Independent

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Introduction

Complete the Title I requirement that is applicable to your school.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP and b) inserting an optional narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

Component 1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Goal 1:

By 2015, the percentage of students who are college and career ready will increase from 55.8% to 60.5%.

Measurable Objective 1:

61% of All Students will demonstrate a proficiency in College and Career Readiness by achieving a College and Career Readiness score of 60.5% in Career & Technical by 06/30/2015 as measured by the college and career targets.

Strategy1:

Creation of classes to target CCR goals for seniors - Classes will be created in the master schedule to address the reading, English, and math CCR standards. Students who did not reach all standards on their junior ACT will be placed into one of these classes. The class will focus on remediation in one of the subjects to help students meet the CCR standard through the COMPASS or KYOTE tests. The placement in these classes will be flexible based upon the student need at that time.

Category: Learning Systems

Research Cited:

Activity - Training teachers to understand the COMPASS and KYOTE tests	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional coach will locate resources and train the teachers about the two tests and the best way to help students through remediation.	Professional Learning			08/14/2014	05/22/2015	\$0 - No Funding Required	Counselor and Instructional Coach

Activity - Student identified incentives for reaching CCR benchmarks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and counselor will meet with students to understand student motivation for meeting CCR benchmarks. They will work with the students to create a rewards program to encourage students to work hard at reaching their goal.	Behavioral Support Program			08/18/2014	05/22/2015	\$100 - District Funding	Principal and Counselor

Goal 2:

By 2017, the district will increase the combined (reading and mathematics) percentage of proficient / distinguished students in the non-duplicated gap groups to 59.7%.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students in the non-duplicated gap groups scoring proficient / distinguished in Reading by 08/31/2015 as measured by the combined (reading and math) gap targets.

Strategy1:

PLC Work - The new PLC structure will identify all students who fall in the GAP category. Teachers will identify the number of GAP students who must reach proficiency. Teachers will develop lessons and intentionally create groups to target increased performance in this group.

Category: Learning Systems

Research Cited: DuFour

Activity - Identification of GAP students and training to address these students.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and the instructional coach will identify all GAP students on the data charts in the data room. The principal and instructional coach will lead activities designed to target student performance in this group and improve the number of GAP students reaching proficiency.	Professional Learning			10/01/2014	05/22/2015	\$0 - No Funding Required	Principal and Instructional Coach

Strategy2:

Targeted nPull-outs during the instructional day - The principal and counselor will create student groups of GAP students that can be pulled out during the instructional day for targeted instruction. Instruction will be delivered via computer programs and direct instruction from a teacher.

Category: Learning Systems

Research Cited:

Activity - Research programs best suited to improve math and reading achievement at the middle school level	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and instructional coach will determine the best programs to use for increasing math and reading achievement at the middle school level. They will train the person charged with supervising students during the pull-out time.	Professional Learning			01/12/2015	05/22/2015	\$0 - No Funding Required	Counselor, principal, and instructional coach

Goal 3:

By 2017, Paris High School will increase the combined (reading and mathematics) percentage of proficient / distinguished students to 74.9.

Measurable Objective 1:

64% of All Students will demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students scoring Proficient / Distinguished in Reading by 08/31/2015 as measured by the combined (reading and math) proficiency targets.

Strategy1:

PLC Work - Paris High School will restructure it's PLC groups. Every teacher will be placed on either the Math PLC group or the Reading PLC group. Each group will examine CERT data to determine a high priority need in the CCR standards. The group will examine the rigor of the standards and develop prompts to assess the standards. Teachers will track data on 100% of their students and record the results in the data room. PLC groups will analyze the data and look for trends and ways to improve student performance. PLC groups will continue with the standards until a satisfactory number of students have mastered the content. At that point the group will move to the next priority need.

Category: Continuous Improvement

Research Cited: Richard Dufour

Activity - PLC Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Instructional Coach will train teachers in the protocol for PLC work, data tracking procedures, and analysis of results.	Professional Learning			10/01/2014	05/22/2015	\$0 - No Funding Required	Principal and Instructional Coach

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

By 2017, Paris High School will increase the combined (reading and mathematics) percentage of proficient / Distinguished students in the non-duplicated gap groups to 69.9.

Measurable Objective 1:

58% of All Students will demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students in the non-duplicated gap groups scoring proficient or distinguished in Reading by 08/31/2015 as measured by the combined (reading and math) gap targets.

Strategy1:

PLC Work - The new PLC structure will identify all students who fall in the GAP category. Teachers will identify the number of GAP students who must reach proficiency. Teachers will develop lessons and intentionally create groups to target increased performance in these groups.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Identification of GAP students and training to address these students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and instructional coach will identify all GAP students on the data charts in the data room. The principal and instructional coach will lead activities designed to target student performance in this group and improve the number of GAP students reaching proficiency.	Professional Learning			10/01/2014	05/22/2015	\$0 - No Funding Required	Principal and Instructional Coach

Strategy2:

Targeted pull-outs during the instructional day - The principal and counselor will create student groups of GAP students that can be pulled out during the instructional day for targeted instruction. Instruction will be delivered via computer programs and direct instruction from a teacher.

Category: Learning Systems

Research Cited:

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Activity - Research programs best suited to improve math and reading achievement at the high school level	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and instructional coach will determine the best programs to use for increasing math and reading achievement at the high school level. They will train the person charged with supervising students during the pull-out time.	Professional Learning			01/12/2015	05/22/2015	\$0 - No Funding Required	Counselor, Principal, and Instructional Coach

Goal 2:

By 2015, the percentage of students who are college and career ready will increase from 55.8% to 60.5%.

Measurable Objective 1:

61% of All Students will demonstrate a proficiency in College and Career Readiness by achieving a College and Career Readiness score of 60.5% in Career & Technical by 06/30/2015 as measured by the college and career targets.

Strategy1:

Creation of classes to target CCR goals for seniors - Classes will be created in the master schedule to address the reading, English, and math CCR standards. Students who did not reach all standards on their junior ACT will be placed into one of these classes. The class will focus on remediation in one of the subjects to help students meet the CCR standard through the COMPASS or KYOTE tests. The placement in these classes will be flexible based upon the student need at that time.

Category: Learning Systems

Research Cited:

Activity - Training teachers to understand the COMPASS and KYOTE tests	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional coach will locate resources and train the teachers about the two tests and the best way to help students through remediation.	Professional Learning			08/14/2014	05/22/2015	\$0 - No Funding Required	Counselor and Instructional Coach

Activity - Student identified incentives for reaching CCR benchmarks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and counselor will meet with students to understand student motivation for meeting CCR benchmarks. They will work with the students to create a rewards program to encourage students to work hard at reaching their goal.	Behavioral Support Program			08/18/2014	05/22/2015	\$100 - District Funding	Principal and Counselor

Goal 3:

By 2017, Paris High School will increase the combined (reading and mathematics) percentage of proficient / distinguished students to 74.9.

Measurable Objective 1:

64% of All Students will demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students scoring Proficient / Distinguished in Reading by 08/31/2015 as measured by the combined (reading and math) proficiency targets.

Strategy1:

PLC Work - Paris High School will restructure it's PLC groups. Every teacher will be placed on either the Math PLC group or the Reading PLC group. Each group will examine CERT data to determine a high priority need in the CCR standards. The group will examine the rigor of the standards and develop prompts to assess the standards. Teachers will track data on 100% of their students and record the results in the data room. PLC groups will analyze the data and look for trends and ways to improve student performance. PLC groups will continue with the standards until a satisfactory number of students have mastered the content. At that point the group will move to the next priority need.

Category: Continuous Improvement

Research Cited: Richard Dufour

Activity - PLC Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Instructional Coach will train teachers in the protocol for PLC work, data tracking procedures, and analysis of results.	Professional Learning			10/01/2014	05/22/2015	\$0 - No Funding Required	Principal and Instructional Coach

Goal 4:

By 2017, the district will increase the combined (reading and mathematics) percentage of proficient / distinguished students in the non-duplicated gap groups to 59.7%.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students in the non-duplicated gap groups scoring proficient / distinguished in Reading by 08/31/2015 as measured by the combined (reading and math) gap targets.

Strategy1:

PLC Work - The new PLC structure will identify all students who fall in the GAP category. Teachers will identify the number of GAP students who must reach proficiency. Teachers will develop lessons and intentionally create groups to target increased performance in this group.

Category: Learning Systems

Research Cited: DuFour

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Activity - Identification of GAP students and training to address these students.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and the instructional coach will identify all GAP students on the data charts in the data room. The principal and instructional coach will lead activities designed to target student performance in this group and improve the number of GAP students reaching proficiency.	Professional Learning			10/01/2014	05/22/2015	\$0 - No Funding Required	Principal and Instructional Coach

Strategy2:

Targeted nPull-outs during the instructional day - The principal and counselor will create student groups of GAP students that can be pulled out during the instructional day for targeted instruction. Instruction will be delivered via computer programs and direct instruction from a teacher.

Category: Learning Systems

Research Cited:

Activity - Research programs best suited to improve math and reading achievement at the middle school level	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and instructional coach will determine the best programs to use for increasing math and reading achievement at the middle school level. They will train the person charged with supervising students during the pull-out time.	Professional Learning			01/12/2015	05/22/2015	\$0 - No Funding Required	Counselor, principal, and instructional coach

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

Paris High School will work in conjunction with the Paris Board of Education to approve a Certified Personnel Evaluation Plan utilizing KDE's Professional Growth and Effectiveness System. The Board will also approve a plan for principals utilizing PPGES.

Measurable Objective 1:

collaborate to develop a Certified Evaluation Plan by 07/31/2014 as measured by PGES and PPGES adoption.

Strategy1:

PGES Training - All certified personnel will be trained in the Professional Growth and Effectiveness System.

Category:

Research Cited:

Activity - Kentucky Framework for Effective Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified personnel will be trained in the new teaching standards as detailed in the KY Framework for Effective Teaching. The training will include a presentation of the standards and the scoring system for them. Model teaching videos will be shown to help teachers understand the implementation of the teaching standards at different performance levels.	Professional Learning			01/06/2014	12/19/2014	\$0 - No Funding Required	Chief Academic Officer, Principals

Activity - Multiple measures of the Professional Growth and Effectiveness System	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be trained in each component of the Professional Growth and Effectiveness System: Self-Reflection, Student Growth Goal, Observation w/KY Framework for Teaching, Professional Growth Plan, and Student Voice.	Professional Learning			01/06/2014	05/22/2015	\$0 - No Funding Required	Chief Academic Officer Principals

Goal 2:

60.5% of our seniors will graduate college and career ready.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency by meeting the criteria for college and / or career readiness in Career & Technical by 05/15/2015 as measured by Meeting benchmark score on the ACT test, Compass test, or Kyote test or by passing a career competency test..

Strategy1:

Scheduling of classes specific to the student's need - Classes will be created for the specific purpose of providing support in meeting college readiness standards. Sdtudents will be placed in a class with a teacher in the content they need for CCR.

Category: Management Systems

Research Cited:

Activity - Training teachers on the college readiness standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC groups will focus their learning on getting a better understanding of the college readiness standards and on best instructional practices. Administrative teams will provide resources necessary to grow teacher understanding.	Professional Learning			09/01/2014	05/08/2015	\$0 - No Funding Required	Jami Dailey - Principal Vickie Grigson - Instructional Coach

Activity - Parent education on the importance of CCR	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Multiple meetings will be held for parents to educate them on the importance of CCR and how students become CCR. Parents will be given information on the ACT, Compass, and Kyote tests. Parents will have the opportunity to view the CERT program.	Parent Involvement			09/05/2014	05/15/2015	\$0 - No Funding Required	Counselor Instructional Coach

Activity - CERT Testing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have begun using a new program, CERT, to track student's progress on the readiness standards. Students take ACT like assessments three times a year. The program produces a detailed report on each student's progress in the standards and also gives class data. The program also creates a study program for each student based upon the results of their testing.	Academic Support Program			09/05/2014	04/24/2015	\$4000 - District Funding	School Counselor, Principal, Instructional Coach

Goal 3:

By 2015, Paris High School will increase the percentage of teachers, principals, and other professionals participating in the Professional Growth and Effectiveness System (PGES) to 100%

Measurable Objective 1:

demonstrate a proficiency in the Professional Growth and Effectiveness System by 100% of teachers, 100% of principals, and 100% of other professionals participating in the Professional Growth and Effectiveness System by 05/31/2015 as measured by completion of tasks and documentation in CIITS.

Strategy1:

Training of teachers, principals, and other professionals - Teachers, principals, and other professionals will be trained in PGES.

Category: Professional Learning & Support

Research Cited: Daniellson Framework

Activity - Monitoring of progress in PGES through CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will monitor the completion of all tasks (self assessment, professional growth plan, student growth goals, and observations) through CIITS.	Other			08/18/2014	05/22/2015	\$0 - No Funding Required	Principal

Activity - Creation of meeting time for PGES training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teacher day will be modified to build meeting time into each day for training purposes. PGES training will occur each Tuesday from 7:45 to 8:15. The training will be conducted by the Chief Information Officer and the Building Principal.	Professional Learning			08/18/2014	05/22/2015	\$0 - No Funding Required	Chief Information Officer and Principal

Goal 4:

By 2015, the percentage of students who are college and career ready will increase from 55.8% to 60.5%.

Measurable Objective 1:

61% of All Students will demonstrate a proficiency in College and Career Readiness by achieving a College and Career Readiness score of 60.5% in Career & Technical by 06/30/2015 as measured by the college and career targets.

Strategy1:

Creation of classes to target CCR goals for seniors - Classes will be created in the master schedule to address the reading, English, and math CCR standards. Students who did not reach all standards on their junior ACT will be placed into one of these classes. The class will focus on remediation in one of the subjects to help students meet the CCR standard through the COMPASS or KYOTE tests. The placement in these classes will be flexible based upon the student need at that time.

Category: Learning Systems

Research Cited:

Activity - Student identified incentives for reaching CCR benchmarks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and counselor will meet with students to understand student motivation for meeting CCR benchmarks. They will work with the students to create a rewards program to encourage students to work hard at reaching their goal.	Behavioral Support Program			08/18/2014	05/22/2015	\$100 - District Funding	Principal and Counselor

Activity - Training teachers to understand the COMPASS and KYOTE tests	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional coach will locate resources and train the teachers about the two tests and the best way to help students through remediation.	Professional Learning			08/14/2014	05/22/2015	\$0 - No Funding Required	Counselor and Instructional Coach

Goal 5:

By 2015, Paris Middle School will increase the percentage of teachers, principals, and other professional participating in the Professional Growth and Effectiveness System (PGES) to 100%

Measurable Objective 1:

demonstrate a proficiency in the Professional Growth and Effectiveness System by 100% of teachers, 100% of principals, and 100% of other professionals participating in the Professional Growth and Effectiveness System by 05/31/2015 as measured by completion of tasks and documentation in CIITS.

Strategy1:

Training of teachers, principals, and other professionals - Teachers, principals, and other professional will be trained in all aspects of PGES.

Category: Professional Learning & Support

Research Cited: Daniellson Framework

Activity - Creation of meeting time for PGES training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teacher day will be modified to build meeting time into each day for training purposes. PGES training will occur each Tuesday from 7:45 to 8:15. The training will be conducted by the Chief Information Officer and the Building Principal.	Professional Learning			08/18/2014	05/22/2015	\$0 - No Funding Required	CIO and Principal

Narrative:

All teachers are certified and highly qualified. This is a requirement for employment. Para-educators must meet educational requirements for employment. They also must complete 6 hours of professional development.

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

High Quality Professional Development for Principals, Teachers, and Paraprofessionals

Goal 1:

60.5% of our seniors will graduate college and career ready.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency by meeting the criteria for college and / or career readiness in Career & Technical by 05/15/2015 as measured by Meeting benchmark score on the ACT test, Compass test, or Kyote test or by passing a career competency test..

Strategy1:

Scheduling of classes specific to the student's need - Classes will be created for the specific purpose of providing support in meeting college readiness standards. Sdtudents will be placed in a class with a teacher in the content they need for CCR.

Category: Management Systems

Research Cited:

Activity - Parent education on the importance of CCR	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Multiple meetings will be held for parents to educate them on the importance of CCR and how students become CCR. Parents will be given information on the ACT, Compass, and Kyote tests. Parents will have the opportunity to view the CERT program.	Parent Involvement			09/05/2014	05/15/2015	\$0 - No Funding Required	Counselor Instructional Coach

Activity - Training teachers on the college readiness standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC groups will focus their learning on getting a better understanding of the college readiness standards and on best instructional practices. Administrative teams will provide resources necessary to grow teacher understanding.	Professional Learning			09/01/2014	05/08/2015	\$0 - No Funding Required	Jami Dailey - Principal Vickie Grigson - Instrucitonal Coach

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Activity - CERT Testing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have begun using a new program, CERT, to track student's progress on the readiness standards. Students take ACT like assessments three times a year. The program produces a detailed report on each student's progress in the standards and also gives class data. The program also creates a study program for each student based upon the results of their testing.	Academic Support Program			09/05/2014	04/24/2015	\$4000 - District Funding	School Counselor, Principal, Instructional Coach

Goal 2:
By 2015, Paris High School will increase the percentage of teachers, principals, and other professionals participating in the Professional Growth and Effectiveness System (PGES) to 100%

Measurable Objective 1:
demonstrate a proficiency in the Professional Growth and Effectiveness System by 100% of teachers, 100% of principals, and 100% of other professionals participating in the Professional Growth and Effectiveness System by 05/31/2015 as measured by completion of tasks and documentation in CIITS.

Strategy1:
Training of teachers, principals, and other professionals - Teachers, principals, and other professionals will be trained in PGES.
Category: Professional Learning & Support
Research Cited: Daniellson Framework

Activity - Monitoring of progress in PGES through CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will monitor the completion of all tasks (self assessment, professional growth plan, student growth goals, and observations) through CIITS.	Other			08/18/2014	05/22/2015	\$0 - No Funding Required	Principal

Activity - Creation of meeting time for PGES training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teacher day will be modified to build meeting time into each day for training purposes. PGES training will occur each Tuesday from 7:45 to 8:15. The training will be conducted by the Chief Information Officer and the Building Principal.	Professional Learning			08/18/2014	05/22/2015	\$0 - No Funding Required	Chief Information Officer and Principal

Goal 3:
By 2015, the percentage of students who are college and career ready will increase from 55.8% to 60.5%.

Measurable Objective 1:

61% of All Students will demonstrate a proficiency in College and Career Readiness by achieving a College and Career Readiness score of 60.5% in Career & Technical by 06/30/2015 as measured by the college and career targets.

Strategy1:

Creation of classes to target CCR goals for seniors - Classes will be created in the master schedule to address the reading, English, and math CCR standards. Students who did not reach all standards on their junior ACT will be placed into one of these classes. The class will focus on remediation in one of the subjects to help students meet the CCR standard through the COMPASS or KYOTE tests. The placement in these classes will be flexible based upon the student need at that time.

Category: Learning Systems

Research Cited:

Activity - Student identified incentives for reaching CCR benchmarks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and counselor will meet with students to understand student motivation for meeting CCR benchmarks. They will work with the students to create a rewards program to encourage students to work hard at reaching their goal.	Behavioral Support Program			08/18/2014	05/22/2015	\$100 - District Funding	Principal and Counselor

Activity - Training teachers to understand the COMPASS and KYOTE tests	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional coach will locate resources and train the teachers about the two tests and the best way to help students through remediation.	Professional Learning			08/14/2014	05/22/2015	\$0 - No Funding Required	Counselor and Instructional Coach

Goal 4:

By 2015, Paris High School will increase the Graduation Rate from 90.7% to 95.4%.

Measurable Objective 1:

collaborate to raise the graduation rate by 06/30/2015 as measured by the Kentucky Department of Education Cohort model.

Strategy1:

Truancy Diversion Program - School will partner with the court system in the Truancy Diversion Program. The program identifies students before they become habitually truant. Students meet with many officials who provide support to the student in hopes of improving school attendance. The court designated worker will meet with students every two weeks to monitor attendance. Increased attendance increases the odds of the student graduating.

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Category: Persistence to Graduation

Research Cited: Kentucky Judicial System

Activity - Personalized meetings with agency officials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are having issues with truancy will meet with the court designated worker every two weeks to monitor attendance. The court official will work to secure any resources the student needs or to remove barriers that are preventing the student from attending school.	Behavioral Support Program			08/18/2014	05/22/2015	\$0 - No Funding Required	Truancy Officer and Court Designated Worker

Strategy2:

On-line Credit Recovery Program - The district purchased Edgenuity, and online credit recovery program. Students who get behind on their course work will have the opportunity to complete their work through this program.

Category: Persistence to Graduation

Research Cited: Edgenuity research

Activity - Creating classes where students can do Edgenuity during the school day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three periods during the school day will be created where students will have a teacher to work on their credit recovery course-work.	Other			08/14/2014	05/22/2015	\$0 - No Funding Required	Counselor

Strategy3:

Counseling to remove barriers that prevent graduation - The school counselor and family resource coordinator will work with any student referred for graduation needs. The two people will determine any barriers affecting graduation and identify resources needed to address issues.

Category: Persistence to Graduation

Research Cited:

Activity - Training for Counselor and Resource Coordinator on barriers to graduation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor and resource coordinator will attend trainings and locate resources that will help students attain graduation.	Behavioral Support Program			08/18/2014	05/22/2015	\$0 - No Funding Required	counselor and resource coordinator

Goal 5:

By 2017, Paris High School will increase the combined (reading and mathematics) percentage of proficient / distinguished students to 74.9.

Measurable Objective 1:

64% of All Students will demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students scoring Proficient / Distinguished in Reading by 08/31/2015 as measured by the combined (reading and math) proficiency targets.

Strategy1:

PLC Work - Paris High School will restructure it's PLC groups. Every teacher will be placed on either the Math PLC group or the Reading PLC group. Each group will examine CERT data to determine a high priority need in the CCR standards. The group will examine the rigor of the standards and develop prompts to assess the standards. Teachers will track data on 100% of their students and record the results in the data room. PLC groups will analyze the data and look for trends and ways to improve student performance. PLC groups will continue with the standards until a satisfactory number of students have mastered the content. At that point the group will move to the next priority need.

Category: Continuous Improvement

Research Cited: Richard Dufour

Activity - PLC Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Instructional Coach will train teachers in the protocol for PLC work, data tracking procedures, and analysis of results.	Professional Learning			10/01/2014	05/22/2015	\$0 - No Funding Required	Principal and Instructional Coach

Goal 6:

By 2015, Paris Middle School will increase the percentage of teachers, principals, and other professional participating in the Professional Growth and Effectiveness System (PGES) to 100%

Measurable Objective 1:

demonstrate a proficiency in the Professional Growth and Effectiveness System by 100% of teachers, 100% of principals, and 100% of other professionals participating in the Professional Growth and Effectiveness System by 05/31/2015 as measured by completion of tasks and documentation in CIITS.

Strategy1:

Training of teachers, principals, and other professionals - Teachers, principals, and other professional will be trained in all aspects of PGES.

Category: Professional Learning & Support

Research Cited: Daniellson Framework

Activity - Creation of meeting time for PGES training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teacher day will be modified to build meeting time into each day for training purposes. PGES training will occur each Tuesday from 7:45 to 8:15. The training will be conducted by the Chief Information Officer and the Building Principal.	Professional Learning			08/18/2014	05/22/2015	\$0 - No Funding Required	CIO and Principal

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Paris High School will work in conjunction with the Paris Board of Education to approve a Certified Personnel Evaluation Plan utilizing KDE's Professional Growth and Effectiveness System. The Board will also approve a plan for principals utilizing PPGES.

Measurable Objective 1:

collaborate to develop a Certified Evaluation Plan by 07/31/2014 as measured by PGES and PPGES adoption.

Strategy1:

PGES Training - All certified personnel will be trained in the Professional Growth and Effectiveness System.

Category:

Research Cited:

Activity - Kentucky Framework for Effective Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified personnel will be trained in the new teaching standards as detailed in the KY Framework for Effective Teaching. The training will include a presentation of the standards and the scoring system for them. Model teaching videos will be shown to help teachers understand the implementation of the teaching standards at different performance levels.	Professional Learning			01/06/2014	12/19/2014	\$0 - No Funding Required	Chief Academic Officer, Principals

Activity - Multiple measures of the Professional Growth and Effectiveness System	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be trained in each component of the Professional Growth and Effectiveness System: Self-Reflection, Student Growth Goal, Observation w/KY Framework for Teaching, Professional Growth Plan, and Student Voice.	Professional Learning			01/06/2014	05/22/2015	\$0 - No Funding Required	Chief Academic Officer Principals

Goal 2:

60.5% of our seniors will graduate college and career ready.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency by meeting the criteria for college and / or career readiness in Career & Technical by 05/15/2015 as measured by Meeting benchmark score on the ACT test, Compass test, or Kyote test or by passing a career competency test..

Strategy1:

Scheduling of classes specific to the student's need - Classes will be created for the specific purpose of providing support in meeting college readiness standards. Sdtudents will be placed in a class with a teacher in the content they need for CCR.

Category: Management Systems

Research Cited:

Activity - Parent education on the importance of CCR	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Multiple meetings will be held for parents to educate them on the importance of CCR and how students become CCR. Parents will be given information on the ACT, Compass, and Kyote tests. Parents will have the opportunity to view the CERT program.	Parent Involvement			09/05/2014	05/15/2015	\$0 - No Funding Required	Counselor Instructional Coach

Activity - Training teachers on the college readiness standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC groups will focus their learning on getting a better understanding of the college readiness standards and on best instructional practices. Administrative teams will provide resources necessary to grow teacher understanding.	Professional Learning			09/01/2014	05/08/2015	\$0 - No Funding Required	Jami Dailey - Principal Vickie Grigson - Instrucional Coach

Activity - CERT Testing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have begun using a new program, CERT, to track student's progress on the readiness standards. Students take ACT like assessments three times a year. The program produces a detailed report on each student's progress in the standards and also gives class data. The program also creates a study program for each student based upon the results of their testing.	Academic Support Program			09/05/2014	04/24/2015	\$4000 - District Funding	School Counselor, Principal, Instructional Coach

Goal 3:

By 2015, Paris High School will increase the percentage of teachers, principals, and other professionals participating in the Professional Growth and Effectiveness System (PGES) to 100%

Measurable Objective 1:

demonstrate a proficiency in the Professional Growth and Effectiveness System by 100% of teachers, 100% of principals, and 100% of other professionals participating in the Professional Growth and Effectiveness System by 05/31/2015 as measured by completion of tasks and documentation in CIITS.

Strategy1:

Training of teachers, principals, and other professionals - Teachers, principals, and other professionals will be trained in PGES.

Category: Professional Learning & Support

Research Cited: Daniellson Framework

Activity - Monitoring of progress in PGES through CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will monitor the completion of all tasks (self assessment, professional growth plan, student growth goals, and observations) through CIITS.	Other			08/18/2014	05/22/2015	\$0 - No Funding Required	Principal

Activity - Creation of meeting time for PGES training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teacher day will be modified to build meeting time into each day for training purposes. PGES training will occur each Tuesday from 7:45 to 8:15. The training will be conducted by the Chief Information Officer and the Building Principal.	Professional Learning			08/18/2014	05/22/2015	\$0 - No Funding Required	Chief Information Officer and Principal

Goal 4:

By 2017, Paris High School will increase the combined (reading and mathematics) percentage of proficient / distinguished students to 74.9.

Measurable Objective 1:

64% of All Students will demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students scoring Proficient / Distinguished in Reading by 08/31/2015 as measured by the combined (reading and math) proficiency targets.

Strategy1:

PLC Work - Paris High School will restructure it's PLC groups. Every teacher will be placed on either the Math PLC group or the Reading PLC group. Each group will examine CERT data to determine a high priority need in the CCR standards. The group will examine the rigor of the standards and develop prompts to assess the standards. Teachers will track data on 100% of their students and record the results in the data room. PLC groups will analyze the data and look for trends and ways to improve student performance. PLC groups will continue with the standards until a satisfactory number of students have mastered the content. At that point the group will move to the next priority need.

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Category: Continuous Improvement

Research Cited: Richard Dufour

Activity - PLC Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Instructional Coach will train teachers in the protocol for PLC work, data tracking procedures, and analysis of results.	Professional Learning			10/01/2014	05/22/2015	\$0 - No Funding Required	Principal and Instructional Coach

Goal 5:

By 2015, Paris Middle School will increase the percentage of teachers, principals, and other professional participating in the Professional Growth and Effectiveness System (PGES) to 100%

Measurable Objective 1:

demonstrate a proficiency in the Professional Growth and Effectiveness System by 100% of teachers, 100% of principals, and 100% of other professionals participating in the Professional Growth and Effectiveness System by 05/31/2015 as measured by completion of tasks and documentation in CIITS.

Strategy1:

Training of teachers, principals, and other professionals - Teachers, principals, and other professional will be trained in all aspects of PGES.

Category: Professional Learning & Support

Research Cited: Daniellson Framework

Activity - Creation of meeting time for PGES training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teacher day will be modified to build meeting time into each day for training purposes. PGES training will occur each Tuesday from 7:45 to 8:15. The training will be conducted by the Chief Information Officer and the Building Principal.	Professional Learning			08/18/2014	05/22/2015	\$0 - No Funding Required	CIO and Principal

Narrative:

Recruitment of highly qualified teachers is a priority need in this district. This is being accomplished through advertisement of our district and open position in college of education job fairs. Once a teacher is hired our district conducts a new teacher orientation to familiarize the teachers with district policies and procedures. All teachers are supported through on-going professional development and additional time within their work day.

Component 6: Parent Involvement

Parent Involvement

Goal 1:
Increase the cohort graduation rate from 94.7% to 96% and the College and Career Readiness rate from 58.9% in 2013 to 60% in 2014.

Measurable Objective 1:
demonstrate a proficiency to achieve a College and Career Readiness rate of 60% by 05/23/2014 as measured by K-PREP.

Strategy1:
Paris Path to Graduation and College and Career Readiness - Beginning in the 6th grade, students will initiate the process of developing an awareness of college and career opportunities and start their Individualized Learning Plans (ILP's). Planning and preparation for CCR will continue through middle and high school.

Category:

Research Cited: Off the Clock: Moving Education from Time to Competency (Bramante & Colby, 2012).

Activity - Operation Preparation & Life Skills Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Operation Preparation will be held for all 8th and 10th grade students to focus attention on the importance of planning for college and career success by engaging the community workforce in an effort to work with kids directly in planning for life after high school. Student academic and career goals from ILP's will be used to guide students for this event.	Career Preparation/Orientation			08/14/2013	05/23/2014	\$500 - District Funding	Guidance Counselor FRYSC Coordinator

Goal 2:
60.5% of our seniors will graduate college and career ready.

Measurable Objective 1:
60% of All Students will demonstrate a proficiency by meeting the criteria for college and / or career readiness in Career & Technical by 05/15/2015 as measured by Meeting benchmark score on the ACT test, Compass test, or Kyote test or by passing a career competency test..

Strategy1:
Scheduling of classes specific to the student's need - Classes will be created for the specific purpose of providing support in meeting college

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readiness standards. Sdtudents will be placed in a class with a teacher in the content they need for CCR.

Category: Management Systems

Research Cited:

Activity - Parent education on the importance of CCR	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Multiple meetings will be held for parents to educate them on the importance of CCR and how students become CCR. Parents will be given information on the ACT, Compass, and Kyote tests. Parents will have the opportunity to view the CERT program.	Parent Involvement			09/05/2014	05/15/2015	\$0 - No Funding Required	Counselor Instructional Coach

Goal 3:

By 2015, Paris High School will increase the Graduation Rate from 90.7% to 95.4%.

Measurable Objective 1:

collaborate to raise the graduation rate by 06/30/2015 as measured by the Kentucky Department of Education Cohort model.

Strategy1:

Truancy Diversion Program - School will partner with the court system in the Truancy Diversion Program. The program identifies students before they become habitually truant. Students meet with many officials who provide support to the student in hopes of improving school attendance. The court designated worker will meet with students every two weeks to monitor attendance. Increased attendance increases the odds of the student graduating.

Category: Persistence to Graduation

Research Cited: Kentucky Judicial System

Activity - Personalized meetings with agency officials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are having issues with truancy will meet with the court designated worker every two weeks to monitor attendance. The court official will work to secure any resources the student needs or to remove barriers that are preventing the student from attending school.	Behavioral Support Program			08/18/2014	05/22/2015	\$0 - No Funding Required	Truancy Officer and Court Designated Worker

Strategy2:

Counseling to remove barriers that prevent graduation - The school counselor and family resource coordinator will work with any student referred for graduation needs. The two people will determine any barriers affecting graduation and identify resources needed to address issues.

Category: Persistence to Graduation

Research Cited:

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Activity - Training for Counselor and Resource Cooprinator on barriers to graduation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor and resource coordinator will attend trainings and locate resources that will help students attain graduation.	Behavioral Support Program			08/18/2014	05/22/2015	\$0 - No Funding Required	counselor and resource coordinator

Strategy3:

On-line Credit Recovery Program - The district purchased Edgenuity, and online credit recovery program. Students who get behind on their course work will have the opportunity to complete their work through this program.

Category: Persistence to Graduation

Research Cited: Edgenuity research

Activity - Creating classes where students can do Edgenuity during the school day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three periods during the school day will be created where students will have a teacher to work on their credit recovery course-work.	Other			08/14/2014	05/22/2015	\$0 - No Funding Required	Counselor

Narrative:

We have begun programs for parents to educate them on the importance of college and career readiness. We focus on what CCR is and how do students become CCR. Parents are taught ways that they can help their child become CCR. Meetings have been scheduled through our athletics program and to correspond with open houses.

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

By 2015, the percentage of students who are college and career ready will increase from 55.8% to 60.5%.

Measurable Objective 1:

61% of All Students will demonstrate a proficiency in College and Career Readiness by achieving a College and Career Readiness score of 60.5% in Career & Technical by 06/30/2015 as measured by the college and career targets.

Strategy1:

Creation of classes to target CCR goals for seniors - Classes will be created in the master schedule to address the reading, English, and math CCR standards. Students who did not reach all standards on their junior ACT will be placed into one of these classes. The class will focus on remediation in one of the subjects to help students meet the CCR standard through the COMPASS or KYOTE tests. The placement in these classes will be flexible based upon the student need at that time.

Category: Learning Systems

Research Cited:

Activity - Training teachers to understand the COMPASS and KYOTE tests	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional coach will locate resources and train the teachers about the two tests and the best way to help students through remediation.	Professional Learning			08/14/2014	05/22/2015	\$0 - No Funding Required	Counselor and Instructional Coach

Activity - Student identified incentives for reaching CCR benchmarks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and counselor will meet with students to understand student motivation for meeting CCR benchmarks. They will work with the students to create a rewards program to encourage students to work hard at reaching their goal.	Behavioral Support Program			08/18/2014	05/22/2015	\$100 - District Funding	Principal and Counselor

Narrative:

Question not applicable...Paris High School serves grades 9 - 12

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Goal 1:
By 2017, Paris High School will increase the combined (reading and mathematics) percentage of proficient / Distinguished students in the non-duplicated gap groups to 69.9.

Measurable Objective 1:
58% of All Students will demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students in the non-duplicated gap groups scoring proficient or distinguished in Reading by 08/31/2015 as measured by the combined (reading and math) gap targets.

Strategy1:
PLC Work - The new PLC structure will identify all students who fall in the GAP category. Teachers will identify the number of GAP students who must reach proficiency. Teachers will develop lessons and intentionally create groups to target increased performance in these groups.
Category: Continuous Improvement
Research Cited: DuFour

Activity - Identification of GAP students and training to address these students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and instructional coach will identify all GAP students on the data charts in the data room. The principal and instructional coach will lead activities designed to target student performance in this group and improve the number of GAP students reaching proficiency.	Professional Learning			10/01/2014	05/22/2015	\$0 - No Funding Required	Principal and Instructional Coach

Strategy2:
Targeted pull-outs during the instructional day - The principal and counselor will create student groups of GAP students that can be pulled out during the instructional day for targeted instruction. Instruction will be delivered via computer programs and direct instruction from a teacher.
Category: Learning Systems
Research Cited:

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Activity - Research programs best suited to improve math and reading achievement at the high school level	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and instructional coach will determine the best programs to use for increasing math and reading achievement at the high school level. They will train the person charged with supervising students during the pull-out time.	Professional Learning			01/12/2015	05/22/2015	\$0 - No Funding Required	Counselor, Principal, and Instructional Coach

Goal 2:

By 2017, Paris High School will increase the combined (reading and mathematics) percentage of proficient / distinguished students to 74.9.

Measurable Objective 1:

64% of All Students will demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students scoring Proficient / Distinguished in Reading by 08/31/2015 as measured by the combined (reading and math) proficiency targets.

Strategy1:

PLC Work - Paris High School will restructure it's PLC groups. Every teacher will be placed on either the Math PLC group or the Reading PLC group. Each group will examine CERT data to determine a high priority need in the CCR standards. The group will examine the rigor of the standards and develop prompts to assess the standards. Teachers will track data on 100% of their students and record the results in the data room. PLC groups will analyze the data and look for trends and ways to improve student performance. PLC groups will continue with the standards until a satisfactory number of students have mastered the content. At that point the group will move to the next priority need.

Category: Continuous Improvement

Research Cited: Richard Dufour

Activity - PLC Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Instructional Coach will train teachers in the protocol for PLC work, data tracking procedures, and analysis of results.	Professional Learning			10/01/2014	05/22/2015	\$0 - No Funding Required	Principal and Instructional Coach

Component 9: Activities to Ensure that Students Meet State Academic Standards

Activities to Ensure that Students Meet State Academic Standards

Goal 1:
By 2017, Paris High School will increase the combined (reading and mathematics) percentage of proficient / Distinguished students in the non-duplicated gap groups to 69.9.

Measurable Objective 1:
58% of All Students will demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students in the non-duplicated gap groups scoring proficient or distinguished in Reading by 08/31/2015 as measured by the combined (reading and math) gap targets.

Strategy1:
Targeted pull-outs during the instructional day - The principal and counselor will create student groups of GAP students that can be pulled out during the instructional day for targeted instruction. Instruction will be delivered via computer programs and direct instruction from a teacher.
Category: Learning Systems
Research Cited:

Activity - Research programs best suited to improve math and reading achievement at the high school level	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and instructional coach will determine the best programs to use for increasing math and reading achievement at the high school level. They will train the person charged with supervising students during the pull-out time.	Professional Learning			01/12/2015	05/22/2015	\$0 - No Funding Required	Counselor, Principal, and Instructional Coach

Strategy2:
PLC Work - The new PLC structure will identify all students who fall in the GAP category. Teachers will identify the number of GAP students who must reach proficiency. Teachers will develop lessons and intentionally create groups to target increased performance in these groups.
Category: Continuous Improvement
Research Cited: DuFour

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Activity - Identification of GAP students and training to address these students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and instructional coach will identify all GAP students on the data charts in the data room. The principal and instructional coach will lead activities designed to target student performance in this group and improve the number of GAP students reaching proficiency.	Professional Learning			10/01/2014	05/22/2015	\$0 - No Funding Required	Principal and Instructional Coach

Goal 2:

By 2015, Paris High School will increase the percentage of teachers, principals, and other professionals participating in the Professional Growth and Effectiveness System (PGES) to 100%

Measurable Objective 1:

demonstrate a proficiency in the Professional Growth and Effectiveness System by 100% of teachers, 100% of principals, and 100% of other professionals participating in the Professional Growth and Effectiveness System by 05/31/2015 as measured by completion of tasks and documentation in CIITS.

Strategy1:

Training of teachers, principals, and other professionals - Teachers, principals, and other professionals will be trained in PGES.

Category: Professional Learning & Support

Research Cited: Daniellson Framework

Activity - Monitoring of progress in PGES through CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will monitor the completion of all tasks (self assessment, professional growth plan, student growth goals, and observations) through CIITS.	Other			08/18/2014	05/22/2015	\$0 - No Funding Required	Principal

Activity - Creation of meeting time for PGES training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teacher day will be modified to build meeting time into each day for training purposes. PGES training will occur each Tuesday from 7:45 to 8:15. The training will be conducted by the Chief Information Officer and the Building Principal.	Professional Learning			08/18/2014	05/22/2015	\$0 - No Funding Required	Chief Information Officer and Principal

Goal 3:

By 2015, the percentage of students who are college and career ready will increase from 55.8% to 60.5%.

Measurable Objective 1:

61% of All Students will demonstrate a proficiency in College and Career Readiness by achieving a College and Career Readiness score of 60.5% in Career & Technical by 06/30/2015 as measured by the college and career targets.

Strategy1:

Creation of classes to target CCR goals for seniors - Classes will be created in the master schedule to address the reading, English, and math CCR standards. Students who did not reach all standards on their junior ACT will be placed into one of these classes. The class will focus on remediation in one of the subjects to help students meet the CCR standard through the COMPASS or KYOTE tests. The placement in these classes will be flexible based upon the student need at that time.

Category: Learning Systems

Research Cited:

Activity - Student identified incentives for reaching CCR benchmarks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and counselor will meet with students to understand student motivation for meeting CCR benchmarks. They will work with the students to create a rewards program to encourage students to work hard at reaching their goal.	Behavioral Support Program			08/18/2014	05/22/2015	\$100 - District Funding	Principal and Counselor

Activity - Training teachers to understand the COMPASS and KYOTE tests	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional coach will locate resources and train the teachers about the two tests and the best way to help students through remediation.	Professional Learning			08/14/2014	05/22/2015	\$0 - No Funding Required	Counselor and Instructional Coach

Goal 4:

By 2015, Paris High School will increase the Graduation Rate from 90.7% to 95.4%.

Measurable Objective 1:

collaborate to raise the graduation rate by 06/30/2015 as measured by the Kentucky Department of Education Cohort model.

Strategy1:

Truancy Diversion Program - School will partner with the court system in the Truancy Diversion Program. The program identifies students before they become habitually truant. Students meet with many officials who provide support to the student in hopes of improving school attendance. The court designated worker will meet with students every two weeks to monitor attendance. Increased attendance increases the odds of the student graduating.

Category: Persistence to Graduation

Research Cited: Kentucky Judicial System

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Activity - Personalized meetings with agency officials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are having issues with truancy will meet with the court designated worker every two weeks to monitor attendance. The court official will work to secure any resources the student needs or to remove barriers that are preventing the student from attending school.	Behavioral Support Program			08/18/2014	05/22/2015	\$0 - No Funding Required	Truancy Officer and Court Designated Worker

Strategy2:

On-line Credit Recovery Program - The district purchased Edgenuity, and online credit recovery program. Students who get behind on their course work will have the opportunity to complete their work through this program.

Category: Persistence to Graduation

Research Cited: Edgenuity research

Activity - Creating classes where students can do Edgenuity during the school day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three periods during the school day will be created where students will have a teacher to work on their credit recovery course-work.	Other			08/14/2014	05/22/2015	\$0 - No Funding Required	Counselor

Strategy3:

Counseling to remove barriers that prevent graduation - The school counselor and family resource coordinator will work with any student referred for graduation needs. The two people will determine any barriers affecting graduation and identify resources needed to address issues.

Category: Persistence to Graduation

Research Cited:

Activity - Training for Counselor and Resource Coordinator on barriers to graduation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor and resource coordinator will attend trainings and locate resources that will help students attain graduation.	Behavioral Support Program			08/18/2014	05/22/2015	\$0 - No Funding Required	counselor and resource coordinator

Goal 5:

By 2017, Paris High School will increase the combined (reading and mathematics) percentage of proficient / distinguished students to 74.9.

Measurable Objective 1:

64% of All Students will demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of

students scoring Proficient / Distinguished in Reading by 08/31/2015 as measured by the combined (reading and math) proficiency targets.

Strategy1:

PLC Work - Paris High School will restructure it's PLC groups. Every teacher will be placed on either the Math PLC group or the Reading PLC group. Each group will examine CERT data to determine a high priority need in the CCR standards. The group will examine the rigor of the standards and develop prompts to assess the standards. Teachers will track data on 100% of their students and record the results in the data room. PLC groups will analyze the data and look for trends and ways to improve student performance. PLC groups will continue with the standards until a satisfactory number of students have mastered the content. At that point the group will move to the next priority need.

Category: Continuous Improvement

Research Cited: Richard Dufour

Activity - PLC Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Instructional Coach will train teachers in the protocol for PLC work, data tracking procedures, and analysis of results.	Professional Learning			10/01/2014	05/22/2015	\$0 - No Funding Required	Principal and Instructional Coach

Goal 6:

By 2017, the district will increase the combined (reading and mathematics) percentage of proficient / distinguished students in the non-duplicated gap groups to 59.7%.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students in the non-duplicated gap groups scoring proficient / distinguished in Reading by 08/31/2015 as measured by the combined (reading and math) gap targets.

Strategy1:

Targeted nPull-outs during the instructional day - The principal and counselor will create student groups of GAP students that can be pulled out during the instructional day for targeted instruction. Instruction will be delivered via computer programs and direct instruction from a teacher.

Category: Learning Systems

Research Cited:

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Activity - Research programs best suited to improve math and reading achievement at the middle school level	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and instructional coach will determine the best programs to use for increasing math and reading achievement at the middle school level. They will train the person charged with supervising students during the pull-out time.	Professional Learning			01/12/2015	05/22/2015	\$0 - No Funding Required	Counselor, principal, and instructional coach

Strategy2:

PLC Work - The new PLC structure will identify all students who fall in the GAP category. Teachers will identify the number of GAP students who must reach proficiency. Teachers will develop lessons and intentionally create groups to target increased performance in this group.

Category: Learning Systems

Research Cited: DuFour

Activity - Identification of GAP students and training to address these students.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and the instructional coach will identify all GAP students on the data charts in the data room. The principal and instructional coach will lead activities designed to target student performance in this group and improve the number of GAP students reaching proficiency.	Professional Learning			10/01/2014	05/22/2015	\$0 - No Funding Required	Principal and Instructional Coach

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:
By 2017, Paris High School will increase the combined (reading and mathematics) percentage of proficient / Distinguished students in the non-duplicated gap groups to 69.9.

Measurable Objective 1:
58% of All Students will demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students in the non-duplicated gap groups scoring proficient or distinguished in Reading by 08/31/2015 as measured by the combined (reading and math) gap targets.

Strategy1:
Targeted pull-outs during the instructional day - The principal and counselor will create student groups of GAP students that can be pulled out during the instructional day for targeted instruction. Instruction will be delivered via computer programs and direct instruction from a teacher.

Category: Learning Systems
Research Cited:

Activity - Research programs best suited to improve math and reading achievement at the high school level	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and instructional coach will determine the best programs to use for increasing math and reading achievement at the high school level. They will train the person charged with supervising students during the pull-out time.	Professional Learning			01/12/2015	05/22/2015	\$0 - No Funding Required	Counselor, Principal, and Instructional Coach

Strategy2:
PLC Work - The new PLC structure will identify all students who fall in the GAP category. Teachers will identify the number of GAP students who must reach proficiency. Teachers will develop lessons and intentionally create groups to target increased performance in these groups.
Category: Continuous Improvement
Research Cited: DuFour

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Activity - Identification of GAP students and training to address these students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and instructional coach will identify all GAP students on the data charts in the data room. The principal and instructional coach will lead activities designed to target student performance in this group and improve the number of GAP students reaching proficiency.	Professional Learning			10/01/2014	05/22/2015	\$0 - No Funding Required	Principal and Instructional Coach

Goal 2:

By 2017, Paris High School will increase the combined (reading and mathematics) percentage of proficient / distinguished students to 74.9.

Measurable Objective 1:

64% of All Students will demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students scoring Proficient / Distinguished in Reading by 08/31/2015 as measured by the combined (reading and math) proficiency targets.

Strategy1:

PLC Work - Paris High School will restructure its PLC groups. Every teacher will be placed on either the Math PLC group or the Reading PLC group. Each group will examine CERT data to determine a high priority need in the CCR standards. The group will examine the rigor of the standards and develop prompts to assess the standards. Teachers will track data on 100% of their students and record the results in the data room. PLC groups will analyze the data and look for trends and ways to improve student performance. PLC groups will continue with the standards until a satisfactory number of students have mastered the content. At that point the group will move to the next priority need.

Category: Continuous Improvement

Research Cited: Richard Dufour

Activity - PLC Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Instructional Coach will train teachers in the protocol for PLC work, data tracking procedures, and analysis of results.	Professional Learning			10/01/2014	05/22/2015	\$0 - No Funding Required	Principal and Instructional Coach