



Comprehensive School Improvement Plan

Johnson Central High School
Johnson County

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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.

We would like to have more teachers working toward and achieve National Board Certification in all content areas. We believe that having the most highly trained and motivated teachers is directly correlated to student success. We will begin to explore options to encourage more teachers to seek their National Board Certification.

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.

Family support and involvement, students' future expectations, individual support for transition to post secondary school life. Current social-economic situations seems to be the primary root cause for most identified barriers.

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.		School Equity Goals

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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:

Students at Johnson Central High School will be College and Career Ready (CCR) by meeting the established CCR delivery target (71.6) by 2017

Measurable Objective 1:

demonstrate a proficiency by being College and Career Ready (CCR) by meeting the CCR target (71.6) by 05/31/2017 as measured by the CCR delivery target..

Strategy1:

Professional Learning - Teachers will use current assessment and survey data to develop their professional learning plans. Professional Learning Plans will be monitored by the Leadership Team and district level staff. Teachers will have some degree of flexibility in developing their individual plan, as approved by the Leadership Team.

Category: Teacher PGES

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in quality, research based, best practice professional learning to support the teaching and learning of all students regardless of the students background, current level of academic attainment, or past achievement. Teachers will utilize in-person and digital learning opportunities.	Professional Learning	07/01/2016	05/31/2018	\$2000 - District Funding	Leadership Team District PD Staff

Goal 2:

The Students will achieve the Combined (Reading and Math) Gap Delivery Target for Johnson Central High School of 68.5% by 2019.

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Measurable Objective 1:

demonstrate a proficiency by having our combined Reading and Math reach 58.9% by 05/31/2018 as measured by the gap delivery target.

Strategy1:

Other Resources - Other factors that may influence learning will be reduced by utilizing outside resources for our students.

Category: Persistence to Graduation

Research Cited:

Activity - Extracurricular Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be encouraged to be involved in extracurricular activities-sports and/or clubs.	Academic Support Program	08/01/2016	05/31/2018	\$25000 - General Fund \$100000 - Booster Fund	Principal

Activity - School Safety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A policy is in place and implemented to ensure the safety of our students and staff.	Academic Support Program	08/01/2016	05/31/2018	\$40000 - District Funding	Principal, Leadership 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?

The stakeholders that engaged in completing the Missing Piece diagnostic include:

The Principal (Russell Halsey)

Assistant Principals (Tracy May, Darren Gamble, and Justin Arms)

CTE Coordinator (Monica Daniels)

Curriculum Coordinator (Connie Jones)

FRYSC Director (Karen Salyer)

SBDM Members

Content Team Leaders

Central Office Staff

Relationship Building

Overall Rating: 3.71

	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).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	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.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	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.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	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.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.43

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

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	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.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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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.	Stakeholders help plan district and school survey content regarding school performance as it relates to their child.	Distinguished

Decision Making

Overall Rating: 3.57

	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.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	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.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

	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.	Parents and community stakeholders are trained in academic achievement planning and authentic participation, with school council regularly checking the implementation and impact of that work.	Distinguished

	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 actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	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 fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 3.67

	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.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	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.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	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 that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	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 educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	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: 3.5

	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.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

	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.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

	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 exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	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.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

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

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

Community Partnerships

Overall Rating: 3.83

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	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.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	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.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	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).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

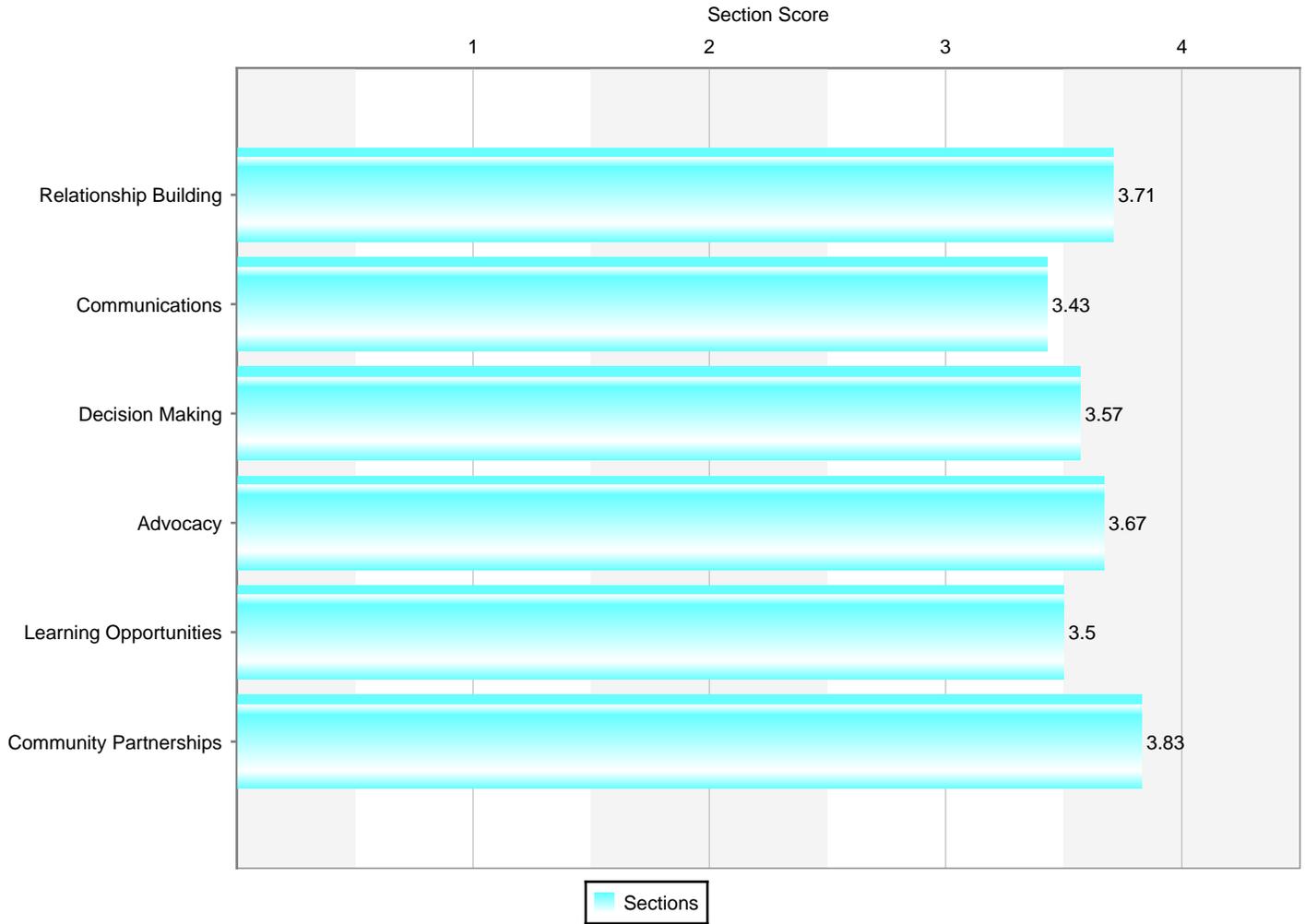
Reflection

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

We believe that our strengths are the way our school builds productive, caring and personal relationships with the parents/guardians of our students. Many forms of communication are used to ensure that parents are aware of the academic achievement of their child and the success of our school as a whole. Although we do not have a lot of parents who are leaders in terms of their time and resources, we have many hours donated annually for participation, coaching, volunteering, etc. We believe that in order to sustain these strengths, we need to continue offering opportunities and advocating for programs to partner with our school to impact student learning and success. JCHS does survey parents regarding needs, services, programs, etc. This data is mostly collected through the FRYSC. We use the data we collect to help impact our decision making.

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.

The process to engage a variety of stakeholders in the school improvement plan begins with data from numerous resources. Information gained from these resources guide the membership of the teams that review the data to ensure the overall goal of providing a successful learning environment for students. All teachers belong to a Professional Learning Community within the school that guides much of how we go about reviewing data to impact learning outcomes. The Youth Service Center and its Advisory Council serve as a team of stakeholders composed of parents, teachers, administrators and community liaisons.

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

Numerous stakeholder groups are utilized to develop strategies and activities to improve the learning environment. These groups represent the idea that it takes a whole group of concerned student advocates to prepare them for the next level. Each group plays a different role in their advisory, assistance and/or resources to the total school program. Groups utilized are: Teachers, Teacher Team Leaders, Parents, Administrators, YSC Director, SBDM Council, Community Partnerships.

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 CSIP is communicated to all stakeholders through a tiered method ensuring all interested persons receive the information. The CSIP is reviewed for approval once all stakeholders have had time to provide input based on a variety of data resources (KPREP, TELL Survey, CCR, CTE, Val-Ed Survey, Student Voice, YSC Data.) The CSIP is then approved by the SBDM. Leadership teams and administration at the school level review the CSIP on a quarterly and/or semester basis ensuring progress notes are made toward goals.

Phase I - Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

From implementation of the plan we expect to see reasonable and steady progress in student achievement on state and classroom assessments. The CSIP will be documented through completion of ongoing checks and reviews by our principal and department chairs. Periodic updates will be provided to the Board of Education. Additionally, our CSIP was reviewed by our school council and faculty. We are trying to identify areas of strengths so that we may build upon those areas while also identifying those areas that need to be focus areas for improvement. Writing and english / language arts stands out as a strong area with significant improvement this past year. Clearly mathematics (Algebra II EOC) remains a area for targeted improvement. We have too many students scoring in the novice range in all content areas. We need have more students achieve CCR benchmarks, although this is also an area of strengths. While our senior ACT performance is at a five year high; our junior (school wide) ACT performance remains level and needs to become a focus area for improvement. The KPREP data does not identify root causes or issues of concerns. We rely on other data such as TELL, ValEd, Student Voice, classroom performance, etc. to help us gather that data that is sometimes more subjective in nature. The Leadership Team has also began individual conversations with all students in hopes of better utilizing student input

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?

Our English and Writing scores continue to grow significantly. We plan to sustain these growths by continuing to ensure that all courses are taught with appropriate levels of rigor and all students have the same expectations of learning. We also celebrate our College and Career Readiness Scores and will continue to direct our instruction in career pathways to ensure our students are prepared for higher education. While there is cause for celebration and we are proud to be a proficient school; our goal is to reach the 90th percentile over the next two years.

Opportunities for Improvement

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

All of our core classes need improvement, but emphasis in particular needs to be placed in math and science. We realize to be able to improve in math; we are going to have to individualize instruction for each student through the use of technology, tutoring, and differentiation. We have addressed this with by restructuring the math curriculum and offering intervention classes to all students based on the available data. We have added three new mathematics teachers and are greatly encouraged by their enthusiasm and eagerness to improve teaching and learning for all students. In science; our teachers understand the importance of shifting to student-centered learning. More labs will be taking place to reinforce what is being taught, as we shift toward more fully implementing the Next Generation Science Standards. We are also making a more focused effort for students at all grade levels to have more ownership of their student data and progress. We have also implemented parental contact logs maintained by all teachers with requirements on when and how parents must be contacted. Our hope is that our parental involvement will increase thus increasing student achievement.

Conclusion

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

We are always working toward our ultimate goal of doing the best we can to provide for the future success of all students. Key next steps will be the monitoring and refining of those changes we have implemented, such as the new math intervention classes, to accurately evaluate the overall impact on student learning.

Also keys steps is working to ensure that all staff share our core values, and feel empowered to have a positive impact in our school community.

Goals & Plan Dec. 2016

Overview

Plan Name

Goals & Plan Dec. 2016

Plan Description

Updated Goals & Plan as of Dec. 2016

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	Students at Johnson Central High School will be College and Career Ready (CCR) by meeting the established CCR delivery target (71.6) by 2017	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$30000
2	By 2020, we will increase the graduation rate to 97.4%	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$110000
3	By 2019, 68.5% of Johnson Central High School students will perform at the Proficiency level in the Combined Math and Reading.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
4	The Students will achieve the Combined (Reading and Math) Gap Delivery Target for Johnson Central High School of 68.5% by 2019.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$248000
5	Johnson Central High School will reduce the number of students who are chronically absent by 10%	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$0
6	Johnson Central High School will reduce the number of students scoring at the novice level in Reading to 16.5% and Math to 16% by 2020	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$1000

Goal 1: Students at Johnson Central High School will be College and Career Ready (CCR) by meeting the established CCR delivery target (71.6) by 2017

Measurable Objective 1:

demonstrate a proficiency by being College and Career Ready (CCR) by meeting the CCR target (71.6) by 05/31/2017 as measured by the CCR delivery target..

Strategy 1:

Progress Monitoring - CCR tests (PLAN, ACT etc.) will be administered to determine student graduation as college and career ready. We will also monitor each students ILP so that each students career major is closely followed to keep them in their correct career pathway.

Category:

Activity - Compass Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
seniors will be given two opportunities to take the compass test, which is used for students to meet college readiness benchmarks. Seniors will be placed in transitional courses in English and Math to help prepare them to take the compass exam. COMPASS assessment ends December 2015	Other	08/01/2016	12/30/2016	\$0	No Funding Required	Connie Jones
Activity - Workkeys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will administer Workkeys to all seniors who have not meet ACT benchmarks so that they have an opportunity to meet career readiness. Students will be given multiple opportunities to take the exam. Students will prepare for the test by using Winn software.	Other	12/01/2016	05/31/2017	\$6000	Perkins	Monica Daniel, Kim Castle
Activity - industry certification and KOSSA tests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will administer industry certification and KOSSA tests to all students who are eligible	Other	09/01/2016	05/31/2017	\$10000	Career and Technical Education Funds, Perkins	Monica Daniel, Kim Castle
Activity - Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will complete four courses within their discipline to complete a career major.	Career Preparation/Orientation	08/01/2016	05/31/2018	\$0	No Funding Required	Counselors
Activity - ACT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Rigor Instruction will be provided in English, Math, Social Studies, and Reading to ensure success on ACT. Method Test Prep and PLATO & WINS will be used by teachers and students as an aid to differentiate instruction for the ACT. Also, ACT like exams will also be utilized with data analysis to guide program development.	Direct Instruction	08/01/2016	05/31/2018	\$12000	Other, District Funding	ACT Leadership Team, Department Chairs
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Strategy 2:

Targeted Interventions - By using targeted interventions, we will raise our graduation rate.

Category: Continuous Improvement

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10th grade students will attend Operation Preparation to further explore and gain information on their chosen careers.	Academic Support Program	08/01/2016	05/31/2018	\$0	No Funding Required	Counselors, Karen Salyers

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use formative/interim assessments to determine chances of success on KOSSA, WorkKeys, and Industry Certification Tests.	Direct Instruction	08/01/2016	05/31/2018	\$0	No Funding Required	Monica Daniel, Leadership Team

Activity - Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize common core standards and career and technical standards in lesson plans and curriculum maps.	Direct Instruction	08/01/2016	05/31/2018	\$0	No Funding Required	Monica Daniel

Strategy 3:

Professional Learning - Teachers will use current assessment and survey data to develop their professional learning plans. Professional Learning Plans will be monitored by the Leadership Team and district level staff. Teachers will have some degree of flexibility in developing their individual plan, as approved by the Leadership Team.

Category: Teacher PGES

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in quality, research based, best practice professional learning to support the teaching and learning of all students regardless of the students background, current level of academic attainment, or past achievement. Teachers will utilize in-person and digital learning opportunities.	Professional Learning	07/01/2016	05/31/2018	\$2000	District Funding	Leadership Team District PD Staff

Goal 2: By 2020, we will increase the graduation rate to 97.4%

Measurable Objective 1:

demonstrate a proficiency by having 96.9% of our students graduate with their cohort class by 05/31/2017 as measured by the number of students that graduate as recorded on the School Report Card.

Strategy 1:

Career Pathways - Enroll all eighth grade students in courses based on their career interests which will place them in career pathways.

Category: Career Readiness Pathways

Activity - Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eighth grade students are individually counseled about career and college awareness and how that relates to courses that they will take in high school.	Career Preparation/Orientation	01/02/2017	08/01/2017	\$0	No Funding Required	Kim Castle, Freshman Counselor Justin Arms, Assist. Principal BARR Program
Activity - Utilize ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the ILP, in recording their career, education, and life goals. They will explore the Kentucky Career Clusters and track clusters that interest them. Students will also be able to document their extra curricular activities, hobbies, interests, community service, and work experience so that they will be able to create professional resumes in the future.	Direct Instruction	08/03/2015	05/31/2018	\$0	No Funding Required	School Counselors, Leadership Team
Activity - Individual Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eighth grade students meet individually with the freshman counselor, using the ILP as a guide, for career and college planning, to make a high school schedule.	Career Preparation/Orientation	01/02/2017	05/31/2018	\$0	No Funding Required	Kim Castle, Freshman Counselor Justin Arms, BARR Program

Strategy 2:

Freshman Graduation Cohort Support - Identify at risk students and schedule appropriate courses for these students, such as transition courses, credit recovery, etc.

Also, identify gifted students and appropriately place them in advanced placement courses, dual credit courses, etc.

Utilize the BARR Program to ensure 9th grade success and smooth transition to high school.

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Category: Continuous Improvement

Activity - credit recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
students that are behind in credits and "at-risk" of drop-out are identified and placed in credit-recovery courses. Also, students are allowed to make-up two credits per academic year through PLATO Online to recover credits.	Academic Support Program	08/01/2016	05/31/2018	\$10000	State Funds	Leadership Team School Counselors
Activity - Alternative School Referral	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are at-risk or that meet the criteria are referred to the alternative program, Eagle Academy, as a measure to prevent drop-out and encourage student success in a highly structured learning environment	Academic Support Program	08/01/2016	05/31/2018	\$100000	State Funds	Darren Gamble, Assistant Principal
Activity - Identify gifted students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify gifted students through the use of tests scores and teacher recommendations to better meet the individual needs and learning styles of each student..	Other	08/01/2016	05/31/2018	\$0	No Funding Required	Counselors District G/T Staff

Goal 3: By 2019, 68.5% of Johnson Central High School students will perform at the Proficiency level in the Combined Math and Reading.

Measurable Objective 1:

demonstrate a proficiency 58.9% in Combined Reading & Math by 05/31/2018 as measured by K-PREP delivery target.

Strategy 1:

Curriculum Changes - make curriculum changes to enhance student achievement and ensure success of our students.

Category:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC & Departmental Teams will develop a set of comprehensive common activities and mock assessments for all students.	Direct Instruction	08/01/2016	05/31/2018	\$0	No Funding Required	Department Chairs, Leadership Team
Activity - Rigorous assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Create and administer rigorous assessments that mirror Quality Core EOC assessments, which will be two-day exams consisting of MC and CR.	Direct Instruction	08/01/2016	05/31/2018	\$0	No Funding Required	Department Charis, Leadership Team
Activity - Primary Source Documents & DBQ	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
use of primary source documents, such as cartoons and journal entries along with document based questioning activities with students to enhance teaching and learning	Direct Instruction	08/01/2016	05/31/2018	\$0	No Funding Required	Department Chairs, Leadership Team

Goal 4: The Students will achieve the Combined (Reading and Math) Gap Delivery Target for Johnson Central High School of 68.5% by 2019.

Measurable Objective 1:

demonstrate a proficiency by having our combined Reading and Math reach 58.9% by 05/31/2018 as measured by the gap delivery target.

Strategy 1:

Differentiation - provide differentiation for various learning styles.

Category: Continuous Improvement

Activity - Differentiated Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
While we know that students can handle rigorous curriculum and should be given that opportunity, not all students learn in the same ways and on the same schedule. Some students need more time, extra support, and differentiated instructional methods in order to reach high standards. Formative assessments will be used and responsive teaching will result from the evaluations.	Professional Learning	08/01/2016	05/31/2018	\$2000	State Funds	Teachers, principal
Activity - AP / Dual Credit Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regardless of socioeconomic status or family background, students succeed if they have a series of several good teachers, and they learn far more and fail less often in rigorous courses than they do in low-level remedial courses. We will have open enrollment with all of our AP and Pre-AP courses encouraging all students to take them.	Other	08/01/2016	05/31/2018	\$5000	State Funds	Principals
Activity - Special Needs Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Further disaggregate special education achievement data by exceptionality in order to better understand and address achievement gaps. Addressed will be suspension rates (currently 4.43%) , graduation rate (93.94%), transition to adult life rate (85%), and retention rate (.4%).	Academic Support Program	08/01/2016	05/31/2018	\$0	No Funding Required	Debbie McCool
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Strategy 2:

Other Resources - Other factors that may influence learning will be reduced by utilizing outside resources for our students.

Category: Persistence to Graduation

Activity - Family Resource and Youth Service Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The primary goal of our FRYSC is to remove barriers to students' learning. These school-based centers are designed to promote the flow of resources and support to families in ways that strengthen the functioning and that enhance the growth and development of the individual members of the family unit	Academic Support Program	08/01/2016	05/31/2018	\$76000	State Funds	Karen Salyer

Activity - Referral Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through collaboration with Mountain Comprehensive Care, our students are able to see a mental health counselor at Johnson Central High School.	Academic Support Program	08/01/2016	05/31/2018	\$0	No Funding Required	Principal, Leadership Team

Activity - School Safety	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A policy is in place and implemented to ensure the safety of our students and staff.	Academic Support Program	08/01/2016	05/31/2018	\$40000	District Funding	Principal, Leadership Team

Activity - Extracurricular Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be encouraged to be involved in extracurricular activities-sports and/or clubs.	Academic Support Program	08/01/2016	05/31/2018	\$125000	Booster Fund, General Fund	Principal

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be encouraged to be involved in their child's education Success will be measured by the a survey, number of parents involved at conferences, and on committees. Teachers will maintain Parent Contact Logs & submit to Principal	Parent Involvement	08/01/2016	05/31/2018	\$0	No Funding Required	Principal, Leadership Team

Goal 5: Johnson Central High School will reduce the number of students who are chronically absent by 10%

Measurable Objective 1:

demonstrate a behavior :reduce chronic absence 10% by 12/31/2017 as measured by the number of students who display chronic attendance problems.

Strategy 1:

Parental Communication & Student Ownership - Johnson Central will develop and monitor a school wide plan to improve student attendance. Classroom level interventions will include greatly increased communication between classroom teachers and parents. One member of the Leadership Team will lead this strategy and also make personal contact with the parents of chronically absence students. This Leadership Team member will work closely with the Attendance Clerk and DPP to help resolve attendance concerns for individual students.

Category: Persistence to Graduation

Research Cited: Research clearly shows a positive correlation between parental involvement / communication and student attendance / achievement.

Activity - Parental Contact Log	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every teacher will maintain a parent contact log which shall be submitted to the office every 4 1/2 weeks for monitoring. The parent contact log must contain the date, person contacted, and the nature of the contact.	Parent Involvement	08/01/2016	12/31/2017	\$0	No Funding Required	Individual Teachers, Leadership Team

Activity - Student Attendance Ownership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will develop a display area where student leaders will post and monitor attendance by grade level, classroom, team, etc.	Other - Attendance Monitoring by Students, Behavioral Support Program	01/02/2017	05/31/2018	\$0	No Funding Required	Student Council, Class Officers, Leadership Team

Activity - Student / Parent Letter and Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assistant Principal will send letters home at 3, 5, and 6 unexcused days or ten total days absent. Follow-up conferences with parents will be scheduled by the principal / assistant principal to provide information and support as needed.	Academic Support Program, Behavioral Support Program, Parent Involvement	08/01/2016	05/31/2018	\$0	No Funding Required	Darren Gamble Attendance Clerk

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Activity - DPP Referral	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
If a student reaches six unexcused absences or a total of ten combined absences, the assistant principal shall refer the student to the DPP and work with the DPP, CDW, and other appropriate staff / community based agencies to develop an intervention and support plan.	Academic Support Program, Behavioral Support Program, Parent Involvement	09/01/2016	05/31/2018	\$0	No Funding Required	Darren Gamble Attendance Clerk

Activity - Automated Calls	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our student management system will make automated calls each day to the home of students who are absent from school.	Parent Involvement	09/01/2016	05/31/2018	\$0	No Funding Required	Darren Gamble Attendance Clerk(s)

Activity - Personal Phone Calls	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will make personal calls to the parents of students who attendance is a concern; more than 3 unexcused or six total days absent.	Parent Involvement	10/10/2016	05/31/2018	\$0	No Funding Required	Individual teachers

Goal 6: Johnson Central High School will reduce the number of students scoring at the novice level in Reading to 16.5% and Math to 16% by 2020

Measurable Objective 1:

demonstrate a proficiency by decreasing the number of students scoring novice by 10% by 05/31/2018 as measured by KPREP State Assessment.

Strategy 1:

Peer & Staff Tutoring Option - We will provide both peer and staff led tutoring before and after school for all students.

Category: Continuous Improvement

Activity - Peer Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The library will open each morning at 7:30 for peer tutoring sessions led by student with staff oversight.	Academic Support Program	09/01/2016	05/31/2018	\$0	No Funding Required	Leadership Team

Activity - Staff Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide small group tutoring programs before and after school.	Academic Support Program	08/01/2016	05/31/2018	\$0	No Funding Required	Individual teachers. A core team of teacher leaders have volunteered to provide this service.
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Strategy 2:

Student Data Ownership - Teachers and Leadership team will work to ensure that students value ownership of their own academic performance through the use of data tracking. Students will receive direct instruction related to the state assessment and performance levels, cut scores, etc. so they might better understand and take responsibility for their own performance.

Category: Continuous Improvement

Research Cited: A great body of research strongly supports student ownership of their personal achievement and improvement data.

Activity - State Assessment Understanding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide direct instruction on the performance levels, cut scores, etc. for state assessments. Teachers will also encourage and monitor student data tracking.	Academic Support Program	01/04/2016	05/31/2018	\$0	No Funding Required	Teachers and Leadership Team; Building Assessment Coordinator

Activity - Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide support for a variety of data tracking methods for all students. i.e. Data Notebooks, student goal setting & monitoring, Student Portal, etc.	Academic Support Program	09/01/2016	05/31/2018	\$0	No Funding Required	Individual Teachers; Department Chairs

Strategy 3:

Mock Assessments - A plan for school wide mock EOC, On-Demand, ACT, etc. will be developed and implemented. Within each department mock EOC or writing assessments will be developed and administered. A building level ACT Team will be formed to develop, implement, and monitor the ACT mock exams and ACT preparation programs.

Category: Continuous Improvement

Activity - Mock Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Mock Assessment will be administered, data analyzed and distributed to all stakeholders. Teachers will use this data to help guide and refine teaching and learning.	Academic Support Program	09/01/2016	05/31/2018	\$1000	General Fund	Department Chairs, Leadership Team
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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
Automated Calls	Our student management system will make automated calls each day to the home of students who are absent from school.	Parent Involvement	09/01/2016	05/31/2018	\$0	Darren Gamble Attendance Clerk(s)
Operation Preparation	10th grade students will attend Operation Preparation to further explore and gain information on their chosen careers.	Academic Support Program	08/01/2016	05/31/2018	\$0	Counselors, Karen Salyers
Formative Assessments	Use formative/interim assessments to determine chances of success on KOSSA, WorkKeys, and Industry Certification Tests.	Direct Instruction	08/01/2016	05/31/2018	\$0	Monica Daniel, Leadership Team
Parental Involvement	Parents will be encouraged to be involved in their child's education. Success will be measured by the a survey, number of parents involved at conferences, and on committees. Teachers will maintain Parent Contact Logs & submit to Principal	Parent Involvement	08/01/2016	05/31/2018	\$0	Principal, Leadership Team
Standards	Utilize common core standards and career and technical standards in lesson plans and curriculum maps.	Direct Instruction	08/01/2016	05/31/2018	\$0	Monica Daniel
Parental Contact Log	Every teacher will maintain a parent contact log which shall be submitted to the office every 4 1/2 weeks for monitoring. The parent contact log must contain the date, person contacted, and the nature of the contact.	Parent Involvement	08/01/2016	12/31/2017	\$0	Individual Teachers, Leadership Team
Student Attendance Ownership	We will develop a display area where student leaders will post and monitor attendance by grade level, classroom, team, etc.	Other - Attendance Monitoring by Students, Behavioral Support Program	01/02/2017	05/31/2018	\$0	Student Council, Class Officers, Leadership Team
Referral Counseling	Through collaboration with Mountain Comprehensive Care, our students are able to see a mental health counselor at Johnson Central High School.	Academic Support Program	08/01/2016	05/31/2018	\$0	Principal, Leadership Team
Peer Tutoring	The library will open each morning at 7:30 for peer tutoring sessions led by student with staff oversight.	Academic Support Program	09/01/2016	05/31/2018	\$0	Leadership Team

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Special Needs Students	Further disaggregate special education achievement data by exceptionality in order to better understand and address achievement gaps. Addressed will be suspension rates (currently 4.43%) , graduation rate (93.94%), transition to adult life rate (85%), and retention rate (.4%).	Academic Support Program	08/01/2016	05/31/2018	\$0	Debbie McCool
Common Assessments	PLC & Departmental Teams will develop a set of comprehensive common activities and mock assessments for all students.	Direct Instruction	08/01/2016	05/31/2018	\$0	Department Chairs, Leadership Team
Staff Tutoring	Teachers will provide small group tutoring programs before and after school.	Academic Support Program	08/01/2016	05/31/2018	\$0	Individual teachers. A core team of teacher leaders have volunteered to provide this service.
DPP Referral	If a student reaches six unexcused absences or a total of ten combined absences, the assistant principal shall refer the student to the DPP and work with the DPP, CDW, and other appropriate staff / community based agencies to develop an intervention and support plan.	Academic Support Program, Behavioral Support Program, Parent Involvement	09/01/2016	05/31/2018	\$0	Darren Gamble Attendance Clerk
Rigorous assessments	Create and administer rigorous assessments that mirror Quality Core EOC assessments, which will be two-day exams consisting of MC and CR.	Direct Instruction	08/01/2016	05/31/2018	\$0	Department Charis, Leadership Team
Individual Scheduling	Eighth grade students meet individually with the freshman counselor, using the ILP as a guide, for career and college planning, to make a high school schedule.	Career Preparation/Orientation	01/02/2017	05/31/2018	\$0	Kim Castle, Freshman Counselor Justin Arms, BARR Program
Utilize ILP	Students will use the ILP, in recording their career, education, and life goals. They will explore the Kentucky Career Clusters and track clusters that interest them. Students will also be able to document their extra curricular activities, hobbies, interests, community service, and work experience so that they will be able to create professional resumes in the future.	Direct Instruction	08/03/2015	05/31/2018	\$0	School Counselors, Leadership Team
Identify gifted students	Identify gifted students through the use of tests scores and teacher recommendations to better meet the individual needs and learning styles of each student..	Other	08/01/2016	05/31/2018	\$0	Counselors District G/T Staff

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State Assessment Understanding	Teachers will provide direct instruction on the performance levels, cut scores, etc. for state assessments. Teachers will also encourage and monitor student data tracking.	Academic Support Program	01/04/2016	05/31/2018	\$0	Teachers and Leadership Team; Building Assessment Coordinator
Career Pathways	All students will complete four courses within their discipline to complete a career major.	Career Preparation/Orientation	08/01/2016	05/31/2018	\$0	Counselors
Data Tracking	Teachers will provide support for a variety of data tracking methods for all students. i.e. Data Notebooks, student goal setting & monitoring, Student Portal, etc.	Academic Support Program	09/01/2016	05/31/2018	\$0	Individual Teachers; Department Chairs
Scheduling	Eighth grade students are individually counseled about career and college awareness and how that relates to courses that they will take in high school.	Career Preparation/Orientation	01/02/2017	08/01/2017	\$0	Kim Castle, Freshman Counselor Justin Arms, Assist. Principal BARR Program
Compass Test	seniors will be given two opportunities to take the compass test, which is used for students to meet college readiness benchmarks. Seniors will be placed in transitional courses in English and Math to help prepare them to take the compass exam. COMPASS assessment ends December 2015	Other	08/01/2016	12/30/2016	\$0	Connie Jones
Student / Parent Letter and Conference	Assistant Principal will send letters home at 3, 5, and 6 unexcused days or ten total days absent. Follow-up conferences with parents will be scheduled by the principal / assistant principal to provide information and support as needed.	Academic Support Program, Behavioral Support Program, Parent Involvement	08/01/2016	05/31/2018	\$0	Darren Gamble Attendance Clerk
Primary Source Documents & DBQ	use of primary source documents, such as cartoons and journal entries along with document based questioning activities with students to enhance teaching and learning	Direct Instruction	08/01/2016	05/31/2018	\$0	Department Chairs, Leadership Team
Personal Phone Calls	Teachers will make personal calls to the parents of students who attendance is a concern; more than 3 unexcused or six total days absent.	Parent Involvement	10/10/2016	05/31/2018	\$0	Individual teachers
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

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Mock Assessments	Mock Assessment will be administered, data analyzed and distributed to all stakeholders. Teachers will use this data to help guide and refine teaching and learning.	Academic Support Program	09/01/2016	05/31/2018	\$1000	Department Chairs, Leadership Team
Extracurricular Activities	All students will be encouraged to be involved in extracurricular activities-sports and/or clubs.	Academic Support Program	08/01/2016	05/31/2018	\$25000	Principal
Total					\$26000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT	Rigor Instruction will be provided in English, Math, Social Studies, and Reading to ensure success on ACT. Method Test Prep and PLATO & WINS will be used by teachers and students as an aid to differentiate instruction for the ACT. Also, ACT like exams will also be utilized with data analysis to guide program development.	Direct Instruction	08/01/2016	05/31/2018	\$5000	ACT Leadership Team, Department Chairs
School Safety	A policy is in place and implemented to ensure the safety of our students and staff.	Academic Support Program	08/01/2016	05/31/2018	\$40000	Principal, Leadership Team
Professional Learning	Teachers will engage in quality, research based, best practice professional learning to support the teaching and learning of all students regardless of the students background, current level of academic attainment, or past achievement. Teachers will utilize in-person and digital learning opportunities.	Professional Learning	07/01/2016	05/31/2018	\$2000	Leadership Team District PD Staff
Total					\$47000	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
industry certification and KOSSA tests	We will administer industry certification and KOSSA tests to all students who are eligible	Other	09/01/2016	05/31/2017	\$6000	Monica Daniel, Kim Castle
Total					\$6000	

Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extracurricular Activities	All students will be encouraged to be involved in extracurricular activities-sports and/or clubs.	Academic Support Program	08/01/2016	05/31/2018	\$100000	Principal

Comprehensive School Improvement Plan

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Total \$100000

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
industry certification and KOSSA tests	We will administer industry certification and KOSSA tests to all students who are eligible	Other	09/01/2016	05/31/2017	\$4000	Monica Daniel, Kim Castle
Workkeys	We will administer Workkeys to all seniors who have not meet ACT benchmarks so that they have an opportunity to meet career readiness. Students will be given multiple opportunities to take the exam. Students will prepare for the test by using Winn software.	Other	12/01/2016	05/31/2017	\$6000	Monica Daniel, Kim Castle
Total					\$10000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT	Rigor Instruction will be provided in English, Math, Social Studies, and Reading to ensure success on ACT. Method Test Prep and PLATO & WINS will be used by teachers and students as an aid to differentiate instruction for the ACT. Also, ACT like exams will also be utilized with data analysis to guide program development.	Direct Instruction	08/01/2016	05/31/2018	\$7000	ACT Leadership Team, Department Chairs
Total					\$7000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Learning	While we know that students can handle rigorous curriculum and should be given that opportunity, not all students learn in the same ways and on the same schedule. Some students need more time, extra support, and differentiated instructional methods in order to reach high standards. Formative assessments will be used and responsive teaching will result from the evaluations.	Professional Learning	08/01/2016	05/31/2018	\$2000	Teachers, principal
credit recovery	students that are behind in credits and "at-risk" of drop-out are identified and placed in credit-recovery courses. Also, students are allowed to make-up two credits per academic year through PLATO Online to recover credits.	Academic Support Program	08/01/2016	05/31/2018	\$10000	Leadership Team School Counselors

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AP / Dual Credit Courses	Regardless of socioeconomic status or family background, students succeed if they have a series of several good teachers, and they learn far more and fail less often in rigorous courses than they do in low-level remedial courses. We will have open enrollment with all of our AP and Pre-AP courses encouraging all students to take them.	Other	08/01/2016	05/31/2018	\$5000	Principals
Alternative School Referral	Students that are at-risk or that meet the criteria are referred to the alternative program, Eagle Academy, as a measure to prevent drop-out and encourage student success in a highly structured learning environment	Academic Support Program	08/01/2016	05/31/2018	\$100000	Darren Gamble, Assistant Principal
Family Resource and Youth Service Center	The primary goal of our FRYSC is to remove barriers to students' learning. These school-based centers are designed to promote the flow of resources and support to families in ways that strengthen the functioning and that enhance the growth and development of the individual members of the family unit	Academic Support Program	08/01/2016	05/31/2018	\$76000	Karen Salyer
Total					\$193000	

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	Through the use of data, we continuously assess student needs and programs. We consider each student and component a fluid entity, which we will make adjustments as needed continuing what is working and moving on to new ideas and practices when change is needed. We strive to utilize "best practices" in all areas of our school community.	

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	Our teachers have adopted strategies to include rigor in all classes and to maximize all class and learning time. Plato Online and tutoring is available before and after school for students that need additional help after school.	

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	We have RTI and intervention courses in place for students that have not met benchmark on assessments or need additional support to master core content concepts	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	By being a highly successful school that maintains pride and respect among students and staff, we are looked upon as a desirable place to work. Teachers turnover is extremely low and when a position becomes available; we always have many highly qualified applicants.	

Comprehensive School Improvement Plan

Johnson Central High School

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	N/A	Not a Title I School	

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	We are not a Title I school; however, parental communication and involvement is a focus area. We have developed a school wide plan to address these areas and initial results are very positive.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	We are not a Title I school; however, we did review and consider the ten criteria in developing our CSIP this school year.	

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	Our school district requires 24 hours of PD. Teachers are given a large area of activities to choose from or may find professional development of their own to best fit their professional growth plan.	

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	We have meetings at least monthly to discuss and update our comprehensive plan and any student data that we might have. As new assessment data is received in the fall, we conduct an extensive data analysis and review of all school plans, goals, etc.	

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.	N/A	Not a Title I School	

Comprehensive School Improvement Plan

Johnson Central High School

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	We are not a Title I school, but we do utilize such strategies for students for RTI, gifted and intervention courses.	

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.	No	Not a Title I School Programs such as special needs, 504 and RTI are utilized and integrated at our school.	

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.	No	Not TAS School. Our identified students our integrated into our regular educational programs to the fullest extent that we possibly can and continue meet the students needs.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	We strive to integrate all programs within our school so those programs appear seamless to our students and staff.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	N/A	Not a Title I School. We have specific monitoring and evaluations in place for our identified students. These students are evaluated on a weekly basis. Instruction is adjusted based on the results. Professional Development is also addressed as a result of the annual monitoring.	

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.	N/A	Not a Title I school	

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.	N/A	Not a Title I school	

Comprehensive School Improvement Plan

Johnson Central High School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	N/A	Not a Title I school	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A	Not a Title I school	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A	Not a Title I 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	We meet on a semi-annual term to update the comprehensive plan and any student achievement results that might need to be updated.	

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	Yes; our Plan is approved by our Site Based Council and a copy is available in our library. It is also available online at our school website as well as the districts website. (website link www.johnson.ky12.ky.us)	

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	In an emergency, if we have a teacher as a substitute that is not highly qualified we notify parents.	

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	We provide Professional Development based on the a needs assessment. Teachers do have flexibility in choosing what they think will help them most with meeting their Professional Growth Plan.	

Comprehensive School Improvement Plan

Johnson Central High School

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	Not a Title I School	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	N/A	Not a Title I School	

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.	N/A	Not a Title I 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	We only use paraeducators for non-instructional duties and there is a schedule and contract made, so that they are very aware of their duties.	

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.	N/A	Not a Title I School	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	N/A	Not a Title I School	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	yes; we make sure that we meet our cap size on all classes	

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:

Students at Johnson Central High School will be College and Career Ready (CCR) by meeting the established CCR delivery target (71.6) by 2017

Measurable Objective 1:

demonstrate a proficiency by being College and Career Ready (CCR) by meeting the CCR target (71.6) by 05/31/2017 as measured by the CCR delivery target..

Strategy1:

Professional Learning - Teachers will use current assessment and survey data to develop their professional learning plans. Professional Learning Plans will be monitored by the Leadership Team and district level staff. Teachers will have some degree of flexibility in developing their individual plan, as approved by the Leadership Team.

Category: Teacher PGES

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in quality, research based, best practice professional learning to support the teaching and learning of all students regardless of the students background, current level of academic attainment, or past achievement. Teachers will utilize in-person and digital learning opportunities.	Professional Learning	07/01/2016	05/31/2018	\$2000 - District Funding	Leadership Team District PD Staff

Strategy2:

Targeted Interventions - By using targeted interventions, we will raise our graduation rate.

Category: Continuous Improvement

Research Cited:

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
10th grade students will attend Operation Preparation to further explore and gain information on their chosen careers.	Academic Support Program	08/01/2016	05/31/2018	\$0 - No Funding Required	Counselors, Karen Salyers

Comprehensive School Improvement Plan

Johnson Central High School

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use formative/interim assessments to determine chances of success on KOSSA, WorkKeys, and Industry Certification Tests.	Direct Instruction	08/01/2016	05/31/2018	\$0 - No Funding Required	Monica Daniel, Leadership Team

Activity - Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize common core standards and career and technical standards in lesson plans and curriculum maps.	Direct Instruction	08/01/2016	05/31/2018	\$0 - No Funding Required	Monica Daniel

Goal 2:
The Students will achieve the Combined (Reading and Math) Gap Delivery Target for Johnson Central High School of 68.5% by 2019.

Measurable Objective 1:
demonstrate a proficiency by having our combined Reading and Math reach 58.9% by 05/31/2018 as measured by the gap delivery target.

Strategy1:
Other Resources - Other factors that may influence learning will be reduced by utilizing outside resources for our students.

Category: Persistence to Graduation

Research Cited:

Activity - Referral Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through collaboration with Mountain Comprehensive Care, our students are able to see a mental health counselor at Johnson Central High School.	Academic Support Program	08/01/2016	05/31/2018	\$0 - No Funding Required	Principal, Leadership Team

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be encouraged to be involved in their child's education. Success will be measured by the a survey, number of parents involved at conferences, and on committees. Teachers will maintain Parent Contact Logs & submit to Principal	Parent Involvement	08/01/2016	05/31/2018	\$0 - No Funding Required	Principal, Leadership Team

Activity - Extracurricular Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be encouraged to be involved in extracurricular activities-sports and/or clubs.	Academic Support Program	08/01/2016	05/31/2018	\$25000 - General Fund \$100000 - Booster Fund	Principal

Comprehensive School Improvement Plan

Johnson Central High School

Activity - Family Resource and Youth Service Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The primary goal of our FRYSC is to remove barriers to students' learning. These school-based centers are designed to promote the flow of resources and support to families in ways that strengthen the functioning and that enhance the growth and development of the individual members of the family unit	Academic Support Program	08/01/2016	05/31/2018	\$76000 - State Funds	Karen Salyer

Activity - School Safety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A policy is in place and implemented to ensure the safety of our students and staff.	Academic Support Program	08/01/2016	05/31/2018	\$40000 - District Funding	Principal, Leadership Team

Goal 3:

Johnson Central High School will reduce the number of students who are chronically absent by 10%

Measurable Objective 1:

demonstrate a behavior :reduce chronic absence 10% by 12/31/2017 as measured by the number of students who display chronic attendance problems.

Strategy1:

Parental Communication & Student Ownership - Johnson Central will develop and monitor a school wide plan to improve student attendance. Classroom level interventions will include greatly increased communication between classroom teachers and parents. One member of the Leadership Team will lead this strategy and also make personal contact with the parents of chronically absence students. This Leadership Team member will work closely with the Attendance Clerk and DPP to help resolve attendance concerns for individual students.

Category: Persistence to Graduation

Research Cited: Research clearly shows a positive correlation between parental involvement / communication and student attendance / achievement.

Activity - Parental Contact Log	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every teacher will maintain a parent contact log which shall be submitted to the office every 4 1/2 weeks for monitoring. The parent contact log must contain the date, person contacted, and the nature of the contact.	Parent Involvement	08/01/2016	12/31/2017	\$0 - No Funding Required	Individual Teachers, Leadership Team

Activity - DPP Referral	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
If a student reaches six unexcused absences or a total of ten combined absences, the assistant principal shall refer the student to the DPP and work with the DPP, CDW, and other appropriate staff / community based agencies to develop an intervention and support plan.	Behavioral Support Program Academic Support Program Parent Involvement	09/01/2016	05/31/2018	\$0 - No Funding Required	Darren Gamble Attendance Clerk

Comprehensive School Improvement Plan

Johnson Central High School

Activity - Automated Calls	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our student management system will make automated calls each day to the home of students who are absent from school.	Parent Involvement	09/01/2016	05/31/2018	\$0 - No Funding Required	Darren Gamble Attendance Clerk(s)

Activity - Personal Phone Calls	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will make personal calls to the parents of students who attendance is a concern; more than 3 unexcused or six total days absent.	Parent Involvement	10/10/2016	05/31/2018	\$0 - No Funding Required	Individual teachers

Activity - Student Attendance Ownership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will develop a display area where student leaders will post and monitor attendance by grade level, classroom, team, etc.	Other - Attendance Monitoring by Students Behavioral Support Program	01/02/2017	05/31/2018	\$0 - No Funding Required	Student Council, Class Officers, Leadership Team

Activity - Student / Parent Letter and Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assistant Principal will send letters home at 3, 5, and 6 unexcused days or ten total days absent. Follow-up conferences with parents will be scheduled by the principal / assistant principal to provide information and support as needed.	Parent Involvement Academic Support Program Behavioral Support Program	08/01/2016	05/31/2018	\$0 - No Funding Required	Darren Gamble Attendance Clerk

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

Goal 1:

By 2019, 68.5% of Johnson Central High School students will perform at the Proficiency level in the Combined Math and Reading.

Measurable Objective 1:

demonstrate a proficiency 58.9% in Combined Reading & Math by 05/31/2018 as measured by K-PREP delivery target.

Strategy1:

Curriculum Changes - make curriculum changes to enhance student achievement and ensure success of our students.

Category:

Comprehensive School Improvement Plan

Johnson Central High School

Research Cited:

Activity - Primary Source Documents & DBQ	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
use of primary source documents, such as cartoons and journal entries along with document based questioning activities with students to enhance teaching and learning	Direct Instruction	08/01/2016	05/31/2018	\$0 - No Funding Required	Department Chairs, Leadership Team

Activity - Rigorous assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create and administer rigorous assessments that mirror Quality Core EOC assessments, which will be two-day exams consisting of MC and CR.	Direct Instruction	08/01/2016	05/31/2018	\$0 - No Funding Required	Department Charis, Leadership Team

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC & Departmental Teams will develop a set of comprehensive common activities and mock assessments for all students.	Direct Instruction	08/01/2016	05/31/2018	\$0 - No Funding Required	Department Chairs, Leadership Team

Goal 2:

Johnson Central High School will reduce the number of students who are chronically absent by 10%

Measurable Objective 1:

demonstrate a behavior :reduce chronic absence 10% by 12/31/2017 as measured by the number of students who display chronic attendance problems.

Strategy1:

Parental Communication & Student Ownership - Johnson Central will develop and monitor a school wide plan to improve student attendance. Classroom level interventions will include greatly increased communication between classroom teachers and parents. One member of the Leadership Team will lead this strategy and also make personal contact with the parents of chronically absence students. This Leadership Team member will work closely with the Attendance Clerk and DPP to help resolve attendance concerns for individual students.

Category: Persistence to Graduation

Research Cited: Research clearly shows a positive correlation between parental involvement / communication and student attendance / achievement.

Comprehensive School Improvement Plan

Johnson Central High School

Activity - Student Attendance Ownership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will develop a display area where student leaders will post and monitor attendance by grade level, classroom, team, etc.	Behavioral Support Program Other - Attendance Monitoring by Students	01/02/2017	05/31/2018	\$0 - No Funding Required	Student Council, Class Officers, Leadership Team

Activity - Personal Phone Calls	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will make personal calls to the parents of students who attendance is a concern; more than 3 unexcused or six total days absent.	Parent Involvement	10/10/2016	05/31/2018	\$0 - No Funding Required	Individual teachers

Activity - Automated Calls	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our student management system will make automated calls each day to the home of students who are absent from school.	Parent Involvement	09/01/2016	05/31/2018	\$0 - No Funding Required	Darren Gamble Attendance Clerk(s)

Activity - DPP Referral	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
If a student reaches six unexcused absences or a total of ten combined absences, the assistant principal shall refer the student to the DPP and work with the DPP, CDW, and other appropriate staff / community based agencies to develop an intervention and support plan.	Academic Support Program Behavioral Support Program Parent Involvement	09/01/2016	05/31/2018	\$0 - No Funding Required	Darren Gamble Attendance Clerk

Activity - Student / Parent Letter and Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assistant Principal will send letters home at 3, 5, and 6 unexcused days or ten total days absent. Follow-up conferences with parents will be scheduled by the principal / assistant principal to provide information and support as needed.	Behavioral Support Program Academic Support Program Parent Involvement	08/01/2016	05/31/2018	\$0 - No Funding Required	Darren Gamble Attendance Clerk

Activity - Parental Contact Log	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every teacher will maintain a parent contact log which shall be submitted to the office every 4 1/2 weeks for monitoring. The parent contact log must contain the date, person contacted, and the nature of the contact.	Parent Involvement	08/01/2016	12/31/2017	\$0 - No Funding Required	Individual Teachers, Leadership Team

Comprehensive School Improvement Plan

Johnson Central High School

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)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

The Students will achieve the Combined (Reading and Math) Gap Delivery Target for Johnson Central High School of 68.5% by 2019.

Measurable Objective 1:

demonstrate a proficiency by having our combined Reading and Math reach 58.9% by 05/31/2018 as measured by the gap delivery target.

Strategy1:

Differentiation - provide differentiation for various learning styles.

Category: Continuous Improvement

Research Cited:

Activity - Special Needs Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Further disaggregate special education achievement data by exceptionality in order to better understand and address achievement gaps. Addressed will be suspension rates (currently 4.43%) , graduation rate (93.94%), transition to adult life rate (85%), and retention rate (.4%).	Academic Support Program	08/01/2016	05/31/2018	\$0 - No Funding Required	Debbie McCool

Activity - AP / Dual Credit Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regardless of socioeconomic status or family background, students succeed if they have a series of several good teachers, and they learn far more and fail less often in rigorous courses than they do in low-level remedial courses. We will have open enrollment with all of our AP and Pre-AP courses encouraging all students to take them.	Other	08/01/2016	05/31/2018	\$5000 - State Funds	Principals

Comprehensive School Improvement Plan

Johnson Central High School

Activity - Differentiated Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
While we know that students can handle rigorous curriculum and should be given that opportunity, not all students learn in the same ways and on the same schedule. Some students need more time, extra support, and differentiated instructional methods in order to reach high standards. Formative assessments will be used and responsive teaching will result from the evaluations.	Professional Learning	08/01/2016	05/31/2018	\$2000 - State Funds	Teachers, principal

Strategy2:

Other Resources - Other factors that may influence learning will be reduced by utilizing outside resources for our students.

Category: Persistence to Graduation

Research Cited:

Activity - School Safety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A policy is in place and implemented to ensure the safety of our students and staff.	Academic Support Program	08/01/2016	05/31/2018	\$40000 - District Funding	Principal, Leadership Team

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be encouraged to be involved in their child's education. Success will be measured by the a survey, number of parents involved at conferences, and on committees. Teachers will maintain Parent Contact Logs & submit to Principal	Parent Involvement	08/01/2016	05/31/2018	\$0 - No Funding Required	Principal, Leadership Team

Activity - Referral Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through collaboration with Mountain Comprehensive Care, our students are able to see a mental health counselor at Johnson Central High School.	Academic Support Program	08/01/2016	05/31/2018	\$0 - No Funding Required	Principal, Leadership Team

Activity - Extracurricular Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be encouraged to be involved in extracurricular activities-sports and/or clubs.	Academic Support Program	08/01/2016	05/31/2018	\$100000 - Booster Fund \$25000 - General Fund	Principal

Comprehensive School Improvement Plan

Johnson Central High School

Activity - Family Resource and Youth Service Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The primary goal of our FRYSC is to remove barriers to students' learning. These school-based centers are designed to promote the flow of resources and support to families in ways that strengthen the functioning and that enhance the growth and development of the individual members of the family unit	Academic Support Program	08/01/2016	05/31/2018	\$76000 - State Funds	Karen Salyer

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

Goal 1:

By 2020, we will increase the graduation rate to 97.4%

Measurable Objective 1:

demonstrate a proficiency by having 96.9% of our students graduate with their cohort class by 05/31/2017 as measured by the number of students that graduate as recorded on the School Report Card.

Strategy1:

Freshman Graduation Cohort Support - Identify at risk students and schedule appropriate courses for these students, such as transition courses, credit recovery, etc. Also, identify gifted students and appropriately place them in advanced placement courses, dual credit courses, etc.

Utilize the BARR Program to ensure 9th grade success and smooth transition to high school.

Category: Continuous Improvement

Research Cited:

Activity - credit recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
students that are behind in credits and "at-risk" of drop-out are identified and placed in credit-recovery courses. Also, students are allowed to make-up two credits per academic year through PLATO Online to recover credits.	Academic Support Program	08/01/2016	05/31/2018	\$10000 - State Funds	Leadership Team School Counselors

Activity - Identify gifted students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify gifted students through the use of tests scores and teacher recommendations to better meet the individual needs and learning styles of each student..	Other	08/01/2016	05/31/2018	\$0 - No Funding Required	Counselors District G/T Staff

Comprehensive School Improvement Plan

Johnson Central High School

Activity - Alternative School Referral	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are at-risk or that meet the criteria are referred to the alternative program, Eagle Academy, as a measure to prevent drop-out and encourage student success in a highly structured learning environment	Academic Support Program	08/01/2016	05/31/2018	\$100000 - State Funds	Darren Gamble, Assistant Principal

Strategy2:

Career Pathways - Enroll all eighth grade students in courses based on their career interests which will place them in career pathways.

Category: Career Readiness Pathways

Research Cited:

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eighth grade students are individually counseled about career and college awareness and how that relates to courses that they will take in high school.	Career Preparation/Orientation	01/02/2017	08/01/2017	\$0 - No Funding Required	Kim Castle, Freshman Counselor Justin Arms, Assist. Principal BARR Program

Activity - Individual Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eighth grade students meet individually with the freshman counselor, using the ILP as a guide, for career and college planning, to make a high school schedule.	Career Preparation/Orientation	01/02/2017	05/31/2018	\$0 - No Funding Required	Kim Castle, Freshman Counselor Justin Arms, BARR Program

Activity - Utilize ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the ILP, in recording their career, education, and life goals. They will explore the Kentucky Career Clusters and track clusters that interest them. Students will also be able to document their extra curricular activities, hobbies, interests, community service, and work experience so that they will be able to create professional resumes in the future.	Direct Instruction	08/03/2015	05/31/2018	\$0 - No Funding Required	School Counselors, Leadership Team

Goal 2:

The Students will achieve the Combined (Reading and Math) Gap Delivery Target for Johnson Central High School of 68.5% by 2019.

Measurable Objective 1:

demonstrate a proficiency by having our combined Reading and Math reach 58.9% by 05/31/2018 as measured by the gap delivery target.

Strategy1:

Differentiation - provide differentiation for various learning styles.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Johnson Central High School

Activity - Differentiated Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
While we know that students can handle rigorous curriculum and should be given that opportunity, not all students learn in the same ways and on the same schedule. Some students need more time, extra support, and differentiated instructional methods in order to reach high standards. Formative assessments will be used and responsive teaching will result from the evaluations.	Professional Learning	08/01/2016	05/31/2018	\$2000 - State Funds	Teachers, principal

Strategy2:

Other Resources - Other factors that may influence learning will be reduced by utilizing outside resources for our students.

Category: Persistence to Graduation

Research Cited:

Activity - Family Resource and Youth Service Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The primary goal of our FRYSC is to remove barriers to students' learning. These school-based centers are designed to promote the flow of resources and support to families in ways that strengthen the functioning and that enhance the growth and development of the individual members of the family unit	Academic Support Program	08/01/2016	05/31/2018	\$76000 - State Funds	Karen Salyer

Activity - School Safety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A policy is in place and implemented to ensure the safety of our students and staff.	Academic Support Program	08/01/2016	05/31/2018	\$40000 - District Funding	Principal, Leadership Team

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be encouraged to be involved in their child's education. Success will be measured by the a survey, number of parents involved at conferences, and on committees. Teachers will maintain Parent Contact Logs & submit to Principal	Parent Involvement	08/01/2016	05/31/2018	\$0 - No Funding Required	Principal, Leadership Team

Activity - Referral Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through collaboration with Mountain Comprehensive Care, our students are able to see a mental health counselor at Johnson Central High School.	Academic Support Program	08/01/2016	05/31/2018	\$0 - No Funding Required	Principal, Leadership Team

Comprehensive School Improvement Plan

Johnson Central High School

Activity - Extracurricular Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be encouraged to be involved in extracurricular activities-sports and/or clubs.	Academic Support Program	08/01/2016	05/31/2018	\$100000 - Booster Fund \$25000 - General Fund	Principal

Goal 3:

Johnson Central High School will reduce the number of students who are chronically absent by 10%

Measurable Objective 1:

demonstrate a behavior :reduce chronic absence 10% by 12/31/2017 as measured by the number of students who display chronic attendance problems.

Strategy1:

Parental Communication & Student Ownership - Johnson Central will develop and monitor a school wide plan to improve student attendance. Classroom level interventions will include greatly increased communication between classroom teachers and parents. One member of the Leadership Team will lead this strategy and also make personal contact with the parents of chronically absence students. This Leadership Team member will work closely with the Attendance Clerk and DPP to help resolve attendance concerns for individual students.

Category: Persistence to Graduation

Research Cited: Research clearly shows a positive correlation between parental involvement / communication and student attendance / achievement.

Activity - Personal Phone Calls	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will make personal calls to the parents of students who attendance is a concern; more than 3 unexcused or six total days absent.	Parent Involvement	10/10/2016	05/31/2018	\$0 - No Funding Required	Individual teachers

Activity - Student / Parent Letter and Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assistant Principal will send letters home at 3, 5, and 6 unexcused days or ten total days absent. Follow-up conferences with parents will be scheduled by the principal / assistant principal to provide information and support as needed.	Parent Involvement Behavioral Support Program Academic Support Program	08/01/2016	05/31/2018	\$0 - No Funding Required	Darren Gamble Attendance Clerk

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Activity - DPP Referral	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
If a student reaches six unexcused absences or a total of ten combined absences, the assistant principal shall refer the student to the DPP and work with the DPP, CDW, and other appropriate staff / community based agencies to develop an intervention and support plan.	Behavioral Support Program Academic Support Program Parent Involvement	09/01/2016	05/31/2018	\$0 - No Funding Required	Darren Gamble Attendance Clerk

Activity - Automated Calls	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our student management system will make automated calls each day to the home of students who are absent from school.	Parent Involvement	09/01/2016	05/31/2018	\$0 - No Funding Required	Darren Gamble Attendance Clerk(s)

Activity - Student Attendance Ownership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will develop a display area where student leaders will post and monitor attendance by grade level, classroom, team, etc.	Behavioral Support Program Other - Attendance Monitoring by Students	01/02/2017	05/31/2018	\$0 - No Funding Required	Student Council, Class Officers, Leadership Team

Activity - Parental Contact Log	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every teacher will maintain a parent contact log which shall be submitted to the office every 4 1/2 weeks for monitoring. The parent contact log must contain the date, person contacted, and the nature of the contact.	Parent Involvement	08/01/2016	12/31/2017	\$0 - No Funding Required	Individual Teachers, Leadership Team

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

Goal 1:

Students at Johnson Central High School will be College and Career Ready (CCR) by meeting the established CCR delivery target (71.6) by 2017

Measurable Objective 1:

demonstrate a proficiency by being College and Career Ready (CCR) by meeting the CCR target (71.6) by 05/31/2017 as measured by the CCR delivery target..

Strategy1:

Professional Learning - Teachers will use current assessment and survey data to develop their professional learning plans. Professional Learning Plans will be monitored by the Leadership Team and district level staff. Teachers will have some degree of flexibility in developing SY 2016-2017

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their individual plan, as approved by the Leadership Team.

Category: Teacher PGES

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in quality, research based, best practice professional learning to support the teaching and learning of all students regardless of the students background, current level of academic attainment, or past achievement. Teachers will utilize in-person and digital learning opportunities.	Professional Learning	07/01/2016	05/31/2018	\$2000 - District Funding	Leadership Team District PD Staff

Strategy2:

Targeted Interventions - By using targeted interventions, we will raise our graduation rate.

Category: Continuous Improvement

Research Cited:

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
10th grade students will attend Operation Preparation to further explore and gain information on their chosen careers.	Academic Support Program	08/01/2016	05/31/2018	\$0 - No Funding Required	Counselors, Karen Salyers

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use formative/interim assessments to determine chances of success on KOSSA, WorkKeys, and Industry Certification Tests.	Direct Instruction	08/01/2016	05/31/2018	\$0 - No Funding Required	Monica Daniel, Leadership Team

Activity - Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize common core standards and career and technical standards in lesson plans and curriculum maps.	Direct Instruction	08/01/2016	05/31/2018	\$0 - No Funding Required	Monica Daniel

Strategy3:

Progress Monitoring - CCR tests (PLAN, ACT etc.) will be administered to determine student graduation as college and career ready. We will also monitor each students ILP so that each students career major is closely followed to keep them in their correct career pathway.

Category:

Research Cited:

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Activity - Compass Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
seniors will be given two opportunities to take the compass test, which is used for students to meet college readiness benchmarks. Seniors will be placed in transitional courses in English and Math to help prepare them to take the compass exam. COMPASS assessment ends December 2015	Other	08/01/2016	12/30/2016	\$0 - No Funding Required	Connie Jones

Activity - Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will complete four courses within their discipline to complete a career major.	Career Preparation/Orientation	08/01/2016	05/31/2018	\$0 - No Funding Required	Counselors

Activity - ACT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rigor Instruction will be provided in English, Math, Social Studies, and Reading to ensure success on ACT. Method Test Prep and PLATO & WINS will be used by teachers and students as an aid to differentiate instruction for the ACT. Also, ACT like exams will also be utilized with data analysis to guide program development.	Direct Instruction	08/01/2016	05/31/2018	\$7000 - Other \$5000 - District Funding	ACT Leadership Team, Department Chairs

Activity - industry certification and KOSSA tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will administer industry certification and KOSSA tests to all students who are eligible	Other	09/01/2016	05/31/2017	\$4000 - Perkins \$6000 - Career and Technical Education Funds	Monica Daniel, Kim Castle

Activity - Workkeys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will administer Workkeys to all seniors who have not meet ACT benchmarks so that they have an opportunity to meet career readiness. Students will be given multiple opportunities to take the exam. Students will prepare for the test by using Winn software.	Other	12/01/2016	05/31/2017	\$6000 - Perkins	Monica Daniel, Kim Castle

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

Goal 1:

Students at Johnson Central High School will be College and Career Ready (CCR) by meeting the established CCR delivery target (71.6) by 2017

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Measurable Objective 1:

demonstrate a proficiency by being College and Career Ready (CCR) by meeting the CCR target (71.6) by 05/31/2017 as measured by the CCR delivery target..

Strategy1:

Professional Learning - Teachers will use current assessment and survey data to develop their professional learning plans. Professional Learning Plans will be monitored by the Leadership Team and district level staff. Teachers will have some degree of flexibility in developing their individual plan, as approved by the Leadership Team.

Category: Teacher PGES

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in quality, research based, best practice professional learning to support the teaching and learning of all students regardless of the students background, current level of academic attainment, or past achievement. Teachers will utilize in-person and digital learning opportunities.	Professional Learning	07/01/2016	05/31/2018	\$2000 - District Funding	Leadership Team District PD Staff

Goal 2:

By 2020, we will increase the graduation rate to 97.4%

Measurable Objective 1:

demonstrate a proficiency by having 96.9% of our students graduate with their cohort class by 05/31/2017 as measured by the number of students that graduate as recorded on the School Report Card.

Strategy1:

Freshman Graduation Cohort Support - Identify at risk students and schedule appropriate courses for these students, such as transition courses, credit recovery, etc. Also, identify gifted students and appropriately place them in advanced placement courses, dual credit courses, etc.

Utilize the BARR Program to ensure 9th grade success and smooth transition to high school.

Category: Continuous Improvement

Research Cited:

Activity - Identify gifted students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify gifted students through the use of tests scores and teacher recommendations to better meet the individual needs and learning styles of each student..	Other	08/01/2016	05/31/2018	\$0 - No Funding Required	Counselors District G/T Staff

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Goal 3:

By 2019, 68.5% of Johnson Central High School students will perform at the Proficiency level in the Combined Math and Reading.

Measurable Objective 1:

demonstrate a proficiency 58.9% in Combined Reading & Math by 05/31/2018 as measured by K-PREP delivery target.

Strategy1:

Curriculum Changes - make curriculum changes to enhance student achievement and ensure success of our students.

Category:

Research Cited:

Activity - Primary Source Documents & DBQ	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
use of primary source documents, such as cartoons and journal entries along with document based questioning activities with students to enhance teaching and learning	Direct Instruction	08/01/2016	05/31/2018	\$0 - No Funding Required	Department Chairs, Leadership Team

Goal 4:

The Students will achieve the Combined (Reading and Math) Gap Delivery Target for Johnson Central High School of 68.5% by 2019.

Measurable Objective 1:

demonstrate a proficiency by having our combined Reading and Math reach 58.9% by 05/31/2018 as measured by the gap delivery target.

Strategy1:

Other Resources - Other factors that may influence learning will be reduced by utilizing outside resources for our students.

Category: Persistence to Graduation

Research Cited:

Activity - Extracurricular Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be encouraged to be involved in extracurricular activities-sports and/or clubs.	Academic Support Program	08/01/2016	05/31/2018	\$25000 - General Fund \$100000 - Booster Fund	Principal

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Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be encouraged to be involved in their child's education. Success will be measured by the a survey, number of parents involved at conferences, and on committees. Teachers will maintain Parent Contact Logs & submit to Principal	Parent Involvement	08/01/2016	05/31/2018	\$0 - No Funding Required	Principal, Leadership 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?

Johnson Central High School is located in the mountains of eastern Kentucky in the rural community of Paintsville, Kentucky. The student population at Johnson Central is approximately 1,150. The students are supported by staff of 85 teachers and support staff. This makes our school one of the larger high schools in eastern half of the state. The overall population of Johnson County is approximately 23,000. Many of our families have been adversely affected by the declining coal industry during the past three years. Our free & reduced student population continues to rise because of the recent economic downturn in the region. The Leadership Team and staff continue to refine our core values and purpose statement. The continued economic challenges in our region remains a concern as we strive to prepare every student for future success. We have added a number of new staff members over the past two years due to retirements. We are pleased with the enthusiasm and content knowledge of the newest staff members. We truly believe this will translate into increased student achievement.

School's Purpose

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

The mission of Johnson Central High School, as a large, progressive high school in Eastern Kentucky is to ensure for each student, through exemplary instruction and leadership, a superior educational experience in all academic areas. Through the unified effort and shared responsibility of students, parents, school personnel and the community, this experience will serve as the bridge for students to become productive members of society and lifelong learners. Our school offers one of the largest and most diverse curriculums in the state including our College and Technical Education programs provided on-site. The wide range of college courses, dual credit, Advanced Placement, and our Early College Academy programs make it possible for our students to complete at least two years of college before graduation. Our school has an established a set of shared expectations for all students and staff.

In short, our purpose is to maximize future opportunities and success for all students.

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.

This past year we achieved a combined score of 73.8 on the state's accountability measure. This is a two point increase from the previous year. We have seen significant increases in our CCR measures during the past three years. We have made significant increases this school year on our ACT student performance. Our primary focus areas moving forward will be mathematics and writing for all students. We have increased the number of AP courses that we now offer to eighteen and the number of career majors to twenty-seven. All career majors have a Honors pathway that may be completed by any student. We also are collaborating with our regional colleges, Morehead State University and University of Pikeville to offer several dual enrollment courses for our students. We plan to continue to increase the number of courses offered to our students. We also work with our local community college, Big Sandy Community and Technical College, to offer remediation and articulation courses. We also have our Early College Academy Program which allows students to enroll in college at the start of their junior year in high school. Our Academic Team finished as the State Runner-Up at the 2016 KAAC Governor's Cup Competition. Our Football Team won the State Championship (Class4A) for the 2016 season. Several other extra-curricular teams/organization won the regional and/or did extremely well at the state/national level. All of these add to our general positive school climate and overall school spirit and student involvement.

Additional Information

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

A variety of stakeholders have been involved throughout the planning process (certified personnel, classified personnel, administrators, SBDMs, students, parents, community members, board members, . . .)

Our CSIP and other important information will be shared with stakeholders through the following:

1. Eagle Express (School / Local Newspaper)
2. The 2016-2017 plans will be posted on the district's website
3. Printed copies of the CSIP plans will be available at our school and at the reception area at Central Office
4. District administrators, Board of Education members, and all staff members will receive a copy.