KDE Comprehensive School

Improvement Plan

Paul G. Blazer High School

Ashland Independent

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Paul G. Blazer High School

Introduction

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

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Executive Summary

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?

Ashland Paul Blazer High School, serving as the lone high school in the Ashland Independent School District, is located in Ashland, Kentucky. Blazer currently has an enrollment of around 870 students, which has dropped over the past few years and significantly so over the past 20 years due to loss of some major industries, that have been cause for job loss or transfer of many folks from this area. Due to the current state of the economy, the Ashland area has been hit hard by job losses thus leading to declining enrollment across the entire region. Our student body is about 10% minorities, 10% special education students and about 47% free/reduced lunch. Our staff consists of about 60 total teachers, several of which are itinerants that we share with other schools in our district. Our campus is the most unique part of Blazer High School as we are seven buildings across a few acres of land, looking more like a small college in design than a high school. Our current building is in its 52nd year of use and we have undergone several renovations over the past decade to upgrade our aging facility.

School's Purpose

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

Mission Statement - "Paul Blazer High School, in tandem with all stakeholders, will be a standard of excellence in education through instructing, motivating and empowering students to develop skills necessary for success in college and career." Our core values and beliefs revolve around our mission statement with our sole purpose of educating our students and preparing them well for life beyond high school. We continually emphasize college/career readiness as being one in the same as our desire for our students is that they leave us prepared for either. We promote this daily from the courses that we teach to our continued efforts to help all students achieve and exceed benchmark scores on the ACT test before they leave Blazer High School. We also promote and try to provide a wide arrange of course work beyond the core academic subjects as electives based upon both student interest and possible career avenues. Blazer High School has always been known as a fine academic instituion with the results to back that up but as times have changed both in our area and in education, we have had to change to meet the new demands that have been placed upon us for our students. Daily, we keep the focus on good instruction with our goal that every child can learn, grow, and become productive citizens.

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.

Notable achievements from this past school year was being identified once again as a Proficient School under the new state College and Career Readiness Standards, an increase yet again in ACT scores for a composite score on the 11th grade test of 20.3 (Top 20% in the state), and a significant jump in College/Career Readiness (from 51% to 68%). These achievements happened because of the incredibly hard and intentional work of our teaching staff and outstanding efforts of our students. The countless hours put in by so many of our teachers to implement the new standards for our new accountability system showed dividends by our increased proficient score and allowed us to see which areas are in need of improvement. Yearly, we evaluate what courses we are teaching and continually look for areas to strengthen. This year, in addition to adding two more AP classes (Art History and Statistics), we also added two new CTE programs (Health Sciences/CMNA and Construction Carpentry) along with Bio-Medical Sciences as part of Project Lead the Way. We have seen notable improvements in teaching over the past few years simply because of the time, effort, and better awareness of our staff of content and expectations to have students college/career ready. We will continue to emphasize making our students well-rounded as we offer numerous extra-curricular, athletic, and co-curricular opportunities for students. We believe strongly in helping students find their niche in high school because an involved student is one who tends to stay in school and be successful. Our continued push for areas of improvement will be in math, reading, and writing where concentrated efforts have already been made this year that will continue over the next several years. Additional Math Lab classes have been made available for students who need additional assistance in math but unfortunately not enough teachers or time exists to completely meet that need just yet. We have also added Reading classes for students who are below benchmark in Reading but again not enough teachers or time exists to completely meet that need as well. In both areas, we are seeing progress and that is what we are looking for at this point. We will also continue to look at students who are part of the gap group to ensure we are meeting their educational needs so that they too can become college/career ready.

Additional Information

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

Paul Blazer High School, like every other high school, has its strengths as well as areas that need improvement. However, the outstanding teachers of Blazer High School go above and beyond to educate and assist the students. In turn, I see students who excel daily in school because of the efforts of themselves and all involved stakeholders. Blazer High School is the flagship of the Ashland Independent School District and we take great pride in knowing that we get to shape and influence young lives every day. We are blessed with having great students who come to us from very different backgrounds, home lives, etc. yet they are here and willing to work hard each day. Blazer is a wonderful institution of learning and we are proud to serve the students and families of the Ashland area.

In year's past, Blazer High School has always had ad-hoc committees to oversee areas, such as Discipline, Budget, School Improvement, and one of those was CSIP. Each committee was comprised of 8-12 teachers from each of the different disciplines. This year, due to staffing changes, we posed the CSIP to the entire teaching staff instead of a small committee. Through faculty meetings, we discussed our current CSIP and reviewed all areas of the plan, looking at our achievements and looking at areas that we still need to improve. We also looked at new areas to add to the plan for 2015. Through these series of meetings and discussions, we, the teaching staff of Blazer High School, have developed the 2015 Comprehensive School Improvement Plan.

2015 CSIP

Overview

Plan Name

2015 CSIP

Plan Description

2015 csip

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	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017 (2014 score was 35.5%)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
2	INCREASE THE PERCENTAGE OF STUDENTS WHO ARE COLLEGE AND CAREER READY FROM 34% TO 68% BY 2015	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
3	INCREASE THE AVERAGE FRESHMAN GRADUATION RATE FROM 76% TO 90% BY 2015 (NOTE: 2014 RATE WAS 93.7%)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$60000
4	100% OF BLAZER STAFF WILL COMPLETE THE 2015 TELL SURVEY FOR THE PURPOSE OF IDENTIFYING AREAS OF IMPROVEMENT AT BLAZER HIGH SCHOOL	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
5	Increase the combined rubric score of the program reviews for writing, arts & humanities, and practical living/career studies with the goal of being proficient and/or distinguished in each category	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
6	Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
7	Specific instruction related to Writing, with an emphasis on On-Demand Writing, will take place in all ELA classes in Grades 9 - 11	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
8	Increase number of students reaching benchmark in Reading on English EOC (proficient or higher) and on the ACT (22 or higher)	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
9	Increase number of students reaching benchmark in Math on Algebra 2 EOC (proficient or higher) and on the ACT (22 or higher)	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017 (2014 score was 35.5%)

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to   increase the average combined reading and math proficiency ratings for all Paul G Blazer students in the non-duplicated gap group from 35.5% in 2014 to 45.2% by 05/29/2015 as measured by K-Prep results.

Strategy 1:

INTENTIONAL READING/MATH TEACHING - Teachers in all English/Language Arts and Social Studies classes will provide intentional reading instruction to include mostly non-fiction passages with vocabulary and questions that relate to the reading. In Math, development of common formative and summative assessments will be used in Algebra 1, Geometry, and Algebra 2 with all assessments geared towards understanding and mastery of content. Also, development of Math Lab classes for students in Algebra 2 and Geometry who need additional help in understanding and mastering the content. Senior year transition courses in Reading and Math will be provided for those students who have yet to reach benchmark as required by state statute.

Category: Continuous Improvement

Activity - READING/MATH INSTRUCTION	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all English/Language Arts and Social Studies classes will provide intentional reading instruction to include mostly non-fiction passages with vocabulary and questions that relate to the reading (non-fiction and fiction passages will still be incorporated in classes at about a 75%/25% ratio). This instruction and subsequent assessment will relate directly to the types of assessment questions students will see on K-Prep EOC tests as well as PLAN and ACT tests. In Math, development of common formative and summative assessments will be used in Algebra 1, Geometry, and Algebra 2 with all assessments geared towards understanding and mastery of content. This same content is what students will see on K-Prep EOC tests as well as PLAN and ACT tests. Math Lab classes will also be developed for students in Algebra 1, Algebra 2 and Geometry who need additional help in understanding and mastering the content.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	ADMINISTRA TORS, TEACHERS, COUNSELOR S

Goal 2: INCREASE THE PERCENTAGE OF STUDENTS WHO ARE COLLEGE AND CAREER READY FROM 34% TO 68% BY 2015

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to INCREASE PERCENTAGE OF STUDENTS WHO ARE COLLEGE/CAREER READY FROM 68% IN 2014 TO 73% IN 2015 by 05/29/2015 as measured by RESULTS ON SCHOOL REPORT CARD.

Strategy 1:

INSTRUCTION RELATED TO CCR ITEMS - Teachers will use Quality Core as well as newly developed standards in Math and English/Language Arts to address assessments such as the PLAN and ACT tests as well as K-Prep tests. We will also address course sequencing in CTE courses with concentrated instruction leading to successful completion of CTE test and/or Industry Certificate. Additional CTE program offerings were also developed and implemented in 2014-15 to increase CCR opportunities.

Category: Career Readiness Pathways

Activity - INSTRUCTIONAL ITEMS RELATED TO CCR IMPROVEMENT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in Core Academic Subjects will use daily bell ringer activities that address PLAN and ACT test items along with daily, purposeful instruction revolving around Quality Core standards and newly adopted standards. Students enrolled in CTE courses will be sequenced together to best be prepared to pass the CTE test and/or Industry Certificate.	Academic Support Program	08/22/2012	05/29/2015	$0	No Funding Required	Administrators, counselors, and teachers.

Goal 3: INCREASE THE AVERAGE FRESHMAN GRADUATION RATE FROM 76% TO 90% BY 2015 (NOTE: 2014 RATE WAS 93.7%)

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to INCREASE THE AVERAGE FRESHMAN GRADUATION RATE OF PAUL BLAZER HIGH SCHOOL OF 93.7% IN 2014 TO 95% (OR HIGHER) IN 2015 by 05/29/2015 as measured by GRADUATION RATE ON SCHOOL REPORT CARD.

Strategy 1:

Digital Learning/Mid-year Graduation - Any student, starting with seniors, in danger of failing a class or classes will be provided access to digital learning (formerly known as credit recovery) for that course via an on-line program (Odyssey Ware). This will allow students a second opportunity to ensure they are successful in all classes so they can stay on track to graduate. School and District Policy will also allow Seniors who face possible hardships and have the potential to be a drop out the opportunity to complete all necessary graduation requirements by middle of their senior year. This policy will allow these students the opportunity to pursue college and career opportunities more quickly because the need has been evidenced by administrators, counselors, and teachers.

Category: Persistance to Graduation

Activity - Digital Learning Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Digital Learning (formerly known as Credit Recovery) Classes for all subject areas will be offered daily with an assigned teacher to work with these students. Classes will be used to gain credit in a failed class. | Academic Support Program | 08/14/2013 | 05/29/2015 | $60000 | District Funding | Administrators, Counselors, Credit Recovery. |

Goal 4: 100% OF BLAZER STAFF WILL COMPLETE THE 2015 TELL SURVEY FOR THE PURPOSE OF IDENTIFYING AREAS OF IMPROVEMENT AT BLAZER HIGH SCHOOL

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to Keep the number of TELL SURVEY responders at 100%, like we had in 2013, as the same percentage in 2015 by 05/29/2015 as measured by Number of staff members who complete the Tell Survey. Administration will then be able to identify areas of improvement needed and work with the teachers to make these improvements..

Strategy 1:

Completion of Tell Survey during Planning Time - Teachers will be provided a specific day to complete the TELL Survey during their Planning Period so as to ensure completion of survey by all staff members with the goal in mind of providing necessary feedback for improvements that need to be made by administration and the teaching staff to ensure students are being successful.

Category: Stakeholder Engagement

Activity - Completion of Tell Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete 2015 Tell Survey in order to provide necessary feedback for school improvement.	Other	08/14/2013	05/29/2015	$0	No Funding Required	Administrators and Teachers

Goal 5: Increase the combined rubric score of the program reviews for writing, arts & humanities, and practical living/career studies with the goal of being proficient and/or distinguished in each category

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to continually review, revise and amend our program review areas to reach the goal of proficiency in all areas by 05/29/2015 as measured by Program Review Teams meeting monthly to review their respective program areas and score themselves accordingly per the standards..

Strategy 1:

Program Reviews - Writing: Teachers will follow the writing program and standards as laid out for the entire district. Writing will be promoted in all subject areas and disciplines with the goal of helping all students become proficient writers. One particular area of focus within Writing will be On-Demand instruction, which is to be a continuous process throughout the 9th, 10th, and 11th grades within ELA classrooms. 2014 scored Needs Improvement; 2015 Goal is Proficient.

Arts & Humanities: Teachers will consistently review the standards and work together to ensure our students are reaching proficiency based upon these standards. All programs will be self-evaluated multiple times per year with the goal of proficiency always being in mind for our programs. 2014 scored Needs Improvement; 2015 Goal is Proficient.

Practical Living/Career Studies: Teachers will consistently review the standards and work togetherto ensure our students are reaching proficiency based upon these standards. Courses will be aligned with career majors to ensure students are receiving the appropriate coursework to gain KOSSA or Industry Certification. Courses and curriculum will be reviewed yearly to ensure this is taking place for the benefit of our students. 2014 scored Proficient; 2015 Goal is Distinguished.

Category: Continuous Improvement

Activity - Program Review Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Committees will meet monthly to review standards for their respective program review area with the goal of reaching proficiency. This will be an on-going process for the foreseeable future.	Academic Support Program	08/22/2012	05/29/2015	$0	No Funding Required	Principal, Counselors, Teachers, and any other involved stakeholders.

Goal 6: Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to Increase the teacher capacity for implementation to PGES to 100% by 07/30/2014 as measured by teacher readiness.

Strategy 1:

Collaboration - Collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES as measured by the number of teachers who have engaged in PGES Professional Learning during the 2013-14 school year.

Building strategies that address capacity growth targeting Human Capacity, Organizational Capacity, Structural Capacity, and/or Material Capacity.

Identify strategy or stategies that school anticipates will create the most effective way of building capacity for full implentation.

Category:

Activity - PGES Scale Up Training Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scale up activities will take place throughout the 2013-14 school year to teach and address all standards in the new PGES evaluation system.	Academic Support Program	08/14/2013	05/30/2014	$0	No Funding Required	Central Office, School Administration, and TPGES Pilot participants

Goal 7: Specific instruction related to Writing, with an emphasis on On-Demand Writing, will take place in all ELA classes in Grades 9 - 11

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 25% increase of Ninth, Tenth and Eleventh grade Students with Disabilities students will demonstrate a proficiency in On-Demand Writing Assessment in English Language Arts by 05/29/2015 as measured by K-PREP/Kentucky School Accountability Results.

Strategy 1:

SPAM Method Instruction - Teachers will use the SPAM method consistently in all grades 9 - 11 when teaching how to write an On-Demand Writing Assessment answer.

Category: Integrated Methods for Learning

Activity - On-Demand Writing Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the SPAM method for instruction for On-Demand Writing Assessment	Direct Instruction	08/13/2014	05/29/2015	$0	No Funding Required	Principal, Teachers

Goal 8: Increase number of students reaching benchmark in Reading on English EOC (proficient or higher) and on the ACT (22 or higher)

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

65% of Tenth and Eleventh grade students will demonstrate a proficiency in Reading Comprehension in English Language Arts by 05/29/2015 as measured by 10th Grade English End of Course test and 11th grade ACT test..

Strategy 1:

Reading Skills - Teachers will use intentional reading strategies that focus on reading comprehension skills. All 10th and 11th grade students will also use Ultimate Speed Reader to help accelerate the reading speed with a focus on comprehension.

Category: Integrated Methods for Learning

Activity - Ultimate Speed Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Ultimate Speed Reader on a weekly basis leading up to the ACT and English EOC tests.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Principal, Teachers, Library/Media Specialist

Goal 9: Increase number of students reaching benchmark in Math on Algebra 2 EOC (proficient or higher) and on the ACT (22 or higher)

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in Mathematics on the Algebra 2 EOC and reach benchmark of 22 on the ACT in Mathematics by 05/29/2015 as measured by Algebra 2 EOC and ACT (Math).

Strategy 1:

Collaborative Teacher Efforts - All math teachers will participate in weekly PLC meetings to discuss instructional strategies, share common assessment results, and plan out instruction all under the guise of helping students reach benchmark/proficiency on the ACT and Algebra 2 EOC tests.

Category: Continuous Improvement

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly as a department during common plan time	Academic Support Program	08/15/2012	05/29/2015	$0	No Funding Required	Math teachers, school administration

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
READING/MATH INSTRUCTION	Teachers in all English/Language Arts and Social Studies classes will provide intentional reading instruction to include mostly non-fiction passages with vocabulary and questions that relate to the reading (non-fiction and fiction passages will still be incorporated in classes at about a 75%/25% ratio). This instruction and subsequent assessment will relate directly to the types of assessment questions students will see on K-Prep EOC tests as well as PLAN and ACT tests. In Math, development of common formative and summative assessments will be used in Algebra 1, Geometry, and Algebra 2 with all assessments geared towards understanding and mastery of content. This same content is what students will see on K-Prep EOC tests as well as PLAN and ACT tests. Math Lab classes will also be developed for students in Algebra 1, Algebra 2 and Geometry who need additional help in understanding and mastering the content.	Academic Support Program	08/13/2014	05/29/2015	$0	ADMINISTRATORS, TEACHERS, COUNSELORS
Ultimate Speed Reader	Students will use Ultimate Speed Reader on a weekly basis leading up to the ACT and English EOC tests.	Academic Support Program	08/13/2014	05/29/2015	$0	Principal, Teachers, Library/Media Specialist
PLC Meetings	Teachers will meet weekly as a department during common plan time	Academic Support Program	08/15/2012	05/29/2015	$0	Math teachers, school administration
Completion of Tell Survey	Teachers will complete 2015 Tell Survey in order to provide necessary feedback for school improvement.	Other	08/14/2013	05/29/2015	$0	Administrators and Teachers
PGES Scale Up Training Activities	Scale up activities will take place throughout the 2013-14 school year to teach and address all standards in the new PGES evaluation system.	Academic Support Program	08/14/2013	05/30/2014	$0	Central Office, School Administration, and TPGES Pilot participants
On-Demand Writing Instruction	Teachers will use the SPAM method for instruction for On-Demand Writing Assessment	Direct Instruction	08/13/2014	05/29/2015	$0	Principal, Teachers

Program Review Committees	Program Review Committees will meet monthly to review standards for their respective program review area with the goal of reaching proficiency. This will be an on-going process for the foreseeable future.	Academic Support Program	08/22/2012	05/29/2015	$0	Principal, Counselors, Teachers, and any other involved stakeholders.
INSTRUCTIONAL ITEMS RELATED TO CCR IMPROVEMENT	Teachers in Core Academic Subjects will use daily bell ringer activities that address PLAN and ACT test items along with daily, purposeful instruction revolving around Quality Core standards and newly adopted standards. Students enrolled in CTE courses will be sequenced together to best be prepared to pass the CTE test and/or Industry Certificate.	Academic Support Program	08/22/2012	05/29/2015	$0	Administrators, counselors, and teachers.
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Learning Classes	Digital Learning (formerly known as Credit Recovery) Classes for all subject areas will be offered daily with an assigned teacher to work with these students. Classes will be used to gain credit in a failed class.	Academic Support Program	08/14/2013	05/29/2015	$60000	Administrators, Counselors, Credit Recovery.
				Total	$60000	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Goal	INCREASE THE PERCENTAGE OF STUDENTS WHO ARE COLLEGE AND CAREER READY FROM 34% TO 68% BY 2015		We met this goal in 2014	November 24, 2014	Mr. Derek S Runyon
Goal	INCREASE THE AVERAGE FRESHMAN GRADUATION RATE FROM 76% TO 90% BY 2015 (NOTE: 2014 RATE WAS 93.7%)		We have already exceeded this goal.	November 24, 2014	Mr. Derek S Runyon
Objective	50% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Mathematics on the Algebra 2 EOC and reach benchmark of 22 on the ACT in Mathematics by 05/29/2015 as measured by Algebra 2 EOC and ACT (Math).		2014 EOC - 42% of students were proficient and/or distinguished 2014 ACT 33% met ACT Math Benchmark of 22 (47% of students met CPE math benchmark score of 19)	December 04, 2014	Mr. Derek S Runyon
Activity	PLC Meetings	In Progress	PLC Meetings with common plan time have been in existence since 2012	December 04, 2014	Mr. Derek S Runyon

KDE 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?

It is hoped that the data and information available provide evidence for determining if we are achieving our mission. Are our students graduating on time prepared for college and/or career? Are there gaps in the performance of certain demographic groups and what are they? Were the averaged combined reading and math scores in range of what we were expecting?

The evidence displays that we are doing a better job of graduating students on time. Data shows that the Averaged Freshman Graduation Rate (AFGR) is 93.7%. Our dropout rate was below 2%, the lowest percent in the district in 16 years. This was a result of intensive work at the high school in determining student needs and counseling with potential drop-outs.

The College/Career Readiness (CCR) rate increased 17 percent to 68 percent. This increase was due to a combination of more students reaching benchmarks for college readiness either through ACT, KYOTE, and COMPASS scores as well as significant increases made on Career Readiness assessments. This is slightly above the target set for the district from two years ago, however the increase surpassed the goal for improvement.

With regards to gaps, two demographic groups stood out as needing attention - Free/Reduced students and Disability students. The performance of these groups trailed significantly behind the overall scores at each level in both reading and mathematics.

The averaged combined reading and math scores exceeded the expectations projected by the commissioner. Scores at each level were higher than the state average, however, math scores were at or below the state average.

-Raised overall accountability score from 58.9 in 2011-12 to 63.0 in 2012-1013 to 69.2 in 2013-2014. We met our AMO (Annual Measurable objective) goal for 2012-13 and 2013-14.

-The overall learner score (based on Achievement) improved from 63.0 in 2012-13 to 65.7 in 2013-14, with significant gains in Social Studies and Math.

-CCR-2012-13 goal for Blazer was 58.7%. We came in as a school at 54.6% CCR. 2013-14 CCR score goal for Blazer is 64.6 CCR. The 2013-14 CCR rate was 67.6%, exceeding our goal.

-Graduation Rate-2012-13 goal for Blazer was 94.3. We came in at 94.3%. 2013-2014 Graduation Rate goal for Blazer is 94.7, which we had 93.7% (despite lowest dropout rate in 16 years).

-MAP testing in math and reading. Analyzed and showed need for both remediation in math and reading.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

The percentage of students scoring proficient or higher outpaced the state average by a significant amount in several areas including reading at all levels, language mechanics at all levels, and on-demand writing at the middle and high school levels.

Additionally, students at all levels posted excellent growth results. These numbers were especially high for elementary and middle school reading, but also were significant in mathematics and the high school as well.

Activities in the area of English Language Arts have contributed greatly to student performance in reading, language mechanics and on-demand writing. A large percentage of the professional development expenditures in the district focus on this content area. We will continue to provide opportunities for teachers to learn new strategies and techniques for advancing their students to proficiency in reading and writing.

The growth score at Blazer High School is a tribute to the hard work of our teachers and students. One tool that we have provided them in addressing student growth is the Measures of Academic Progress (MAP) assessment. By utilizing results from these interim assessments, teachers are able to help students set realistic goals, identify specific needs for individual students, monitor progress, and determine if students are on track for proficiency. Instructional plans can be based on the standards that students are ready to learn. We will continue to utilize this tool in our district.

-Continued growth in AP offerings and scores. Recognized two years in a row by AP Honor Roll
-Increased TELL survey to 100% participation.
-Participation in Pre-nursing and pre-engineering by 17 students at ACTC.
-Using map scores in reading and math to construct remediation classes in both reading math through intentional scheduling of students into math and reading labs. This enables Blazer students to take both Compass (reading and math) and KYOTE to become CCR ready in math, writing and reading.
-Number of students scoring 25 or above on ACT. This number has grown in both number and percentage of students from 2011 to 2013.

Opportunities for Improvement

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

While our overall academic achievement score went up, we saw losses in Reading and Writing. Both of these are viewed as areas of need. Our Math scores raised in all areas (overall, GAP, and Growth) but this score is in need of continued improvement so we continued to focus in this area as well.

The AISD will continue to implement the MAP assessments for kindergarten through grade 11 as well as using these assessments for seniors who failed to meet ACT benchmarks heading into grade 12. Teachers and schools will utilize the assessment information to determine if individual students are meeting growth goals, attaining national norms, and to design instruction to meet the diverse needs of students at their current performance levels.
We will administer common formative assessments across grade levels in mathematics, reading, and writing to measure student performance on standards and skills covered in classroom lessons as they pertain to teacher-created curriculum maps.

We will arrange for job-imbedded professional growth opportunities for teachers to gain new skills in addressing curricular and assessment needs and we will conduct instructional rounds in all schools to determine if teachers and schools are employing best practices in the classroom and report to school principals of our findings.

-Growth in number of KOSA certifications.
-Increase in number of Algebra II (EOC) reaching proficient/distinguished.
-Raise number of students scoring proficient/distinguished in our GAP population. Combined reading and math

Conclusion

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

The results displayed in the 2014 accountability report reflect much of the hard work that has been exerted by the teachers and staff of the Ashland Independent Schools over the past two years. Adopting new practices and teaching styles while incorporating new standards (common core for mathematics and English language arts) has been a tremendous undertaking. The effort has proven to be successful at this point, with five of our seven schools scoring proficient or higher and the district overall being rated proficient

There are obvious areas in need of improvement. Mathematics overall and elementary level on-demand writing are specific content areas that are of concern. Additionally, two demographic groups had significant gaps in their results as compared to the scores for all students. There remains a great need to address the assessment performance of students approved for Free/Reduced lunch and students with IEPs.

While our district plan will focus attention on these essential areas of improvement, there will also be goals and activities associated with areas that must be maintained in order to keep student achievement on the rise.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

All parents and staff have the opportunity to review components of the CSIP at any time. The CSIP is a fluid document allowing for changes as needed. The CSIP is reviewed frequently at both faculty meetings, attended by all teachers, and SBDM Council meetings, which are open to the public and committee members are comprised of parents and teachers.

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

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

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.57

	Statement or Question	Response	Rating
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 relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

	Statement or Question	Response	Rating
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).	District/school staff, parents and community stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.	Distinguished

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

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

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Optional parent-teacher conferences are offered at school and parents are notified if a teacher wants to conference.	Novice

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

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

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.71

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

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

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

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.67

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

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

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

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

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

	Statement or Question	Response	Rating
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

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.83

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

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

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

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

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

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

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 3.0

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

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

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

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

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

Reflection

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

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

We have a strong relationship within our community with all stakeholders (parents, businesses, civic organizations, etc.) all of whom have the opportunity to visit, participate, and assist with each child's education.

Improvement needs to be made in clarifying some SBDM policies to make sure we have clear protocol when it comes to classroom visits.

More and better communication with parents is always something we are seeking to do as we wish to do all we can to keep our parents informed and involved in their children's education.

Report Summary

Scores By Section

Section Score
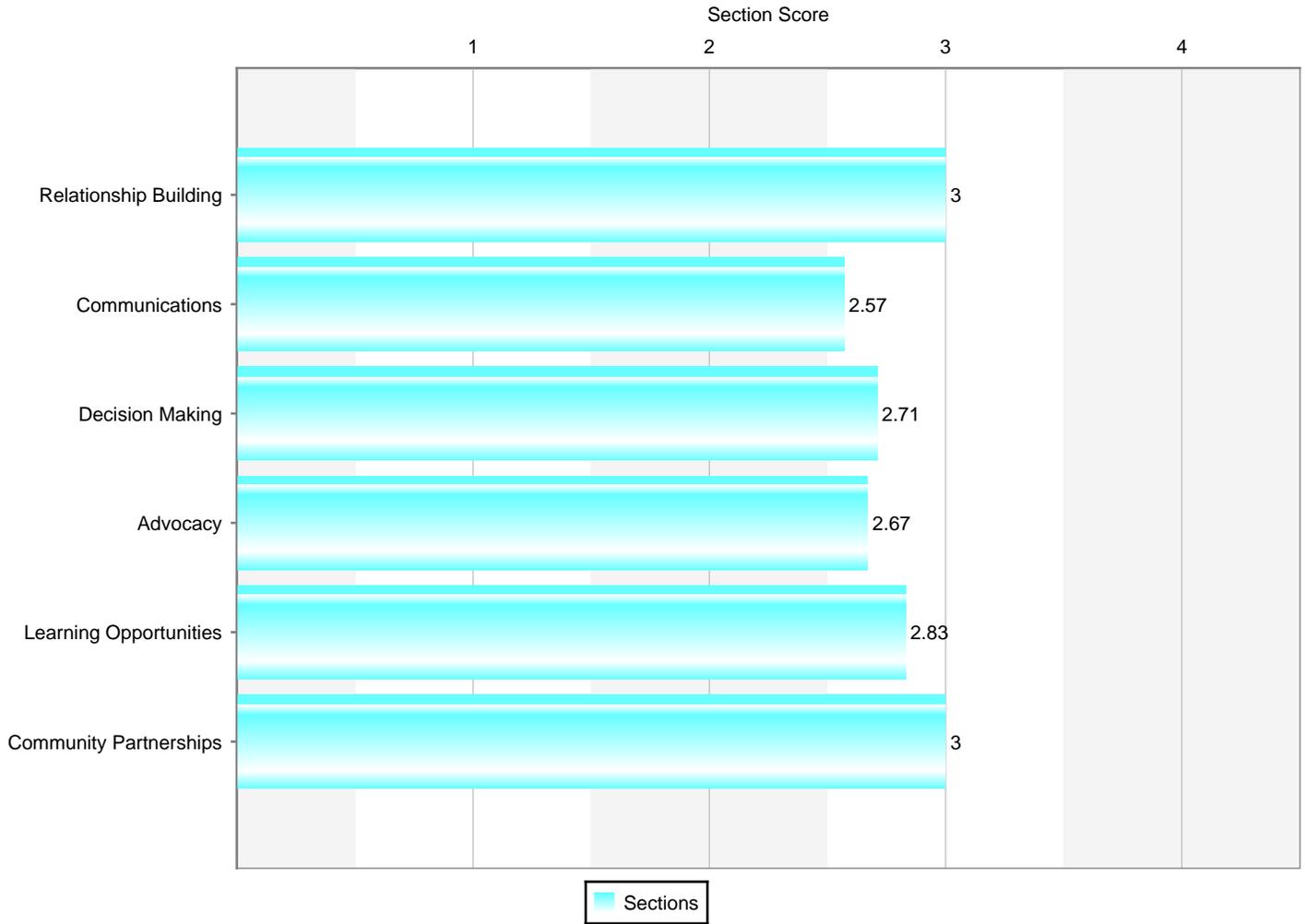
Sections

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.

Stakeholders are used in the following areas -
-All teachers have input on the CSIP as part of continuous review as well as looking for needed changes, improvements, discussion of goals met, and what areas need to be the major focus for the coming year. These meetings take place as part of our regularly scheduled monthly faculty meetings.
-Site Based Decision Making Council also reviews the CSIP throughout the year at our monthly meetings as we continually review the plan seeking improvements. SBDM consists of three teachers, two parents, and the principal.
-Students have input throughout the school year, but in particular at our multiple student meetings (each student has at least two academic conferences per year with a guidance counselor) throughout the year. Each year we have meetings with students to discuss curriculum, course offerings, scheduling, college admissions, financial aid workshops, etc. At each of these meetings, we ask students for feedback on what they see as areas of strength and areas that we need to improve upon at Blazer. This feedback is brought back to teacher meetings, principal meetings, and SBDM meetings with the goal of finding ways to improve Blazer High School.
-Parents have input throughout the school year, but in particular at our multiple parent meetings throughout the year. Each year we have meetings with parents to discuss curriculum, course offerings, scheduling, college admissions, financial aid workshops, etc. At each of these meetings, we ask parents for feedback on what they see as areas of strength and areas that we need to improve upon at Blazer. This feedback is brought back to teacher meetings, principal meetings, and SBDM meetings with the goal of finding ways to improve Blazer High School.
Each of these groups of stakeholders play an integral part of the formation of our CSIP.

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

School and District Administration, Guidance Counselors, teachers, parents, and students. The principal serves as the main author of the plan, but he does this in conjunction with the information provided to him by the stakeholders. All stakeholders are provided multiple opportunities for input throughout the year via discussion, surveys, and meetings.

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

Once the final plan is written, it will be approved by SBDM council as well as shared with the teachers via faculty meeting. It will also be approved by our Board of Education. All plans are posted on the school website where all stakeholders can view and read.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	N/A	

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	No	N/A	

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.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	No	N/A	

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	N/A	

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	PGBHS does not receive Title I funds'	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	PGBHS does carry out parental involvement strategies, however, not being a Title I school, it does not have a parent compact or parent involvement policy	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	N/A PGBHS is 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.	No	N/A PGBHS is 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		

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 and linked to our district website. (provide the website link below)	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	No	N/A	

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	N/A	

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	N/A PGBHS is 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		

Compliance and Accountability - High 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 TELL KY Survey results.

Goal 1:

100% OF BLAZER STAFF WILL COMPLETE THE 2015 TELL SURVEY FOR THE PURPOSE OF IDENTIFYING AREAS OF IMPROVEMENT AT BLAZER HIGH SCHOOL

Measurable Objective 1:

collaborate to Keep the number of TELL SURVEY responders at 100%, like we had in 2013, as the same percentage in 2015 by 05/29/2015 as measured by Number of staff members who complete the Tell Survey. Administration will then be able to identify areas of improvement needed and work with the teachers to make these improvements..

Strategy1:

Completion of Tell Survey during Planning Time - Teachers will be provided a specific day to complete the TELL Survey during their Planning Period so as to ensure completion of survey by all staff members with the goal in mind of providing necessary feedback for improvements that need to be made by administration and the teaching staff to ensure students are being successful.

Category: Stakeholder Engagement

Research Cited:

Activity - Completion of Tell Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete 2015 Tell Survey in order to provide necessary feedback for school improvement.	Other			08/14/2013	05/29/2015	$0 - No Funding Required	Administrators and Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017 (2014 score was 35.5%)

Measurable Objective 1:

collaborate to   increase the average combined reading and math proficiency ratings for all Paul G Blazer students in the non-duplicated gap group from 35.5% in 2014 to 45.2% by 05/29/2015 as measured by K-Prep results.

Strategy1:

INTENTIONAL READING/MATH TEACHING - Teachers in all English/Language Arts and Social Studies classes will provide intentional reading instruction to include mostly non-fiction passages with vocabulary and questions that relate to the reading. In Math, development of common formative and summative assessments will be used in Algebra 1, Geometry, and Algebra 2 with all assessments geared towards understanding and mastery of content. Also, development of Math Lab classes for students in Algebra 2 and Geometry who need additional help in understanding and mastering the content. Senior year transition courses in Reading and Math will be provided for those students who have yet to reach benchmark as required by state statute.

Category: Continuous Improvement

Research Cited:

Activity - READING/MATH INSTRUCTION	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all English/Language Arts and Social Studies classes will provide intentional reading instruction to include mostly non-fiction passages with vocabulary and questions that relate to the reading (non-fiction and fiction passages will still be incorporated in classes at about a 75%/25% ratio). This instruction and subsequent assessment will relate directly to the types of assessment questions students will see on K-Prep EOC tests as well as PLAN and ACT tests. In Math, development of common formative and summative assessments will be used in Algebra 1, Geometry, and Algebra 2 with all assessments geared towards understanding and mastery of content. This same content is what students will see on K-Prep EOC tests as well as PLAN and ACT tests. Math Lab classes will also be developed for students in Algebra 1, Algebra 2 and Geometry who need additional help in understanding and mastering the content.	Academic Support Program			08/13/2014	05/29/2015	$0 - No Funding Required	ADMINISTRATORS, TEACHERS, COUNSELORS

Goal 2:

INCREASE THE PERCENTAGE OF STUDENTS WHO ARE COLLEGE AND CAREER READY FROM 34% TO 68% BY 2015

Measurable Objective 1:

collaborate to INCREASE PERCENTAGE OF STUDENTS WHO ARE COLLEGE/CAREER READY FROM 68% IN 2014 TO 73% IN 2015 by 05/29/2015 as measured by RESULTS ON SCHOOL REPORT CARD.

Strategy1:

INSTRUCTION RELATED TO CCR ITEMS - Teachers will use Quality Core as well as newly developed standards in Math and

English/Language Arts to address assessments such as the PLAN and ACT tests as well as K-Prep tests. We will also address course

sequencing in CTE courses with concentrated instruction leading to successful completion of CTE test and/or Industry Certificate. Additional

CTE program offerings were also developed and implemented in 2014-15 to increase CCR opportunities.

Category: Career Readiness Pathways

Research Cited:

Activity - INSTRUCTIONAL ITEMS RELATED TO CCR IMPROVEMENT	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in Core Academic Subjects will use daily bell ringer activities that address PLAN and ACT test items along with daily, purposeful instruction revolving around Quality Core standards and newly adopted standards. Students enrolled in CTE courses will be sequenced together to best be prepared to pass the CTE test and/or Industry Certificate.	Academic Support Program			08/22/2012	05/29/2015	$0 - No Funding Required	Administrators, counselors, and teachers.

Goal 3:

INCREASE THE AVERAGE FRESHMAN GRADUATION RATE FROM 76% TO 90% BY 2015 (NOTE: 2014 RATE WAS 93.7%)

Measurable Objective 1:

collaborate to INCREASE THE AVERAGE FRESHMAN GRADUATION RATE OF PAUL BLAZER HIGH SCHOOL OF 93.7% IN 2014 TO

95% (OR HIGHER) IN 2015 by 05/29/2015 as measured by GRADUATION RATE ON SCHOOL REPORT CARD.

Strategy1:

Digital Learning/Mid-year Graduation - Any student, starting with seniors, in danger of failing a class or classes will be provided access to

digital learning (formerly known as credit recovery) for that course via an on-line program (Odyssey Ware). This will allow students a second

opportunity to ensure they are successful in all classes so they can stay on track to graduate. School and District Policy will also allow

Seniors who face possible hardships and have the potential to be a drop out the opportunity to complete all necessary graduation

requirements by middle of their senior year. This policy will allow these students the opportunity to pursue college and career opportunities

more quickly because the need has been evidenced by administrators, counselors, and teachers.

Category: Persistance to Graduation

Research Cited:

Activity - Digital Learning Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Digital Learning (formerly known as Credit Recovery) Classes for all subject areas will be offered daily with an assigned teacher to work with these students. Classes will be used to gain credit in a failed class.	Academic Support Program			08/14/2013	05/29/2015	$60000 - District Funding	Administrators, Counselors, Credit Recovery.

Goal 4:

Increase the combined rubric score of the program reviews for writing, arts & humanities, and practical living/career studies with the goal of

being proficient and/or distinguished in each category

Measurable Objective 1:

collaborate to continually review, revise and amend our program review areas to reach the goal of proficiency in all areas by 05/29/2015 as measured by Program Review Teams meeting monthly to review their respective program areas and score themselves accordingly per the standards..

Strategy1:

Program Reviews - Writing: Teachers will follow the writing program and standards as laid out for the entire district. Writing will be promoted in all subject areas and disciplines with the goal of helping all students become proficient writers. One particular area of focus within Writing will be On-Demand instruction, which is to be a continuous process throughout the 9th, 10th, and 11th grades within ELA classrooms. 2014 scored Needs Improvement; 2015 Goal is Proficient.

Arts & Humanities: Teachers will consistently review the standards and work together to ensure our students are reaching proficiency based upon these standards. All programs will be self-evaluated multiple times per year with the goal of proficiency always being in mind for our programs. 2014 scored Needs Improvement; 2015 Goal is Proficient.

Practical Living/Career Studies: Teachers will consistently review the standards and work togetherto ensure our students are reaching proficiency based upon these standards. Courses will be aligned with career majors to ensure students are receiving the appropriate coursework to gain KOSSA or Industry Certification. Courses and curriculum will be reviewed yearly to ensure this is taking place for the benefit of our students. 2014 scored Proficient; 2015 Goal is Distinguished.

Category: Continuous Improvement

Research Cited:

Activity - Program Review Committees	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Committees will meet monthly to review standards for their respective program review area with the goal of reaching proficiency. This will be an on-going process for the foreseeable future.	Academic Support Program			08/22/2012	05/29/2015	$0 - No Funding Required	Principal, Counselors, Teachers, and any other involved stakeholders.

Goal 5:

Increase number of students reaching benchmark in Reading on English EOC (proficient or higher) and on the ACT (22 or higher)

Measurable Objective 1:

65% of All Students will demonstrate a proficiency in Reading Comprehension in English Language Arts by 05/29/2015 as measured by 10th Grade English End of Course test and 11th grade ACT test..

Strategy1:

Reading Skills - Teachers will use intentional reading strategies that focus on reading comprehension skills. All 10th and 11th grade students will also use Ultimate Speed Reader to help accelerate the reading speed with a focus on comprehension.

Category: Integrated Methods for Learning

Research Cited:

Activity - Ultimate Speed Reader	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Ultimate Speed Reader on a weekly basis leading up to the ACT and English EOC tests.	Academic Support Program			08/13/2014	05/29/2015	$0 - No Funding Required	Principal, Teachers, Library/Media Specialist

Goal 6:

Specific instruction related to Writing, with an emphasis on On-Demand Writing, will take place in all ELA classes in Grades 9 - 11

Measurable Objective 1:

A 25% increase of All Students will demonstrate a proficiency in On-Demand Writing Assessment in English Language Arts by 05/29/2015 as measured by K-PREP/Kentucky School Accountability Results.

Strategy1:

SPAM Method Instruction - Teachers will use the SPAM method consistently in all grades 9 - 11 when teaching how to write an On-Demand Writing Assessment answer.

Category: Integrated Methods for Learning

Research Cited:

Activity - On-Demand Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the SPAM method for instruction for On-Demand Writing Assessment	Direct Instruction			08/13/2014	05/29/2015	$0 - No Funding Required	Principal, Teachers

Narrative:

We are focused on improvements for all students in all achievement areas, including those students who fall in certain subgroups.

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

Goal 1:

INCREASE THE AVERAGE FRESHMAN GRADUATION RATE FROM 76% TO 90% BY 2015 (NOTE: 2014 RATE WAS 93.7%)

Measurable Objective 1:

collaborate to INCREASE THE AVERAGE FRESHMAN GRADUATION RATE OF PAUL BLAZER HIGH SCHOOL OF 93.7% IN 2014 TO 95% (OR HIGHER) IN 2015 by 05/29/2015 as measured by GRADUATION RATE ON SCHOOL REPORT CARD.

Strategy1:

Digital Learning/Mid-year Graduation - Any student, starting with seniors, in danger of failing a class or classes will be provided access to digital learning (formerly known as credit recovery) for that course via an on-line program (Odyssey Ware). This will allow students a second opportunity to ensure they are successful in all classes so they can stay on track to graduate. School and District Policy will also allow Seniors who face possible hardships and have the potential to be a drop out the opportunity to complete all necessary graduation requirements by middle of their senior year. This policy will allow these students the opportunity to pursue college and career opportunities more quickly because the need has been evidenced by administrators, counselors, and teachers.

Category: Persistance to Graduation

Research Cited:

Activity - Digital Learning Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Digital Learning (formerly known as Credit Recovery) Classes for all subject areas will be offered daily with an assigned teacher to work with these students. Classes will be used to gain credit in a failed class.	Academic Support Program			08/14/2013	05/29/2015	$60000 - District Funding	Administrators, Counselors, Credit Recovery.

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

Goal 1:

Increase the combined rubric score of the program reviews for writing, arts & humanities, and practical living/career studies with the goal of being proficient and/or distinguished in each category

Measurable Objective 1:

collaborate to continually review, revise and amend our program review areas to reach the goal of proficiency in all areas by 05/29/2015 as measured by Program Review Teams meeting monthly to review their respective program areas and score themselves accordingly per the standards..

Strategy1:

Program Reviews - Writing: Teachers will follow the writing program and standards as laid out for the entire district. Writing will be promoted in all subject areas and disciplines with the goal of helping all students become proficient writers. One particular area of focus within Writing will be On-Demand instruction, which is to be a continuous process throughout the 9th, 10th, and 11th grades within ELA classrooms. 2014 scored Needs Improvement; 2015 Goal is Proficient.

Arts & Humanities: Teachers will consistently review the standards and work together to ensure our students are reaching proficiency based upon these standards. All programs will be self-evaluated multiple times per year with the goal of proficiency always being in mind for our

programs. 2014 scored Needs Improvement; 2015 Goal is Proficient.

Practical Living/Career Studies: Teachers will consistently review the standards and work togetherto ensure our students are reaching proficiency based upon these standards. Courses will be aligned with career majors to ensure students are receiving the appropriate coursework to gain KOSSA or Industry Certification. Courses and curriculum will be reviewed yearly to ensure this is taking place for the benefit of our students. 2014 scored Proficient; 2015 Goal is Distinguished.

Category: Continuous Improvement

Research Cited:

Activity - Program Review Committees	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Committees will meet monthly to review standards for their respective program review area with the goal of reaching proficiency. This will be an on-going process for the foreseeable future.	Academic Support Program			08/22/2012	05/29/2015	$0 - No Funding Required	Principal, Counselors, Teachers, and any other involved stakeholders.

Narrative:

Yearly, our Program Review committees will meet to review our results and seek areas for improvement to reach proficiency and ultimately to reach distinguished. When this process began in 2012-13, we used that year to critically critique ourselves to see where we strong and where we needed to make improvements. With monthly review meetings, we continue to look for those areas we can improve and then implement those changes.

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

Goal 1:

INCREASE THE PERCENTAGE OF STUDENTS WHO ARE COLLEGE AND CAREER READY FROM 34% TO 68% BY 2015

Measurable Objective 1:

collaborate to INCREASE PERCENTAGE OF STUDENTS WHO ARE COLLEGE/CAREER READY FROM 68% IN 2014 TO 73% IN 2015 by 05/29/2015 as measured by RESULTS ON SCHOOL REPORT CARD.

Strategy1:

INSTRUCTION RELATED TO CCR ITEMS - Teachers will use Quality Core as well as newly developed standards in Math and English/Language Arts to address assessments such as the PLAN and ACT tests as well as K-Prep tests. We will also address course sequencing in CTE courses with concentrated instruction leading to successful completion of CTE test and/or Industry Certificate. Additional CTE program offerings were also developed and implemented in 2014-15 to increase CCR opportunities.

Category: Career Readiness Pathways

Research Cited:

Activity - INSTRUCTIONAL ITEMS RELATED TO CCR IMPROVEMENT	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in Core Academic Subjects will use daily bell ringer activities that address PLAN and ACT test items along with daily, purposeful instruction revolving around Quality Core standards and newly adopted standards. Students enrolled in CTE courses will be sequenced together to best be prepared to pass the CTE test and/or Industry Certificate.	Academic Support Program			08/22/2012	05/29/2015	$0 - No Funding Required	Administrators, counselors, and teachers.