

Phase II: The Needs Assessment School Diagnostic_12062017_16:21

Phase II: The Needs Assessment School Diagnostic

Paul G. Blazer High School

Derek Runyon
1500 Blazer Blvd
Ashland, Kentucky, 41102
United States of America

Last Modified: 12/12/2017

Status: Open

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Phase II: The Needs Assessment School Diagnostic

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. **As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.**

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and shareholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Paul G. Blazer High School, as part of the Ashland Independent School District, views and analyzes assessment data during faculty meetings to the entire staff, in Professional Learning Communities to look at data specific to each group, in our SBDM Meetings so as to provide information and make informed decisions regarding the data. PLC's continue to look at data to then look at ways to improve instruction, break down the curriculum to be sure all areas are being properly taught and assessed. PLC's meet at minimum every other week.

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Current State

Plainly state the current condition using **precise numbers and percentages as revealed by past, current and multiple sources of data**. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34%% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.
- ACT Composite Score for the Class of 2017 was 20.7, a rise from 20.1 in 2016 -We saw gains in our College/Career Readiness numbers in 2016 to 70% -We saw our graduation rate rise slightly in 2016 to 93.5% -Student enrollment has risen above 900 for the first time in more than 7 years - Non-resident enrollment is 18% (163)

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Priorities/Concerns

Clearly and concisely identify areas of weakness using **precise numbers and percentages** as revealed by the analysis of academic and non-academic data points.

Example: 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

-71% of our students scored apprentice or novice on Algebra 2 End-of-Course Assessment -102 of 115 Non-duplicated Gap group students scored novice or apprentice on the Algebra 2 EOC
-71.4% of students with an IEP scored Novice in Reading (English 2 EOC)

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Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

-Focused areas remain for students with a learning disability (IEP) in the areas of reading and math (stagnant or no growth the past two years in these areas) -Lack of growth for Non-Duplicated Gap Group in math and reading

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six school improvement strategies outlined below:

[1- Deployment of Standards](#)

[2- Delivery of Instruction](#)

[3- Assessment Literacy](#)

[4- Review, Analyze and Apply Data Results](#)

[5- Design, Align and Deliver Support Processes with Sub-group Focus](#)

[6- Establish a Learning Culture and Environment](#)

Since most of our concerns come from state assessment areas, we determined we needed to review curriculum standards in each area, primarily in reading and math, to make sure our teaching was matching the standards. This is done through twice a month Professional Learning Community meetings within each Department.

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.


Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Graduation rate increased to 93.5% from 2014-15 of 89.7% and 2015-16 of 89.3%.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2017 Accountability Numbers	This is the break down using the Accountability Calculator for our 2017 State Assessment scores	, , , ,

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic_12122017_14:46

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

Paul G. Blazer High School

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CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

Equitable Access to Effective Educators School Diagnostic

Equity Data Analysis:

Provide a brief analysis of the completed school data chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators. This data analysis should be included in the Comprehensive School Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. **NOTE:** Attachments Required

Analyzing our data, the numbers that stick out are that 55% of our students are on free/reduced lunch and another 11% of our student body has an IEP (Individual Education Plan) for a learning disability. Those two numbers continue to grow yearly not just at Blazer but within in the Ashland Independent School District.

ATTACHMENTS

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Barriers and Root Causes:

Identify your school's **barriers** to ensuring equitable access to effective educators for the students most at-risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the school. Explain the **reasons** why these barriers exist. **NOTE:** Attachments Optional

The biggest barrier we face is finding the highest quality teachers in any field due to the downturn in the economy in our area which has seriously limited the pool of teaching applicants in our region. In some cases, we have no applicants for a vacant position

ATTACHMENTS

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Goal Setting:

Complete the School Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures within this diagnostic and the goals in your CSIP. How are the concerns that have surfaced in the School Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CSIP goal(s)?

- If so, insert the associated CSIP goal(s) in the cell below.
- If not, create new SMART goal(s) to include in your CSIP to reflect this concern and insert it in the cell below.

***Goals should be set high enough to encourage and inspire increased effort while still being attainable.

NOTE: Attachments Optional

Regionally, new industries and businesses are locating here so hopefully that leads to an increase in overall population and economic upturns but more so allows us to be able to have more highly qualified teaching applicants for all vacant positions, especially with several pending retirements in the near future. With every available position, we want to find the best and most qualified person to teach our students.

ATTACHMENTS

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Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded 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 educator effectiveness; and strategies to retain educators, particularly in high

needs schools. Once implemented, these should assist the school in meeting the equity-related goals set in the previous section.

***The purpose is to ensure that equitable access to effective educators is incorporated into school planning.


NOTE: Attachments Optional

Continued recruitment with regional colleges and universities but also providing good mentoring with our newest teachers to assist in their growth.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 School Equity Data	Attachment includes School Equity Data	, , ,

Phase III: Closing the Achievement Gap_12142017_14:11

Phase III: Closing the Achievement Gap

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Phase III: Closing the Achievement Gap

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

See attached spreadsheet

ATTACHMENTS

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II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

Our school is 55% free/reduced lunch, 12% students with disabilities, and 10% minority students.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

We have made some progress for students with disabilities in the area of Reading;

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

We have made some progress for students with disabilities in the area of Reading

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

We have regressed for students with disabilities in the area of Math

E. Describe, in detail, the school's professional development plan and extended school services plan as related to its achievement gaps.

We have changed how and who we are teaching Math too as it pertains to students with disabilities, particularly in the area of Algebra 1 and Algebra 2. We are also utilizing Intervention classes for struggling math students throughout the day to provide further assistance and we also provide before/after school ESS in all subject areas for remediation as well as homework help.

ATTACHMENTS

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F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Lack of skills as they enter high school and the inability to get these students to the desired level of proficiency by the time they graduate.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Richard Oppenheimer, District Assessment Coordinator Jeff Carroll, Academic Counselor (Blazer) Beth Ingram, Academic Counselor (Blazer) Derek Runyon, Principal Kris Tussey, Special Education Teacher/Department Chair Lisa Henson, Director of Student Services Mrs. Tussey is new to Blazer this year and wanted to take on the challenge of teaching math to our students with disabilities. This was a welcome addition to Blazer as this was very needed for our students. We have also made progress with our EBD students by putting the right teacher in place to further our students in the area of math.

III. Planning the Work

Review the following [flowchart](#) to aid in completing the work.



Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.



Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See Measurable Gap Goal attachment

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Identifier	Achievement Gap Identifier	I, II.E, III
 Measurable Gap Goal	Measurable Gap Goal	I, II.E, III

Phase III: Goal Builder for Schools_12192017_10:50

Phase III: Goal Builder for Schools

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Phase III: Goal Builder for Schools

Comprehensive School Improvement Plan

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to the DESIRED STATE. Here are the operational definitions of each integral component of the Goal Builder.

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach inspired by the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Upload your completed Goal Builder in the attachment area below:


You may enter an optional narrative about your Goal Builder below. If you do not have an optional narrative, enter N/A.

N/A

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Goal Builder	CSIP Goals	

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

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Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency

State your Proficiency Goal

Goal 1: Increase the averaged combined reading and math K-PREP proficiency ratings for high school students from 47.0% to 73.1% by 2019

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> <p>2017-18 & 2018-19 school years</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: To increase our averaged combined reading and math K-PREP proficiency ratings to 60.1% by the end of 2018.</p>	<p>• KCWP 1: Design and Deploy Standards</p>	<p>• KCWP1: Design and Deploy Standards - Continuous Improvement Activities</p>	<p>Teachers have clear understanding of standards and what to teach</p>	<p>PLC Meetings; Observations; Assessment scores</p>	<p>N/A</p>
	<p>• KCWP 2: Design and Deliver Instruction</p>	<p>• KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</p>	<p>Teachers collaborate to discuss strategies/methods that are successful in delivering content</p>	<p>PLC Meetings; Observations; Assessment scores</p>	<p>N/A</p>
	<p>• KCWP 6: Establishing Learning Culture and Environment</p>	<p>• KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</p>	<p>Positive learning environments + student success on assessments (growth)</p>	<p>PLC Meetings; Observations; Assessment scores</p>	<p>N/A</p>

Goal 1: Increase the averaged combined reading and math K-PREP proficiency ratings for high school students from 47.0% to 73.1% by 2019					

2: Gap

State your **Gap Goal**

Goal 2: Increase the averaged combined reading and math proficiency ratings for all high school students in the non-duplicated gap group from 35.6% to 67.1% by 2019

Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
<ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 	<ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	2017-18 & 2018-19 school years

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase our averaged combined reading and math K-PREP proficiency ratings in the non-duplicated gap group to 51.5% by the end of 2018	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities 	Teachers have clear understanding of standards and what to teach	PLC Meetings; Observations; Assessment scores	N/A

Goal 2:
 Increase the averaged combined reading and math proficiency ratings for all high school students in the non-duplicated gap group from 35.6% to 67.1% by 2019

	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction 	<ul style="list-style-type: none"> • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities 	Teachers have clear understanding of standards and what to teach	PLC Meetings; Observations; Assessment scores	N/A
	KCWP 6: Establishing Learning Culture and Environment				
		<ul style="list-style-type: none"> • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	Teachers have clear understanding of standards and what to teach	PLC Meetings; Observations; Assessment scores	N/A

3: Graduation rate

State your **Graduation rate** Goal

Goal 3:
 Increase the average freshman graduation rate from 89.7% to 93.8% by 2019

<p>Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> <p>2017-18 & 2018-19 school years</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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Goal 3: Increase the average freshman graduation rate from 89.7% to 93.8% by 2019					
Objective 1: Increase and maintain the average freshman graduation rate to 93.8% by 2018 and beyond	• KCWP 6: Establishing Learning Culture and Environment	• KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Graduation rate remains at 94% or better; dropout rate continually decreases	Review at-risk students frequently and meet with them to keep them on track	N/A
Objective 2:					

4: Growth

State your **Growth** Goal

Goal 4:		
Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement 	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Goal 4:					
		Activities <ul style="list-style-type: none"> KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

5: Transition readiness

State your **Transition readiness Goal**

Goal 5: Increase the percentage of high school students ready for transition from 68.9% to 85.0% by 2019.		
Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support 	Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities 	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Goal 5:
 Increase the percentage of high school students ready for transition from 68.9% to 85.0% by 2019.

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> KCWP 6: Establishing Learning Culture and Environment | <ul style="list-style-type: none"> KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities | |
|---|--|--|

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of high school students ready for transition from 68.9% to 78.0% by 2018.	<ul style="list-style-type: none"> KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 	<ul style="list-style-type: none"> KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities 	More students being deemed College/Career ready by both ACT and certificates in their respective pathways	PLC meetings; individual student conferences; scheduling; career pathway monitoring	N/A
		<ul style="list-style-type: none"> KCWP 6: Establishing Learning Culture and Environment 	More students being deemed College/Career ready by both ACT and certificates in their respective pathways	PLC meetings; individual student conferences; scheduling; career pathway monitoring	N/A
Objective 2:					

6: Other (optional)

State your **Other Goal** (optional)

Goal 6:

Goal 6:

<p>Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

Phase III: Executive Summary for Schools_12192017_08:27

Phase III: Executive Summary for Schools

Paul G. Blazer High School

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Phase III: Executive Summary for Schools

Executive Summary

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 900 students, which dropped significantly several years ago 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, 12% special education students and about 55% free/reduced lunch. Our staff consists of 57 total teachers, three 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 opened for use in 1962 and we have undergone several renovations over the past decade to upgrade our aging facility.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 institution 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.

ATTACHMENTS

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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 as a Distinguished School under the state College and Career Readiness Standards, an increase yet again in ACT scores for our 11th grade state test results as well as for our graduating class. 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 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. In the past three years, we have added 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 and Computer Integrated Manufacturing Engineering pathways as part of Project Lead the Way, as well as numerous early college/dual credit courses for our students. 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.

ATTACHMENTS

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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 2018. Through these series of meetings and discussions, we, the teaching staff of Blazer High School, have developed the 2018 Comprehensive School Improvement Plan.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2018 Executive Summary	Each area is described regarding Blazer High School	, , ,

EXECUTIVE SUMMARY

DESCRIPTION OF THE SCHOOL –

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 900 students, which has dropped significantly 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, 12% special education students and about 55% free/reduced lunch. Our staff consists of 57 total teachers, three 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 opened for use in 1962 and we have undergone several renovations over the past decade to upgrade our aging facility.

SCHOOLS PURPOSE –

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 institution 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 –

Notable achievements from this past school year was being identified as a Distinguished School under the state College and Career Readiness Standards, an increase yet again in ACT scores for our 11th grade state test results as well as for our graduating class. 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 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. In the past three years, we have added 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 and Computer Integrated Manufacturing Engineering as part of Project Lead the Way, as well as numerous early college/dual credit courses for our students. 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 student's 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 –

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 2018. Through these series of meetings and discussions, we, the teaching staff of Blazer High School, have developed the 2018 Comprehensive School Improvement Plan.

Program Assurance Document_01252018_08:35

Program Assurance Document

Paul G. Blazer High School

Derek Runyon
1500 Blazer Blvd
Ashland, Kentucky, 41102
United States of America

Last Modified: 01/25/2018

Status: Open

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Program Assurance Document

Assurances must be completed, submitted and approved by midnight February 28, 2018.

Program Assurances Document

By completing these assurance statements schools, including principals and SBDM Council members, as well as superintendents, are documenting that foundational elements have been reviewed by school staff and are in place for the 2017-18 school year. This statement further ensures that review and approval prior to submission in eProve™ was completed on or before midnight on February 28, 2018.

Choose Yes or No for each statement

Writing Program Assurances

(Required by all schools, elementary, middle and high)

1. All students will be recipients of writing instruction/experiences throughout the school year.

- Yes**
- No

2. When writing is considered in the school, the implication is that a writing program consists of speaking, listening, writing, reading and language usage.

- Yes**
- No

3. Students will write for a variety of audiences and purposes throughout the school year.

- Yes**
- No

4. Consistent and timely feedback is provided to improve and guide students' writing skills.

- Yes**
- No

Global Competency/World Languages Program Assurances

(Required for **middle and high schools only**. Elementary schools should respond with N/A.)

1. Teachers instructing in the areas of world languages at the high school level (in cases where students are receiving credits for the classes) are certified in the area they are instructing in accordance with KRS 161.028

(1). (Required for High Schools only)

- Yes**
- No
- N/A

2. Participation in one course does not prevent students from having an opportunity to participate in world languages courses.

- Yes**
- No

3. Schools uphold the KBE's commitment to making global readiness an explicit part of existing college-and-career ready agenda by ensuring all students are globally prepared to support communities and companies.

- Yes**
- No

4. Schools uphold the KBE's commitment to making global readiness an explicit part of existing college-and-career ready agenda by ensuring all students are globally-aware citizens and workers who understand how to cooperate and compete in an increasingly globally-connected economy.

- Yes**
- No

Visual and Performing Arts Program Assurances

(Required by all schools, elementary, middle and high)

1. Teachers instructing in the areas of the visual and performing arts are certified in the area they are instructing in accordance with KRS 161.028 (1).

- Yes
- No

2. At the high school level, a variety of courses are offered that fall into each of the visual and performing arts sub-categories: dance, theater, music, media art and visual art. (Required for **high schools only**. Elementary and middle schools should respond with N/A.)

- Yes
- No
- N/A

3. Participation in one course does not prevent students from having an opportunity to participate in visual and performing arts courses.

- Yes
- No

4. Schools address all five areas of the visual and performing arts: music, dance, theater, media art and visual art.

- Yes
- No

5. Arts teachers have access to equitable resources and space to implement successful programs.

- Yes
- No

Practical Living and Career Studies (PLCS) Program Assurances

(Required by all schools, elementary, middle and high)

1. Teachers instructing in the areas of physical education and health are certified in the area they are instructing in accordance with KRS 161.028 (1).

- Yes**
- No

2. At the high school level, a variety of courses are offered that fall into each of the PLCS sub categories: physical education, health, career studies and consumerism. (Required for **high schools only**. Elementary and middle schools should respond with N/A.)

- Yes**
- No
- N/A

3. Participation in one course does not prevent students from having an opportunity to participate in PLCS courses.

- Yes**
- No

4. Schools address all four areas of the PLCS: physical education, health education, consumer studies and career studies.

- Yes**
- No

5. PLCS teachers have access to equitable resources and space to implement successful programs.

- Yes**
- No

K-3 Assurances

(Required by all schools housing any, or all of these grade levels)

1. A core instructional program for all K-3 students that provides equitable access to all required Kentucky Academic Standards.

- Yes
- No
- N/A**

2. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Support for early intervention is provided through a multi-tiered system of support including differentiated as well as targeted, intensive academic and behavioral interventions.

- Yes
- No
- N/A**

3. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Universal screening and diagnostic assessments are used to determine individual student needs and baseline performance. Multiple sources of data are used when determining the level of intervention services needed.

- Yes
- No
- N/A**

4. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Academic and behavioral interventions are research-based and vary in intensity and duration to meet the needs and to maximize the achievement of the individual student.

- Yes
- No
- N/A**

5. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Interventions are implemented with fidelity and delivered by individuals qualified to provide the intervention services.

- Yes
- No
- N/A**

6. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Advancement of the individual student is monitored through a comparison of baseline data collected prior to intervention and ongoing progress data, including documentation of assessments, measures of behavior, progress during instruction and evaluation, at regular intervals for continuous need analysis.

- Yes
- No
- N/A**


7. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Individual student reports are shared with the parents/guardians of each student in kindergarten through grade 3 that summarize the student's skills in mathematics, reading and writing, the student's behavior and any other intervention plans and services being delivered.

- Yes
- No
- N/A**

8. A continuous improvement process is in place for the K-3 program.

- Yes
- No
- N/A**

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Master Schedule	This file shows all the classes offered at Blazer High School.	