



Comprehensive School Improvement Plan

Trimble County High School
Trimble County

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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 2014. 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.

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?

Trimble County High School, located in Bedford, Kentucky, is home to over 425 students grades 9-12, over 30 certified faculty members, and over 20 classified employees. The population is predominantly white, with less than 1% African American and approximately 1% of Hispanic ethnicity. With a total population of around 9,000, Trimble County has remained largely unchanged in size, even with limited employment opportunities. Nearly 60% of the students receive free or reduced lunch. Students at Trimble County High School are served by a Family Resource Center, a Youth Services Center, and a full time nurse.

To date the school's greatest challenge has been to reduce drop-out rates. Our students are ambitious, but are frequently exposed to conflicting arguments about postsecondary education. With little industry and a remote geographic location, the rate of poverty continues to increase while support from parents is often difficult to attain. Due to the high retention rates in recent years, we continue to experience a high rate of drop-out due to a relatively high number of students who have major deficits in credits. This is difficult to overcome.

School's Purpose

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

The mission of Trimble County High School was rewritten this year through a collaborative process. TCHS mission is to ensure that all students are college and career ready therefore empowering them to become self-sufficient, productive members of their community and society. Our faculty commits to:

1. Keeping the faith; believing that our mission is possible.
2. Holding students and ourselves to high expectations.
3. Working collaboratively in a positive, professional manner for the benefit of our students.
4. Teaching rigorous, engaging content aligned to state and national standards.
5. Communicating clear expectations for learning and behavior to our students.
6. Choosing our words carefully and monitoring our body language so that our actions build others up and provide encouragement.
7. Treating all students fairly (which does not necessarily mean equally).
8. Considering each student as an individual granting them equal access to our time, resources and expertise.
9. Removing barriers by providing multiple opportunities to succeed.
10. Providing a safe, secure learning environment.

Our faculty believes in high expectations for all learners. In the past four years, we have:

1. Increased course rigor, offering no core course beneath a College Preparatory level.
2. Raised the required number of credits for grade promotion.
3. Raised the required pass-rate for athletic eligibility to a level above the KHSAA requirement.
4. Tightened behavior expectations and, as a result, decreased the referral rate from 120/day to 5/day.

Unfortunately, these expectations were not supported by a successful intervention system and our retention and drop-out rates have escalated to some of the highest in the state. Though our courses have been re-named to "College Prep" and "Honors" there is no evidence that it resulted in increases in rigor in the classroom.

This school year we have implemented a tiered system of interventions to put supports in place for struggling students. We are focusing on training teachers to implement tier 1 intervention in the classroom. We have stacked our core classes to support teacher collaboration and the implementation of these interventions. Core teachers share a course and a planning period with a colleague. Every two weeks we provide school-day RTI that is based on teacher generated formative assessments. In addition to these interventions we have created a systematic mentoring program in which every student participates in individual goal setting with an adult in the district. We have re-structured our ESS program and are providing opportunities for students to improve test scores through test preparation opportunities. We have also begun to provide summer school once more.

To increase rigor we have provided teachers with Thinking Strategies training. We have formed a dual-credit partnership with Western Kentucky University and are looking for opportunities to expand our dual-credit and AP offerings. Students are offered the opportunity to take on-line AP classes and dual-credit classes as well.

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.

TCHS has increased junior class state administered ACT scores from 16.9 in 2008 to 19.0 in 2011 and a score of 19.8 for 2012 which ranked us as 21st in the state in terms of ACT scores. TCHS college and career readiness rate was 31.3% in 2012. We currently have a college and career readiness rate of 42.3% and two students who are both college and career ready. We have an intense focus on college and career readiness and anticipate a final rate of 70% - 80%.

Office referrals have been reduced from 121/day in 2007-2008 to less than 5 per day in 2011-2012.

In the next 3 years, TCHS will have an aligned, rigorous curriculum, a comprehensive assessment system and a successful intervention system. We will reduce our drop-out rates and retention rates while increasing the number of advanced level classes offered through dual-credit and AP.

Additional Information

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

Trimble County High is experiencing a tremendous rate of change. TCHS hired a new principal and received a support team from KDE both this year. Our faculty members have worked very hard to create an aligned curriculum, clear learning targets, rigorous formative assessments and appropriate interventions. We strive for excellence but have much work still to accomplish.

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?**

The data is designed to answer the question: Are our students learning at high levels? More specifically, the data answers the questions: Where are our areas of growth? and What does the data tell us about the existing systems and instructional practices in our building? Achievement data (School Report Card, CCR, MAP, EOC, benchmarks) and non-cognitive data reveal several fundamental areas of growth for our school. Specifically, high school level expectatios (increased graduation requirements, elevated grading scale, increased grade requirements to advance) coupled with the absence of quality academic support systems for struggling students are in part responsible for a 65% AFGR therefore causing us to have one of the highest dropout rates in the state. Achievement data tells us that our students living in poverty are not learning at the same level as the remainder of our population. Specifically, our students are lagging behind in Mathematics.

Areas of Strengths

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

Our senior class is ranked 21st in the state for their ACT scores. Those scores will dramatically impact our College and Career Readiness rates as well as our rate of Growth. We are working to sustain our focus on College and Career Readiness and to continue to improve our percentage of students who are CCR in a variety of ways. First of all we are tracking individual student data for every student in the building. Secondly, we are providing multiple opportunities for students to be CCR by administering KYOTE and COMPASS exams. Thirdly, we are giving students opportunities to work on and individual study path that is specific to their knowledge set. In addition academic supports we are conferencing with students one on one in goal setting sessions to assist them in focusing on college and careers.

Opportunities for Improvement

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

TCHS has many areas of improvement. Our greatest area of improvement is retention and graduation rates. We need to reduce our retention rates and increase our graduation rates. The two go hand in hand. We are working to affect these rates by providing school day RTI, targeted interventions, after school ESS, credit recovery, and mentoring programs for students.

Another area of improvement is the need for a rigorous, aligned curriculum that is tied directly to standards and provides students with clear, relevant learning targets. We are expending a considerable amount of professional learning time working with teachers on this process and then monitoring the implementation via learning walks and documents.

Lastly, we need to increase rigor in the classroom. Job-embedded professional development and external trainings are provided to teachers to assist them in using research based instructional strategies.

Conclusion

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

The administrative team at TCHS is in the process of putting systems into place that will drive and provide the structural framework for school improvement. We are examining existing structures and procedures, developing teacher leadership, providing focussed professional learning and creating a comprehensive intervention system. We have analyzed every single component of our school and created plans to make each more effective. Once these systems are in place, monitoring of implementation of initiatives will be critical as well as continued support for teachers via training and resources.

Improvement Plan Stakeholder Involvement

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

We have worked to involve all stakeholders in the improvement plan. Our faculty worked together to define and create a common mission and vision. Ms. Adams, TCHS principal created an organizational structure of shared leadership. Teachers chose to be on a curriculum/instruction specialist team, assessment specialist team or intervention specialist team. Lead teachers from each team create a leadership team called "Team Trimble" that works closely with the administration to develop improvement plans. Each of these teams have worked to implement our improvement plan. In addition to this teacher leadership structure, the principal has create a student advisory council to involve students in the improvement process. Parents were invited to participate via newspaper articles and the website. No parents have volunteered to participate except our SBDM council.

All teachers meet one hour per week on Wednesdays for faculty meetings which focus on school improvement planning and implementation. Team Trimble meets on Mondays after school and school-day PLC's meet five times throughout the year.

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

The following groups participate in the improvement process:

Administrators and KDE team - The administrator created the organizational map the defined the shared leadership model, analyzed data and identified key improvement goals based on data and the audit. The administrative team created the master schedule and developed the RTI plan, assessment plan, PLC plan and professional development plan.

Teachers - Teachers worked to implement the components of the plan then to revise and refine those processes. Teachers worked collaboratively with administrators to define and develop a school mission and vision.

Students - Students took a Gallup survey to provide data for improvement planning and 30 students have joined the student advisory council that will work with teachers and administrators to give input on the overall improvement plan.

Parents- Parents were invited to participate but our SBDM members are the only parents we have participating. They are discussing, providing input and approving all plans.

Through our Family Resource Center we are seeking to make connections to the community. We are working to develop better ways to get the community involved.

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

The final improvement plan is approved by SBDM and published on the school website. Teachers were provided with time for in-depth discussion of the plan and were involved in all phases of the planning process.

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?

Rachael Adams, Principal

Sherry Hudson, Parent Representative

Dawn Haney, Teacher Representative

Rebecca Moore, Director of Federal Programs

Denise Hall, Youth Service Center Coordinator

Tom Starks, School Resource Officer

Tim Coons, Sheriff

Relationship Building

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

Overall Rating: 1.86

| | 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 teacher/parent relationships are limited to discipline issues and/or reports of poor academic performance. | Novice |

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

| | Statement or Question | Response | Rating |
|----|---|---|------------|
| 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. | Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences. | Apprentice |

| | Statement or Question | Response | Rating |
|----|---|---|------------|
| 5. | School staff involves parents in personal communication about their students' progress at least once a month. | Administrators and school staff are available to parents by appointment only to discuss their student's progress. | Apprentice |

| | Statement or Question | Response | Rating |
|----|---|--|------------|
| 6. | School staff completes needs assessment with all parents to determine resources necessary for their child's academic success. | Teachers informally collect some student needs data and some parents are contacted to discuss those needs. | Apprentice |

| | Statement or Question | Response | Rating |
|----|--|--|--------|
| 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. | Student/family feedback is not included in any assessment of the school's efforts to welcome and engage parents. | Novice |

Communications

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

Overall Rating: 2.43

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

| | Statement or Question | Response | Rating |
|----|--|--|---------------|
| 2. | School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods). | School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.) | Proficient |

| | 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). | Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents. | Apprentice |

| | 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 |

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| | Statement or Question | Response | Rating |
|----|--|---|---------------|
| 7. | Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness. | School staff develops a short survey that is distributed to parents, response rate is low and results are not shared with all stakeholders. | Novice |

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: 1.57

| | 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. | Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district. | Apprentice |

| | Statement or Question | Response | Rating |
|----|---|--|---------------|
| 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 chair sends council minutes to largest parent organization with no follow-up. | Novice |

| | 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 action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done. | Novice |

| | 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 encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate. | Apprentice |

| | 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 sometimes encouraged to take part in discussions about school improvement. | Apprentice |

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| | 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. | Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents. | Novice |

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: 2.33

| | 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. | There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs. | Apprentice |

| | 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 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. | Proficient |

| | 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 makes minimal effort to encourage parents to advocate for their child's academic success. | Apprentice |

| | 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. | Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured. | Apprentice |

Learning Opportunities

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

Overall Rating: 1.83

| | Statement or Question | Response | Rating |
|----|---|---|------------|
| 1. | <p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - 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 | <p>School provides open house and family nights for some parents to learn about:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. | Apprentice |

| | Statement or Question | Response | Rating |
|----|---|---|------------|
| 2. | <p>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.</p> | <p>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.</p> | Proficient |

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

| | Statement or Question | Response | Rating |
|----|---|--|--------|
| 4. | <p>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.</p> | <p>School staff offers some information to parents to learn how to support their child's learning.</p> | Novice |

| | Statement or Question | Response | Rating |
|----|--|---|--------|
| 5. | <p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p> | <p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p> | Novice |

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| | 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. | There is little or no development of parent leaders. | Novice |

Community Partnerships

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

Overall Rating: 2.17

| | 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 periodically meets with some business leaders to discuss information on student achievement. | Apprentice |

| | 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. | Some teachers ensure that students participate in programs within the community that are linked to student learning. | Apprentice |

| | 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 occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request. | Apprentice |

| | 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 are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources.) | Apprentice |

| | 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 maintains a resource directory on some agencies, programs and services that will provide services for students. | Apprentice |

Reflection

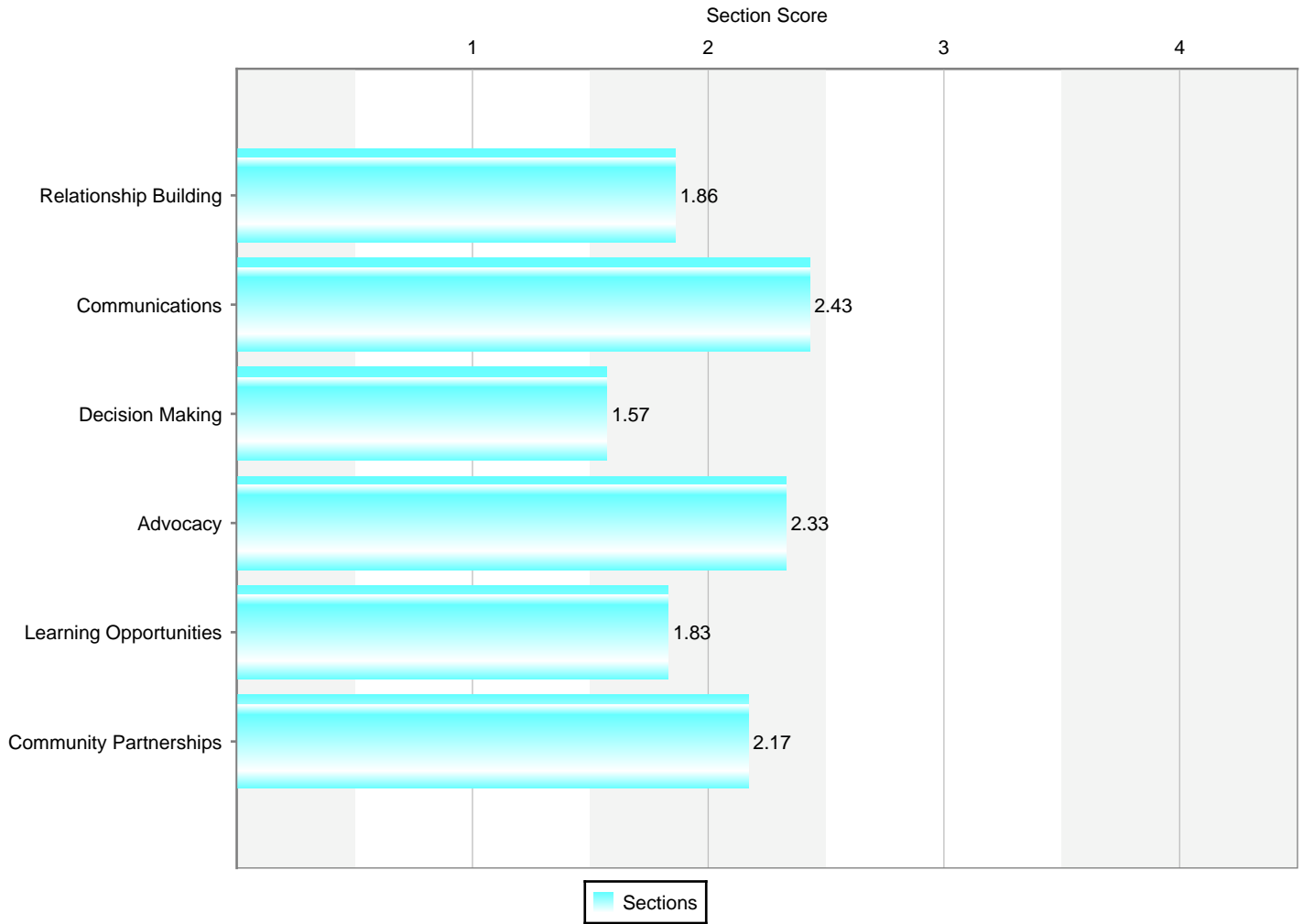
Reflect upon your responses to each of the Missing Piece objectives.

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

Our Family Resource Center is an area of strength. The FRC plans programs, activities and workshops designed to help meet the needs of our families. Our greatest area of growth is parent involvement. We need a formal plan to improve parent participation and involvement in our school. Though we have written articles for the local paper asking for parent involvement we have not planned enough opportunities for them to come into our school.

Report Summary

Scores By Section



TCHS CSIP 2012-2013

Overview

Plan Name

TCHS CSIP 2012-2013

Plan Description

January 26, 2013

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 | Measurable Objective | Total Funding |
|---|---|---|-----------|--|---------------|
| 1 | Increase every student's achievement (proficiency rates) in Math, Reading, Science, Social Studies and Writing by 2017. | Objectives: 5 Strategies: 25 Activities: 50 | Academic | 68% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of content and processes in Mathematics by 05/31/2014 as measured by the state administered mathematics test, PAS data and benchmark exams..., 71% of Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in writing in English Language Arts by 06/01/2017 as measured by the K-PREP on-demand writing assessment., 63% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of Reading content and application in English Language Arts by 05/31/2014 as measured by the state administered English/Language Arts test and PAS., 64% of Tenth grade students will demonstrate a proficiency in content and process in Science by 06/01/2017 as measured by EOC/K-PREP data., 73% of Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in content and process in Social Studies by 06/01/2017 as measured by as measured by EOC/K-PREP assessment. | \$77000 |

Comprehensive School Improvement Plan

Trimble County High School

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|---|---|--|----------|--|---------|
| 2 | Increase the percentage of GAP students scoring proficient by 2017. | Objectives: 1 Strategies: 4 Activities: 12 | Academic | 100% of Free/Reduced Lunch Eligible students will demonstrate a proficiency of content and processes in Mathematics by 06/01/2014 as measured by state administered mathematics test. | \$64500 |
| 3 | Increase the percentage of students who are college/career ready from 31.3% in 2012 to 61.5% by 2015. | Objectives: 1 Strategies: 4 Activities: 19 | Academic | 80% of Twelfth grade students will demonstrate a proficiency of skills in Career & Technical by 06/01/2014 as measured by KOSSA scores, the ASVAB, and Industry Recognized Certificates earned, or College Readiness as measured by college entrance exam scores.. | \$44100 |

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|---|--|--|----------------|--|-------|
| 4 | Model and sustain a collaborative culture and common vision in which mutual trust, respect and effective communication and involvement exists between the students, staff and community. | Objectives: 5 Strategies: 9 Activities: 24 | Organizational | Collaborate to create a governance system of organizational processes for a transparent, accountable and cohesive leadership team in an environment of continuous improvement with a focus on student achievement through shared leadership by 06/01/2013 as measured by posted documents, attendance and meeting minutes., Collaborate to create a campaign to increase family and community engagement to strengthen efforts to improve feelings of pride and ownership within the community by 06/01/2013 as measured by SBDM attendance, parent conference attendance and increase in parent participation in SBDM elections., Collaborate to create a system of external, internal, and teacher-student communication to establish a consistent message among stakeholders by 06/01/2013 as measured by posted agendas and attendance documents., Collaborate to create a shared vision and mission for TCHS by 12/15/2012 as measured by parent participation rates on committees and volunteer opportunities., Collaborate to create a system of recognition for faculty and students by 06/01/2013 as measured by announcements, artifacts and media releases. | \$900 |
|---|--|--|----------------|--|-------|

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|---|---|--|----------------|--|---------|
| 5 | Increase Averaged Freshman Graduation Rate (AFGR) from 65.9 in 2011 to 68.8 by 2013. | Objectives: 5 Strategies: 5 Activities: 6 | Organizational | Collaborate to evaluate the possibility of a freshman academy for the 2013/2014 school year by 06/01/2013 as measured by meeting minutes and agendas.., Collaborate to develop a plan to reduce freshman failures by 02/01/2013 as measured by the school calendar, meeting minutes and number of freshman students failing classes.., Collaborate to develop a freshman transition program for 8th graders during the summer to define expectations and orient students to the high school experience by 08/03/2013 as measured by media releases, meeting minutes and parent/student feedback.., Collaborate to develop a process for monitoring non-cognitive data by 06/01/2013 as measured by IC records and reports., Collaborate to develop a plan for reducing number of student discipline incidents by 06/01/2013 as measured by the number of office referrals, suspensions and expulsions. | \$5500 |
| 6 | All teachers at TCHS will implement high quality, researched based instruction that is supported by data analysis and targeted, timely interventions. | Objectives: 2 Strategies: 3 Activities: 10 | Organizational | Demonstrate a proficiency in designing and administering quality instruction that is aligned to state standards by 08/01/2014 as measured by the Professional Growth and Effectiveness System., Collaborate to analyze and evaluate existing programs in the areas of Arts & Humanities, Writing and Career & Technical Studies by 06/01/2013 as measured by Program Review documentation. | \$13000 |

Goal 1: Increase every student's achievement (proficiency rates) in Math, Reading, Science, Social Studies and Writing by 2017.

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

Measurable Objective 1:

68% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of content and processes in Mathematics by 05/31/2014 as measured by the state administered mathematics test, PAS data and benchmark exams...

Strategy 1:

Curriculum Mapping and Alignment - Teachers will align mathematics curriculum with state standards.

Research Cited: Council of Chief State School Officers (CCSSO)

| Activity - Curriculum Mapping and Alignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|--------------------|
| All teachers will be provided with professional development time to align curriculum to state standards. Teachers will produce a curriculum map for each course taught. | Professional Learning | 09/01/2012 | 09/30/2012 | \$5000 | Title I SIG | Classroom teachers |

Strategy 2:

Instructional Practice - Ensure each & every classroom includes research-based, most effective instructional practiced in a safe, responsive learning environment that includes student engagement, focus on depth of understanding and application of knowledge and skills.

Research Cited: Marzano, Silver, Strong

| Activity - Walk-through Observations | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|---|
| Implement a systematic walk-through process to monitor instructional practices and provide constructive feedback for teachers in the form of instructional snapshots. | Professional Learning | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams, Kerrie Stewart, KDE team |

Strategy 3:

Instructional Strategies - Math teachers will receive on-going, job-embedded professional learning concerning instructional strategies and use of formative assessments.

Research Cited: Marzano, Silver, Strong, Daggett, Tomlinson

| Activity - Thinking Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|--|-----------------------|------------|------------|--------|-------------|--|
| Teachers will attend Thinking Strategies training and/or engage in peer observations of teachers trained in Thinking Strategies. | Professional Learning | 08/03/2012 | 06/01/2013 | \$2000 | Title I SIG | Rachael Adams, Eric Davis, David St. Louis |
|--|-----------------------|------------|------------|--------|-------------|--|

| Activity - Co-teaching | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|-------------------|
| The recovery team will co-teach in math classrooms to model best practice instructional strategies using the Gradual Release of Responsibility Model. | Direct Instruction | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Eric Davis |

Strategy 4:

Monitoring - The administrative team will monitor the implementation of instructional initiatives.

Research Cited: Daggett, Marzano

| Activity - Walk-Throughs | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|---------------------|
| The administrative team will engage in weekly walk-throughs to monitor instructional practices and provide constructive feedback to teachers based the Rigor and Relevance Framework | Professional Learning | 09/01/2012 | 06/01/2013 | \$0 | No Funding Required | Administrative Team |

Strategy 5:

PLC's - Create PLC's in order to monitor and analyze curriculum and assessment documents.

| Activity - PLC Structure | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|-------------------------|
| Train all teachers in PLC procedures, protocols, and expectations. Train all teachers in PLC procedures, protocols, and expectations. | Professional Learning | 08/03/2012 | 08/02/2013 | \$6000 | Title I SIG | Rachael Adams, KDE Team |

Strategy 6:

Data Analysis - The principal will lead the faculty in the analysis of data

Research Cited: Using Data Guided Instruction:Assessment for Learning versus Assessment of Learning

Educational Issues 502, Cohort 259

Amy Straube and Cathy Quam

| Activity - War Room | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------------|
| Utilize Data War Room to designate a common area for collaborative work in tracking and monitoring all student data. | Direct Instruction | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams, KDE Team |

Comprehensive School Improvement Plan

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| Activity - SBDM - Data - Governance | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| The TCHS SBDM will analyze data including, but not limited to, EPAS, ePrep, classroom assessments, and state assessments in order to develop policies and procedures that will advance academic achievements. | Policy and Process | 07/01/2012 | 06/30/2013 | \$0 | No Funding Required | Principal, School Based Decision Making Council. |
| Activity - PAS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will analyze PAS data to identify individual learning goals for freshman students. | Academic Support Program | 01/08/2013 | 06/01/2013 | \$3000 | General Fund | Matt Wohlfarth, Rachael Adams, Shannon Coyle |
| Activity - State Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The faculty will analyze the state assessment for the purpose of identifying curricular strengths and weaknesses in order to make necessary changes. | Academic Support Program | 08/01/2012 | 10/01/2012 | \$0 | No Funding Required | Principal, faculty |
| Activity - EOC Benchmarks | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will analyze the date from EOC benchmark exams. | Academic Support Program | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams, Eric David, Brigette Kunselman, EOC Teachers |
| Activity - Data Wall | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Create a wall for tracking student data in the data room. | Academic Support Program | 08/03/2012 | 06/01/2013 | \$500 | Title I SIG | KDE team. |
| Activity - ePrep | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The faculty will analyze the ePrep data and modify instruction and curriculum according to results | Academic Support Program | 08/01/2012 | 08/01/2013 | \$2000 | General Fund | Principal, Faculty |
| Activity - EPAS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

Comprehensive School Improvement Plan

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|---|--------------------|------------|------------|-----|---------------------|---|
| The faculty will disaggregate the EXPLORE, PLAN, and ACT data annually. | Direct Instruction | 08/01/2012 | 02/28/2013 | \$0 | No Funding Required | Principal, Guidance Counselor, Teachers |
|---|--------------------|------------|------------|-----|---------------------|---|

Strategy 7:

Tiered System of Interventions - The district and school faculty will collaborate to implement a tiered system of interventions to address individual student needs in order to improve academic success.

Research Cited: DuFours, KDE

| Activity - Professional Learning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|-------------------------------|
| Provide on-going, job-inbedded professional learning to teachers on how to utilize Tier 1 interventions in the classroom to support learning. | Professional Learning | 08/03/2012 | 06/01/2013 | \$3000 | Title I SIG | Rachael Adams, Debbi Phyllips |

| Activity - Modify the Master Schedule | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------|------------|------------|-------------------|---------------------|--|
| Research alternative bell schedules to create a more flexible schedule for next year that will accomodate daily or weekly RTI | Class Size Reduction | 01/02/2013 | 02/14/2013 | \$0 | No Funding Required | Rachael Adams, Brigette Kunselman, Kerri Stewart |

| Activity - Stacked Classes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|-----------------------------------|
| The master schedule will be manipulated to stack classes so that core teachers share a common class the same period and share a common planning period to facilitate Tier 1 interventions and professional collaboration. | Other | 06/01/2012 | 08/01/2012 | \$0 | No Funding Required | Kerri Stewart, Brigette Kunselman |

| Activity - Math Intervention Class | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|-------------------------------|
| All Juniors who did not meet benchmark on PLAN will take a year long math intervention class. | Academic Support Program | 08/03/2012 | 06/01/2013 | \$500 | General Fund | Tammy Duncan, David St. Louis |

| Activity - RTI | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|--------------------------------|
| The school faculty will implement a school day RTI system that is based on formative assessments. | Academic Support Program | 06/01/2012 | 09/01/2012 | \$0 | District Funding | Administrative team, teachers. |

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| Activity - Restructure ESS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|-------------------|-----------------------------|
| Restructure the ESS program to provide consistent, structured tutoring on designated days in the library after school. | Tutoring | 12/06/2012 | 06/01/2013 | \$15000 | State Funds | Rachael Adams, Tammy Duncan |

Strategy 8:

Mentoring - Teachers, administrators, staff and central office personel will collaborate to create mentoring programs for students in an effort to build relationships that support academic success and identify and remove barriers to student learning.

Research Cited: US Department of Education

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------------|------------|------------|-------------------|---------------------|---|
| School and district personel will participate in goal setting sessions with every student at TCHS. | Career Preparation/Orientation | 12/07/2012 | 06/01/2013 | \$0 | No Funding Required | Administration, guidance, librarian, KDE team, Family Resource Center, District personel. |

Strategy 9:

Assessment Literacy - Teachers will know how to create, administer, and use formative and summative assessments to improve teaching and learning

Research Cited: DuFour, Marzano

| Activity - Professional Learning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|-------------------------|
| Teachers will engage in on-going professional learning on the use of diagnostic, formative and summative assessments to drive instruction. | Professional Learning | 08/03/2012 | 06/01/2013 | \$2000 | Title I SIG | Rachael Adams, KDE Team |

Measurable Objective 2:

71% of Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in writing in English Language Arts by 06/01/2017 as measured by the K-PREP on-demand writing assessment.

Strategy 1:

On-demand - Students will be taught strategies for on-demand writing.

| Activity - Benchmarks | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|--------------------|------------|------------|-----|---------------------|-------------------------|
| English teachers will instruct students on 5-paragraph essay, thesis statement writing and strategies for answering open responses then provide students with a minimum of 4 opportunities to respond to on-demand prompts. | Direct Instruction | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Teachers, Shannon Coyle |
|---|--------------------|------------|------------|-----|---------------------|-------------------------|

Strategy 2:

Instructional Practices - Ensure each & every classroom includes research-based, most effective instructional practiced in a safe, responsive learning environment that includes student engagement, focus on depth of understanding and application of knowledge and skills

| Activity - Walk-through Observation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|---|
| Implement a systematic walk-through process to monitor instructional practices and provide constructive feedback for teachers in the form of instructional snapshots. | Professional Learning | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams, Kerrie Stewart, KDE Team |

Measurable Objective 3:

63% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of Reading content and application in English Language Arts by 05/31/2014 as measured by the state administered English/Language Arts test and PAS.

Strategy 1:

Instructional Practices - Ensure each & every classroom includes research-based, most effective instructional practiced in a safe, responsive learning environment that includes student engagement, focus on depth of understanding and application of knowledge and skills

| Activity - Walk-through observations | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|---|
| Implement a systematic walk-through process to monitor instructional practices and provide constructive feedback for teachers in the form of instructional snapshots. | Professional Learning | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams, Kerrie Stewart, KDE Team |

Strategy 2:

Tiered System of Interventions - Implement a system of tiered interventions.

Research Cited: KDE

| Activity - Master Schedule | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|---|
| Research alternative bell schedules to create a more flexible schedule for next year that will accomodate daily or weekly RTI | Policy and Process | 01/18/2013 | 02/28/2013 | \$0 | No Funding Required | Rachael Adams, Brigitte Kunselman, Kerrie Stewart |

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| Activity - Stacked Classes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|---------------------------------------|
| The master schedule will be manipulated to stack classes so that core teachers share a common class the same period and share a common planning period to facilitate Tier 1 interventions and professional collaboration. | Direct Instruction | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Brigette Kunselman, Kerrie Stewart |

| Activity - RTI | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| Implement a school day RTI system based on formative assessments to provide academic support to struggling students. | Academic Support Program | 10/12/2012 | 06/01/2013 | \$0 | No Funding Required | Intervention Specialist Team, Teachers, Rachael Adams |

| Activity - ESS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|-------------------|
| Restructure the ESS program to provide consistent, structured tutoring on designated days in the library after school. | Academic Support Program | 12/07/2012 | 06/01/2013 | \$5000 | District Funding | Tammy Duncan |

| Activity - Professional Learning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|------------------------|
| Provide on-going, job-inbedded professional learning to teachers on how to utilize Tier 1 interventions in the classroom to support learning. | Professional Learning | 07/06/2012 | 06/01/2013 | \$2000 | Title I SIG | KDE Team, Principal |

Strategy 3:

PLC's - Teachers will participate in PLC's in order to monitor and analyze curriculum, assessment and learning.

| Activity - PLC structure | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|----------------------------|
| Train all teachers in PLC procedures, protocols, and expectations. | Professional Learning | 08/03/2012 | 08/02/2013 | \$6000 | Title I SIG | KDE Team, Rachael Adams |

Strategy 4:

Data Analysis - The principal will lead the faculty in the analysis.

| Activity - EOC | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will administer 3 EOC benchmark exams and analyze the data to drive instruction and intervention. | Direct Instruction | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | EOC teachers |

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| Activity - PAS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| Teachers will analyze PAS data to identify student areas of growth and to drive planning and instruction. | Direct Instruction | 01/04/2013 | 06/01/2013 | \$0 | No Funding Required | Teachers |
| Activity - State Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The faculty will analyze the results of the state assessment for the purpose of identifying curricular strengths and weakness - and will make changes necessary. | Academic Support Program | 08/01/2012 | 10/01/2012 | \$0 | No Funding Required | Principal, faculty |
| Activity - Data Wall | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Create a wall for tracking student data in the data room. Create a wall for tracking student data in the data room. | Direct Instruction | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | KDE team |
| Activity - SBDM - Data - Governance | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The TCHS SBDM will analyze all school wide data including, but not limited to, EPAS, ePrep, classroom assessment data, and state assessments in order to develop policies and procedures necessary for academic advancement. | Policy and Process | 07/01/2012 | 06/30/2013 | \$0 | No Funding Required | Principal, School Based Decision Making Council |
| Activity - EPAS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The faculty will analyze data from the EXPLORE, PLAN, and ACT annually | Academic Support Program | 08/01/2012 | 02/28/2013 | \$0 | No Funding Required | Principal, Guidance Counselor |
| Activity - War Room | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Utilize Data War Room to designate a common area for collaborative work in tracking and monitoring all student data. | Professional Learning | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams, Teachers, KDE Team |
| Activity - ePrep | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The faculty will analyze the results of the ePrep assessment throughout the year, and will modify instruction and curriculum accordingly. | Academic Support Program | 08/01/2012 | 06/01/2013 | \$2000 | General Fund | Principal, faculty |

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Strategy 5:

Instructional Strategies - Teachers will be provided with on-going, job-embedded professional learning.

| Activity - Modeling | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|----------------------------------|
| The KDE literacy consultant will collaborate with classroom teachers to develop strategies for developing and analyzing constructed responses and model effective instructional practices. | Professional Learning | 09/01/2012 | 06/01/2013 | \$0 | No Funding Required | Shannon Coyle, English teachers. |

| Activity - Constructed Response | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------|
| The KDE literacy consultant will collaborate with classroom teachers to develop strategies for developing and analyzing constructed responses. | Direct Instruction | 08/03/2012 | 06/06/2013 | \$0 | No Funding Required | Shannon Coyle |

Strategy 6:

Literacy in the Content Areas - Teachers will imbed literacy into the content areas.

Research Cited: Thinking Strategies

| Activity - Professional Learning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|-------------------------|
| Teachers will receive on-going training in how to imbed literacy into the content classes. | Professional Learning | 08/03/2012 | 06/01/2013 | \$2000 | Title I SIG | Rachael Adams, KDE Team |

Strategy 7:

Curriculum Mapping and Alignment - Teachers will create or obtain a curriculum aligned to state standards.

| Activity - Curriculum Mapping | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|--------------------|
| All teachers will be provided with professional development time to align curriculum to state standards. Teachers will produce a curriculum map for each course taught. | Professional Learning | 07/06/2012 | 06/01/2013 | \$5000 | Title I SIG | Teachers, KDE Team |

Measurable Objective 4:

64% of Tenth grade students will demonstrate a proficiency in content and process in Science by 06/01/2017 as measured by EOC/K-PREP data.

Strategy 1:

PLC's - Teachers will participate in PLC's in order to monitor and analyze curriculum, assessment and learning.

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| Activity - PLC Structure | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|-------------------------|
| Train all teachers in PLC procedures, protocols, and expectations. Train all teachers in PLC procedures, protocols, and expectations. | Professional Learning | 08/03/2012 | 08/02/2013 | \$6000 | Title I SIG | Rachael Adams, KDE team |

Strategy 2:

Instructional Practices - Ensure each & every classroom includes research-based, most effective instructional practiced in a safe, responsive learning environment that includes student engagement, focus on depth of understanding and application of knowledge and skills

| Activity - Monitor the implementation of best practice instructional strategies. | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|------------------------------|
| The administrative team will conduct weekly walk-throughs to monitor instructional practices. | Direct Instruction | 01/04/2013 | 08/02/2013 | \$0 | No Funding Required | Administrative and KDE team. |

Strategy 3:

Create a comprehensive assessment plan - Students will be administered 4 benchmark EOC exams throughout the year to provide content specific data to guide instruction.

| Activity - Benchmark Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|---|
| Students will be administered 4 EOC benchmark exams throughout the year to provide practice for students and content specific data to guide instruction. | Direct Instruction | 01/02/2013 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams, Brigette Kunselman, EOC teachers |

Strategy 4:

Curriculum Mapping and Alignment - Teachers will align the curriculum with state standards and create curriculum maps.

| Activity - Curriculum Mapping and Alignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

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|--------------------|-----------------------|------------|------------|--------|-------------|---|
| Curriculum Mapping | Professional Learning | 07/06/2012 | 06/01/2013 | \$5000 | Title I SIG | All teachers will be provided with professional learning time to align curriculum to state standards. Teachers will create a curriculum map for each course taught. |
|--------------------|-----------------------|------------|------------|--------|-------------|---|

Measurable Objective 5:

73% of Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in content and process in Social Studies by 06/01/2017 as measured by as measured by EOC/K-PREP assessment.

Strategy 1:

Curriculum Mapping and Alignment - All teachers will align the curriculum with state standards and create curriculum maps for each course taught.

| Activity - Curriculum Mapping | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|--------------------|
| All teachers will be provided with professional learning time to align curriculum to state standards. Teachers will create a curriculum map for each course taught. | Professional Learning | 07/06/2012 | 07/05/2013 | \$5000 | Title I SIG | Teachers, KDE Team |

Strategy 2:

Instructional Practices - Ensure each & every classroom includes research-based, most effective instructional practiced in a safe, responsive learning environment that includes student engagement, focus on depth of understanding and application of knowledge and skills

Research Cited: Marzano, Silver, Strong, Daggett

| Activity - Monitor Implementation of Instructional Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|------------------------------|
| The administrative team will monitor the implementation of best practice instructional strategies through the use of weekly walk-throughs. | Direct Instruction | 01/10/2013 | 07/04/2013 | \$0 | No Funding Required | Administrative and KDE team. |

Strategy 3:

Assessment Plan - Teachers will use assessments to drive instruction and intervention.

| Activity - EOC Benchmarks | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|---------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|--|--------------------|------------|------------|-----|---------------------|--------------|
| Students will be administered 4 benchmark EOC exams throughout the year to provide content specific data to guide instruction. | Direct Instruction | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | EOC teachers |
|--|--------------------|------------|------------|-----|---------------------|--------------|

Goal 2: Increase the percentage of GAP students scoring proficient by 2017.

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

Measurable Objective 1:

100% of Free/Reduced Lunch Eligible students will demonstrate a proficiency of content and processes in Mathematics by 06/01/2014 as measured by state administered mathematics test.

Strategy 1:

Differentiated Instruction - Teachers will teach using different methods that are tailored to individual student learning styles.

| Activity - Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|--|
| Teachers will be trained in differentiated instruction methods | Professional Learning | 08/01/2012 | 09/30/2012 | \$500 | District Funding | Principal, District Professional Development Coordinator |

| Activity - Peer Observations | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--------------------|
| Teachers can/will learn effective instructional techniques from one another through a structured formal peer observation program | Direct Instruction | 09/01/2012 | 06/01/2013 | \$0 | No Funding Required | Principal, faculty |

| Activity - Technology Integration | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|-------------------|-----------------------------|
| TCHS will research and implement effective uses for technology as a means of differentiating instruction. | Technology | 07/01/2012 | 06/30/2013 | \$5000 | State Funds | Principal, Media Specialist |

| Activity - Evidence | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Principal will seek evidence of differentiated instruction through lesson plans, observations, and assessment data. | Policy and Process | 10/01/2012 | 06/01/2013 | \$0 | No Funding Required | Principal |

Strategy 2:

Collaboration - Teachers will collaborate with parents to ensure academic awareness.

| Activity - Infinite Campus | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|----------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

Comprehensive School Improvement Plan

Trimble County High School

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|---|--------------------|------------|------------|-------------------|---------------------|--------------------|
| TCHS teachers will utilize Infinite Campus for grade collection and reporting. | Parent Involvement | 08/01/2012 | 06/01/2013 | \$3000 | State Funds | Faculty |
| Activity - Email | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| TCHS teachers and administrators will email parents of struggling students. | Parent Involvement | 09/01/2012 | 06/30/2013 | \$0 | No Funding Required | Principal, Faculty |
| Activity - Parent Meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| TCHS teachers and administrators will make themselves available for after school parent meetings. | Parent Involvement | 08/01/2012 | 06/01/2013 | \$0 | No Funding Required | Principal, Faculty |

Strategy 3:

Supports - At Risk students will receive supplemental academic supports.

| | | | | | | |
|--|----------------------------|------------|------------|-------------------|---------------------|---|
| Activity - Mentoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| TCHS will initiate a mentoring program for at risk students. | Behavioral Support Program | 08/31/2012 | 06/01/2013 | \$0 | No Funding Required | Principal, Assistant Principal, Culture Committee |
| Activity - ESS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| TCHS will offer Extended School Services after school throughout the school year. | Academic Support Program | 09/20/2012 | 06/01/2013 | \$6000 | State Funds | Principal, ESS coordinator, Faculty |
| Activity - Credit Recovery | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| TCHS will offer a credit recovery program for students who have fallen behind academically | Academic Support Program | 08/01/2012 | 06/01/2013 | \$50000 | District Funding | Principal |

Strategy 4:

Course Selection - At risk students will be encouraged to take Honors and Advanced Placement level courses when appropriate for the student's individual ability level.

| | | | | | | |
|----------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
| Activity - Operation Preparation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|--------------------------------|------------|------------|-----|---------------------|--|
| TCHS will host operation preparation to expose students to the necessary courses for optimal career positioning | Career Preparation/Orientation | 10/01/2012 | 04/01/2013 | \$0 | No Funding Required | Guidance Counselor, Youth Service Center |
|---|--------------------------------|------------|------------|-----|---------------------|--|

| Activity - Counseling | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-----------------------------|
| The guidance counselor and teachers will counsel at-risk students about their career goals and challenging courses that may be beneficial during high school | Academic Support Program | 04/09/2012 | 07/31/2012 | \$0 | No Funding Required | Guidance counselor, faculty |

Goal 3: Increase the percentage of students who are college/career ready from 31.3% in 2012 to 61.5% by 2015.

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

Measurable Objective 1:

80% of Twelfth grade students will demonstrate a proficiency of skills in Career & Technical by 06/01/2014 as measured by KOSSA scores, the ASVAB, and Industry Recognized Certificates earned, or College Readiness as measured by college entrance exam scores..

Strategy 1:

Career and Technical Education - TCHS will offer a progressive and relevant Career and Technical Education program

| Activity - Recruitment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------|------------|------------|-------------------|---------------------|-------------------------|
| CTE Teachers will recruit students into the program that most interests the individual student. | Career Preparation/Orientation | 05/01/2012 | 05/31/2013 | \$0 | No Funding Required | Principal, CTE teachers |

| Activity - Relevancy Audit | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|-------------------|-------------------|
| The CTE Department will audit the existing programs and course offerings to ensure that students are offered the most relevant studies for 21st Century industry expectations. | Policy and Process | 07/01/2012 | 06/30/2013 | \$10000 | Title II Part A | CTE Teachers |

| Activity - Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|-------------------|
| CTE Teachers will attend the mandatory professional development. | Professional Learning | 06/01/2012 | 07/31/2012 | \$3000 | Perkins | CTE Teachers |

| Activity - Follow-Up | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|----------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|--------------------------------|------------|------------|-----|---------------------|---|
| CTE Teachers will follow up with completers to help ensure successful career/college placement. | Career Preparation/Orientation | 04/01/2013 | 04/30/2013 | \$0 | No Funding Required | Principal, CTE teachers, Guidance Counselor |
|---|--------------------------------|------------|------------|-----|---------------------|---|

| Activity - Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------------|
| CTE Teachers will analyze the results of the classroom assessments and the KOSSA exam to make instructional improvements | Academic Support Program | 10/01/2012 | 06/01/2013 | \$0 | No Funding Required | Principal, CTE teachers |

Strategy 2:

College Readiness - TCHS will create an educational program that revolves around college readiness.

| Activity - Exposure | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------|------------|------------|-------------------|---------------------|--|
| TCHS Students will be exposed to the college paths of our current community members to develop commonalities | Community Engagement | 08/01/2012 | 06/01/2013 | \$0 | No Funding Required | Guidance Counselor, Principal, Faculty |

| Activity - Recognition | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|-------------------|-------------------------------|
| TCHS Students will be recognized for college admission (t-shirt, banner, public notariety, etc.) | Other | 09/01/2012 | 06/01/2013 | \$200 | General Fund | Principal, Guidance Counselor |

| Activity - College Application Week | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|-------------------|--------------------|
| The TCHS Guidance office will arrange and implement a college application week to ensure a 100% application rate for TCHS seniors | Other | 10/01/2012 | 01/31/2013 | \$200 | General Fund | Guidance Counselor |

| Activity - COMPASS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--------------------|
| Students who fail to meet the ACT benchmarks will complete an intervention and will then take the COMPASS test. | Academic Support Program | 08/01/2012 | 05/01/2013 | \$0 | No Funding Required | Guidance Counselor |

| Activity - Operation Preparation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------|------------|------------|-------------------|-------------------|--|
| TCHS will host Operation Preparation to help students decide on potential career paths. | Career Preparation/Orientation | 10/01/2012 | 04/01/2013 | \$200 | General Fund | Guidance Counselor, Youth Service Center |

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Strategy 3:

Intervention - TCHS will identify 12th grade students who are not meeting CCR benchmarks and address their deficits.

| Activity - Transitional Courses | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|---------------------|---|
| TCHS will integrate the transitional course content into classes for students not meeting benchmark on the ACT. | Academic Support Program | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Math teachers, Rachael Adams, KDE Team |
| Activity - RTI | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Create a timely, targeted system of interventions for students demonstrating non-cognitive area of support: behavior, attendance, work completion. | Academic Support Program | 08/03/2012 | 06/01/2013 | \$3000 | General Fund | Rachae Adams, KDE Team, Angela Pacheco |
| Activity - Incentives | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Employo the RTI team to create a system of incentives and consequences to increase student motivation to actively participate in the learning process. | Behavioral Support Program | 08/03/2012 | 06/01/2013 | \$0 | Title I SIG | Culture committee |
| Activity - ILP's | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Begin using ILP's to track CCR pathways withing Social Studies and vocational/carreer classes. | Academic Support Program | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Teachers, Brigitte Kunselman, Annette Mefford |
| Activity - Credit Recover | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Create a credit recovery class to provide students the opportunity to catch-up in order to graduate college and career ready. | Academic Support Program | 01/06/2012 | 07/05/2013 | \$25000 | District Funding | Johnny Leep, Kerrie Stewart |
| Activity - Intervention Math | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Create an Intervention Math class (doubling time for math) using PLAN/EXPLORE scores for pre-teaching/re-teaching opportunities | Academic Support Program | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | RAdams, Kerrie Stewart, Brigitte Kunselman |

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| Activity - Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|-------------------|
| Monitor and intervene for seniors not making CCR identified for COMPASS or KYOTE and scheduled for assessment. | Academic Support Program | 08/03/2012 | 06/01/2013 | \$2000 | District Funding | KDE Team |

Strategy 4:

College Going Culture - The school and community will collaborate to create a college going culture at TCHS.

| Activity - CCR Awareness | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|---------------------|
| Efine and promote CCR for all stakeholders (students, parents, staff). | Direct Instruction | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | KDE team, Principal |

| Activity - Signing Ceremony | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|-------------------|--|
| TCHS will host a signing ceremony at the end of the school year to celebrate our students who have been accepted into college. | Behavioral Support Program | 05/03/2013 | 06/01/2013 | \$500 | Title I SIG | Rachael Adams, Brigette Kunselman, Kerrie Stewart, Family Resource Center. |

Goal 4: Model and sustain a collaborative culture and common vision in which mutual trust, respect and effective communication and involvement exists between the students, staff and community.

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

Measurable Objective 1:

Collaborate to create a governance system of organizational processes for a transparent, accountable and cohesive leadership team in an environment of continuous improvement with a focus on student achievement through shared leadership by 06/01/2013 as measured by posted documents, attendance and meeting minutes.

Strategy 1:

Create a Model of Shared Leadership - Create and share TCHS Organizational Map designed to drive, support and monitor the improvement plan with all stakeholder.

Comprehensive School Improvement Plan

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| Activity - Teacher Leaders | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|--|
| Appoint teacher leaders to begin the development of a shared leadership model. | Policy and Process | 08/03/2012 | 09/30/2012 | \$0 | No Funding Required | Rachael Adams, Kerrie Stewart |
| Activity - Agendas | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Provide agendas to document targeted discussion during all meetings (Gap, grading issues, policies, assessment plan, RTI) | Policy and Process | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams, Kerrie Stewart, Deborah Phyllips, Eric Davis, Shannon Coyle, Teacher leaders. |
| Activity - Roles | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Create an Administrative Responsibility (ARM) for Administrative Leadership Team to ensure a laser-like focus and dialogue on school improvement. | Policy and Process | 09/01/2012 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams |
| Activity - Meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Establish regular meetings to organize the work of continuous improvement with key groups and document minutes and actions via posted agendas on the school's common drive. | Policy and Process | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams, Deborah Phyllips, Eric Davis, Shannon Coyle |
| Activity - Transparency | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Require all stakeholders to post data reviews, minutes, and protocols. | Policy and Process | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams, Deborah Phyllips, Eric Davis, Shannon Coyle. |

Measurable Objective 2:

Collaborate to create a campaign to increase family and community engagement to strengthen efforts to improve feelings of pride and ownership within the community by 06/01/2013 as measured by SBDM attendance, parent conference attendance and increase in parent participation in SBDM elections.

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Strategy 1:

Shareholder Communication - TCHS will inform the editor of the Trimble Banner and The Madison Courier of parent involvement opportunities

| Activity - Community Service | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------|------------|------------|-------------------|---------------------|--|
| Create opportunities for students to engage in community service to allow the school to invest in the community creating a more positive image of the school within the community. | Community Engagement | 08/03/2012 | 06/01/2013 | \$0 | General Fund | Carla Goins, Family Resource Director, Brigette Kunselman. |
| Activity - Newsletter | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Increase parent knowledge of school events by sending out a weekly newsletter. | Parent Involvement | 01/18/2013 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams |
| Activity - Newspaper | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| TCHS will inform the editor of the Trimble Banner and The Madison Courier of parent involvement opportunities. | Community Engagement | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams, Teachers. |

Strategy 2:

Community Involvement - Invite members of the community into our school to participate in school committees and to share their expertise with our students..

| Activity - Guest Speakers | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------|------------|------------|-------------------|---------------------|------------------------------|
| The Family Resource Center will work as a liason to invite community members to be guest speakers in our school. | Community Engagement | 01/04/2013 | 06/01/2013 | \$0 | No Funding Required | Family Resource Director |
| Activity - Reality Store | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Members of the community will host a Reality Store for TCHS sophomores. | Community Engagement | 10/05/2012 | 11/22/2013 | \$0 | No Funding Required | Brigette Kunselman, Teachers |

Measurable Objective 3:

Collaborate to create a system of external, internal, and teacher-student communication to establish a consistent message among stakeholders by 06/01/2013 as measured by posted agendas and attendance documents.

Strategy 1:

External Communication - Create a system of external communications to bridge community and school.

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| Activity - Newsletter | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------|------------|------------|-------------------|---------------------|--|
| TCHS will create a parent newsletter to keep parents informed of school happenings to be sent home via email once per week. | Parent Involvement | 01/18/2013 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams |
| Activity - Media | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Utilize local media outlets to inform community members of school accomplishments and events. | Community Engagement | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams, Kerrie Stewart, Teachers. |

Strategy 2:

Internal Communication - Create a system of internal communications.

| Activity - Monday email | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Principal will send a Monday email with important dates and reminders. | Policy and Process | 01/03/2013 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams |
| Activity - Email | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The principal will send dailly emails to communicate with staff. | Policy and Process | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams |
| Activity - Teacher communication | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teacher leaders will monitor team communications and meet requirements for posting minutes and actions through the teacher share drive. | Policy and Process | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Team Leaders |
| Activity - Outlook Calendar | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The principal will set up a school calendar in outlook and provide calendar reminders of activiteis and events to faculty and staff. | Policy and Process | 01/18/2013 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams |

Measurable Objective 4:

Collaborate to create a shared vision and mission for TCHS by 12/15/2012 as measured by parent participation rates on committees and volunteer opportunities.

Strategy 1:

Mission Statement - TCHS will create a new Mission Statement.

| Activity - Belief Statements | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|-------|------------|------------|-----|---------------------|--------------------------------|
| Teachers will write individual belief statements then collaborate to define the school's mission. | Other | 09/03/2012 | 11/15/2012 | \$0 | No Funding Required | All faculty and administrators |
|---|-------|------------|------------|-----|---------------------|--------------------------------|

| Activity - Mission Statement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--------------------------------|
| TCHS will create a new mission statement based on shared values that includes a list of collective commitments that the faculty will sign. | Policy and Process | 09/07/2012 | 11/15/2012 | \$0 | No Funding Required | All faculty and administration |

Strategy 2:

Student Advisory Council - The principal will create a Student Advisory Council to involve students in planning and carrying out the school vision.

| Activity - Meeting Schedule | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Create a meeting schedule for the Student Advisory Council | Policy and Process | 01/18/2013 | 01/25/2013 | \$0 | No Funding Required | Rachael Adams |

| Activity - Application | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Create an application process for students to apply for the advisory council. | Policy and Process | 12/03/2012 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams |

Measurable Objective 5:

Collaborate to create a system of recognition for faculty and students by 06/01/2013 as measured by announcements, artifacts and media releases.

Strategy 1:

Student Recognition - Create a system of student recognitions to foster student pride in accomplishment and in their school.

| Activity - Wall of Fame | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------------|------------|-------------------|-------------------|-------------------|
| Encourage student achievement and motivation by posting the pictures of students meeting benchmarks in CCR, EOC, and On demand writing. | Behavioral Support Program | 08/03/2012 | 06/01/2013 | \$500 | General Fund | Rachael Adams |

| Activity - Student of the Month/Raider Pride | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------------|------------|-------------------|-------------------|-------------------------------------|
| Create a Student of the Month and Raider Pride award to provide positive recognition to students. | Behavioral Support Program | 09/07/2012 | 06/01/2013 | \$300 | General Fund | Angela Pacheco, JoAnn Gripshover |

Strategy 2:

Teacher Recognition - The administration will recognize teachers for their contributions to the school community.

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| Activity - Shout Outs | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|---------------------|----------------------------------|
| Recognize teachers at faculty meetings who went beyond normal expectations. | Behavioral Support Program | 08/05/2011 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams, Teachers |
| Activity - Stars Program | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Establish a Teacher Stars Program to acknowledge positive student-teacher interaction. | Behavioral Support Program | 09/07/2012 | 06/01/2013 | \$100 | General Fund | Rachael Adams, Culture Committee |

Goal 5: Increase Averaged Freshman Graduation Rate (AFGR) from 65.9 in 2011 to 68.8 by 2013.

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

Measurable Objective 1:

Collaborate to evaluate the possibility of a freshman academy for the 2013/2014 school year by 06/01/2013 as measured by meeting minutes and agendas..

Strategy 1:

Committee - The principal will develop a committee schedule to research and evaluate the benefits of a freshman academy and it's feasibility.

| Activity - Master Schedule | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|---|
| TCHS will analyze the master schedule to determine if our teacher allocation will allow for the creation of a freshman academy. | Policy and Process | 01/18/2013 | 07/05/2013 | \$0 | No Funding Required | Rachael Adams, Brigette Kunselman, Kerrie Stewart, Freshman teachers. |

Measurable Objective 2:

Collaborate to develop a plan to reduce freshman failures by 02/01/2013 as measured by the school calendar, meeting minutes and number of freshman students failing classes..

Strategy 1:

Incentives and consequences - Freshman teachers will develop a system of incentives and consequences aimed at increasing student motivation and achievement.

| Activity - Team Meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|----------------------------|------------|------------|-----|---------------------|-------------------|
| Freshman teachers will attend team meetings where they will develop an incentive system and monitor student data. | Behavioral Support Program | 01/18/2013 | 06/01/2013 | \$0 | No Funding Required | Freshman teachers |
|---|----------------------------|------------|------------|-----|---------------------|-------------------|

Measurable Objective 3:

Collaborate to develop a freshman transition program for 8th graders during the summer to define expectations and orient students to the high school experience by 08/03/2013 as measured by media releases, meeting minutes and parent/student feedback..

Strategy 1:

Planning - TCHS teachers and staff will work together to brainstorm and research the most effective components of a transition program the create a plan for a summer program.

| Activity - Raider Academy | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|-------------------|--|
| TCHS will host a summer Raider Academy. | Other | 06/01/2013 | 08/03/2013 | \$5000 | Other | Rachael Adams, Dawn Haney, Brigette Kunselman, Kerrie Stewart, Freshman teachers, KDE team |

Measurable Objective 4:

Collaborate to develop a process for monitoring non-cognitive data by 06/01/2013 as measured by IC records and reports.

Strategy 1:

Attendance Data - Weekly reports will be generated to monitor student attendance.

| Activity - Truancy | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|---------------------|---|
| Student attendance will be monitored and truancy will be reported to authorities | Other | 08/03/2012 | 06/07/2013 | \$0 | No Funding Required | Debby Thomas, Brigette Kunselman, Jessica Wilcoxin. |

Measurable Objective 5:

Collaborate to develop a plan for reducing number of student discipline incidents by 06/01/2013 as measured by the number of office referrals, suspensions and expulsions.

Strategy 1:

Discipline Programs - TCHS will review and revise existing discipline programs and policies.

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| Activity - Data Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------------|------------|-------------------|---------------------|-------------------|
| TCHS will monitor student referral data weekly. | Behavioral Support Program | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Kerrie Stewart |

| Activity - ACEP | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|-------------------|---|
| ACEP procedures will be revised to ensure a sustained, silent learning environment that discourages misbehavior. | Behavioral Support Program | 08/03/2012 | 06/01/2013 | \$500 | General Fund | Christine Lake, Kerrie Stewart, Rachael Adams |

Goal 6: All teachers at TCHS will implement high quality, researched based instruction that is supported by data analysis and targeted, timely interventions.

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

Measurable Objective 1:

Demonstrate a proficiency in designing and administering quality instruction that is aligned to state standards by 08/01/2014 as measured by the Professional Growth and Effectiveness System.

Strategy 1:

Job-imbedded professional learning. - Teachers will receive on-going job-embedded professional learning based on the Cognitive Coaching model to support instructional practices.

Research Cited: ASCD, Gallahger, Dweck

| Activity - Peer Observation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|-------------------------|
| Teachers will engage in peer observations 4 times per year in order to observe best practice instruction both within the district and outside of the district. | Professional Learning | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams, Teachers |

| Activity - Thinking Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|------------------------------------|
| TCHS will continue to provide teachers with professional development opportunities for teachers to participate in Thinking Strategies/Embedded Literacy training. | Professional Learning | 09/01/2012 | 06/06/2014 | \$3000 | Title I SIG | Rachael Adams, Teachers, KDE team. |

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| Activity - Modeling | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|-----------------------------------|
| The recovery team will co-teach to model best practice instructional strategies using the Gradual Release of Responsibility model. | Professional Learning | 08/03/2012 | 07/03/2015 | \$0 | No Funding Required | KDE Team |
| Activity - Teacher Leadership | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Create instructional specialist teams of teachers who will specialize in various effective instructional strategies then work to instruct their colleagues. | Professional Learning | 08/03/2012 | 07/03/2014 | \$10000 | Title I SIG | Rachael Adams, KDE team, teachers |
| Activity - Metacognition | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| TCHS will use faculty meetings, PLC's and release time to teach teachers how to empower students to track their own learning. | Professional Learning | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams, KDE team |
| Activity - PGES | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Train teachers on the new Professional Growth and Effectiveness System. | Professional Learning | 10/05/2012 | 06/06/2014 | \$0 | No Funding Required | Rachael Adams, KDE team |

Strategy 2:

Data Analysis - Teachers will engage in on-going data analysis to drive instruction and learning.

| Activity - Formative Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will implement a system of formative assessments to derive data to use to make informed decisions regarding teaching and learning. | Direct Instruction | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Teachers |

Measurable Objective 2:

Collaborate to analyze and evaluate existing programs in the areas of Arts & Humanities, Writing and Career & Technical Studies by 06/01/2013 as measured by Program Review documentation.

Strategy 1:

Review Process - The school administration will develop procedures and processes for completing the Program Review requirements.

| Activity - Rubrics | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will be provided with modified rubrics to guide the Program Review process. | Policy and Process | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams |

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| Activity - Process | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|-------------------|
| The administration will develop the process for completing program reviews. All teachers in the building will serve on a committee. | Policy and Process | 08/03/2012 | 06/01/2013 | \$0 | No Funding Required | Rachael Adams |
| Activity - Share Drive | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The district will create a set of folders on the teacher share drive that correspond to each Program review. Teachers will upload documentation to these folders. | Policy and Process | 09/01/2012 | 08/02/2013 | \$0 | No Funding Required | Rod Smothers |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------------|---|--------------------------------|------------|------------|-------------------|---|
| ACEP | ACEP procedures will be revised to ensure a sustained, silent learning environment that discourages misbehavior. | Behavioral Support Program | 08/03/2012 | 06/01/2013 | \$500 | Christine Lake, Kerrie Stewart, Rachael Adams |
| ePrep | The faculty will analyze the ePrep data and modify instruction and curriculum according to results | Academic Support Program | 08/01/2012 | 08/01/2013 | \$2000 | Principal, Faculty |
| Math Intervention Class | All Juniors who did not meet benchmark on PLAN will take a year long math intervention class. | Academic Support Program | 08/03/2012 | 06/01/2013 | \$500 | Tammy Duncan, David St. Louis |
| PAS | Teachers will analyze PAS data to identify individual learning goals for freshman students. | Academic Support Program | 01/08/2013 | 06/01/2013 | \$3000 | Matt Wohlfarth, Rachael Adams, Shannon Coyle |
| Wall of Fame | Encourage student achievement and motivation by posting the pictures of students meeting benchmarks in CCR, EOC, and On demand writing. | Behavioral Support Program | 08/03/2012 | 06/01/2013 | \$500 | Rachael Adams |
| Recognition | TCHS Students will be recognized for college admission (t-shirt, banner, public notariety, etc.) | Other | 09/01/2012 | 06/01/2013 | \$200 | Principal, Guidance Counselor |
| College Application Week | The TCHS Guidance office will arrange and implement a college application week to ensure a 100% application rate for TCHS seniors | Other | 10/01/2012 | 01/31/2013 | \$200 | Guidance Counselor |
| Operation Preparation | TCHS will host Operation Preparation to help students decide on potential career paths. | Career Preparation/Orientation | 10/01/2012 | 04/01/2013 | \$200 | Guidance Counselor, Youth Service Center |
| Student of the Month/Raider Pride | Create a Student of the Month and Raider Pride award to provide positive recongition to students. | Behavioral Support Program | 09/07/2012 | 06/01/2013 | \$300 | Angela Pacheco, JoAnn Gripshover |

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|-------------------|--|----------------------------|------------|------------|----------------|--|
| ePrep | The faculty will analyze the results of the ePrep assessment throughout the year, and will modify instruction and curriculum accordingly. | Academic Support Program | 08/01/2012 | 06/01/2013 | \$2000 | Principal, faculty |
| RTI | Create a timely, targeted system of interventions for students demonstrating non-cognitive area of support: behavior, attendance, work completion. | Academic Support Program | 08/03/2012 | 06/01/2013 | \$3000 | Rachae Adams, KDE Team, Angela Pacheco |
| Community Service | Create opportunities for students to engage in community service to allow the school to invest in the community creating a more positive image of the school within the community. | Community Engagement | 08/03/2012 | 06/01/2013 | \$0 | Carla Goins, Family Resource Director, Brigitte Kunselman. |
| Stars Program | Establish a Teacher Stars Program to acknowledge positive student-teacher interaction. | Behavioral Support Program | 09/07/2012 | 06/01/2013 | \$100 | Rachael Adams, Culture Committee |
| Total | | | | | \$12500 | |

State Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------|--|--------------------------|------------|------------|-------------------|-------------------------------------|
| ESS | TCHS will offer Extended School Services after school throughout the school year. | Academic Support Program | 09/20/2012 | 06/01/2013 | \$6000 | Principal, ESS coordinator, Faculty |
| Technology Integration | TCHS will research and implement effective uses for technology as a means of differentiating instruction. | Technology | 07/01/2012 | 06/30/2013 | \$5000 | Principal, Media Specialist |
| Infinite Campus | TCHS teachers will utilize Infinite Campus for grade collection and reporting. | Parent Involvement | 08/01/2012 | 06/01/2013 | \$3000 | Faculty |
| Restructure ESS | Restructure the ESS program to provide consistent, structured tutoring on designated days in the library after school. | Tutoring | 12/06/2012 | 06/01/2013 | \$15000 | Rachael Adams, Tammy Duncan |
| Total | | | | | \$29000 | |

Title II Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------|--|--------------------|------------|------------|-------------------|-------------------|
| Relevancy Audit | The CTE Department will audit the existing programs and course offerings to ensure that students are offered the most relevant studies for 21st Century industry expectations. | Policy and Process | 07/01/2012 | 06/30/2013 | \$10000 | CTE Teachers |

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Total \$10000

Title I SIG

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------------|---|----------------------------|------------|------------|-------------------|---|
| Thinking Strategies | TCHS will continue to provide teachers with professional development opportunities for teachers to participate in Thinking Strategies/Embedded Literacy training. | Professional Learning | 09/01/2012 | 06/06/2014 | \$3000 | Rachael Adams, Teachers, KDE team. |
| Professional Learning | Teachers will receive on-going training in how to imbed literacy into the content classes. | Professional Learning | 08/03/2012 | 06/01/2013 | \$2000 | Rachael Adams, KDE Team |
| Curriculum Mapping and Alignment | Curriculum Mapping | Professional Learning | 07/06/2012 | 06/01/2013 | \$5000 | All teachers will be provided with professional learning time to align curriculum to state standards. Teachers will create a curriculum map for each course taught. |
| Professional Learning | Provide on-going, job-inbedded professional learning to teachers on how to utilize Tier 1 interventions in the classroom to support learning. | Professional Learning | 07/06/2012 | 06/01/2013 | \$2000 | KDE Team, Principal |
| Curriculum Mapping | All teachers will be provided with professional learning time to align curriculum to state standards. Teachers will create a curriculum map for each course taught. | Professional Learning | 07/06/2012 | 07/05/2013 | \$5000 | Teachers, KDE Team |
| Signing Ceremony | TCHS will host a signing ceremony at the end of the school year to celebrate our students who have been accepted into college. | Behavioral Support Program | 05/03/2013 | 06/01/2013 | \$500 | Rachael Adams, Brigitte Kunselman, Kerrie Stewart, Family Resource Center. |
| Curriculum Mapping | All teachers will be provided with professional development time to align curriculum to state standards. Teachers will produce a curriculum map for each course taught. | Professional Learning | 07/06/2012 | 06/01/2013 | \$5000 | Teachers, KDE Team |

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|----------------------------------|---|----------------------------|------------|------------|----------------|--|
| Thinking Strategies | Teachers will attend Thinking Strategies training and/or engage in peer observations of teachers trained in Thinking Strategies. | Professional Learning | 08/03/2012 | 06/01/2013 | \$2000 | Rachael Adams, Eric Davis, David St. Louis |
| Incentives | Emplyo the RTI team to create a system of incentives and consequences to increase student motivation to actively participate in the learning process. | Behavioral Support Program | 08/03/2012 | 06/01/2013 | \$0 | Culture committee |
| PLC Structure | Train all teachers in PLC procedures, protocols, and expectations. Train all teachers in PLC procedures, protocols, and expectations. | Professional Learning | 08/03/2012 | 08/02/2013 | \$6000 | Rachael Adams, KDE Team |
| PLC Structure | Train all teachers in PLC procedures, protocols, and expectations. Train all teachers in PLC procedures, protocols, and expectations. | Professional Learning | 08/03/2012 | 08/02/2013 | \$6000 | Rachael Adams, KDE team |
| Curriculum Mapping and Alignment | All teachers will be provided with professional development time to align curriculum to state standards. Teachers will produce a curriculum map for each course taught. | Professional Learning | 09/01/2012 | 09/30/2012 | \$5000 | Classroom teachers |
| Professional Learning | Teachers will engage in on-going professional learning on the use of diagnostic, formative and summative assessments to drive instruction. | Professional Learning | 08/03/2012 | 06/01/2013 | \$2000 | Rachael Adams, KDE Team |
| Professional Learning | Provide on-going, job-inbedded professional learning to teachers on how to utilize Tier 1 interventions in the classroom to support learning. | Professional Learning | 08/03/2012 | 06/01/2013 | \$3000 | Rachael Adams, Debbi Phyllips |
| PLC structure | Train all teachers in PLC procedures, protocols, and expectations. | Professional Learning | 08/03/2012 | 08/02/2013 | \$6000 | KDE Team, Rachael Adams |
| Data Wall | Create a wall for tracking student data in the data room. | Academic Support Program | 08/03/2012 | 06/01/2013 | \$500 | KDE team. |
| Teacher Leadership | Create instructional specialist teams of teachers who will specialize in various effective instructional strategies then work to instruct their colleagues. | Professional Learning | 08/03/2012 | 07/03/2014 | \$10000 | Rachael Adams, KDE team, teachers |
| Total | | | | | \$63000 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|--|--------------------|------------|------------|-------------------|-------------------|
| Monday email | Principal will send a Monday email with important dates and reminders. | Policy and Process | 01/03/2013 | 06/01/2013 | \$0 | Rachael Adams |

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|--------------------------|--|--------------------------------|------------|------------|-----|--|
| Goal Setting | School and district personel will participate in goal setting sessions with every student at TCHS. | Career Preparation/Orientation | 12/07/2012 | 06/01/2013 | \$0 | Adminstration, guidance, librarian, KDE team, Family Resource Center, District personel. |
| Shout Outs | Recognize teachers at faculty meetings who went beyond normal expectations. | Behavioral Support Program | 08/05/2011 | 06/01/2013 | \$0 | Rachael Adams, Teachers |
| Stacked Classes | The master schedule will be manipulated to stack classes so that core teachers share a common class the same period and share a common planning period to facilitate Tier 1 interventions and professional collaboration. | Direct Instruction | 08/03/2012 | 06/01/2013 | \$0 | Brigette Kunselman, Kerrie Stewart |
| Meetings | Establish regular meetings to organize the work of continuous improvement with key groups and document minutes and actions via posted agendas on the school's common drive. | Policy and Process | 08/03/2012 | 06/01/2013 | \$0 | Rachael Adams, Deborah Phyllips, Eric Davis, Shannon Coyle |
| SBDM - Data - Governance | The TCHS SBDM will analyze all school wide data including, but not limited to, EPAS, ePrep, classroom assessment data, and state assessments in order to develop policies and procedures necessary for academic advancement. | Policy and Process | 07/01/2012 | 06/30/2013 | \$0 | Principal, School Based Decision Making Council |
| EPAS | The faculty will analyze data from the EXPLORE, PLAN, and ACT annually | Academic Support Program | 08/01/2012 | 02/28/2013 | \$0 | Principal, Guidance Counselor |
| Mission Statement | TCHS will create a new mission statement based on shared values that includes a list of collective committments that the faculty will sign. | Policy and Process | 09/07/2012 | 11/15/2012 | \$0 | All faculty and administration |
| Share Drive | The district will create a set of folders on the teacher share drive that correspond to each Program review. Teachers will upload documentation to these folders. | Policy and Process | 09/01/2012 | 08/02/2013 | \$0 | Rod Smothers |
| Email | The principal will send dailly emails to communicate with staff. | Policy and Process | 08/03/2012 | 06/01/2013 | \$0 | Rachael Adams |
| EOC Benchmarks | Teachers will analyze the date from EOC benchmark exams. | Academic Support Program | 08/03/2012 | 06/01/2013 | \$0 | Rachael Adams, Eric David, Brigette Kunselman, EOC Teachers |

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|--------------------------|---|----------------------------|------------|------------|-----|---|
| State Assessment | The faculty will analyze the state assessment for the purpose of identifying curricular strengths and weaknesses in order to make necessary changes. | Academic Support Program | 08/01/2012 | 10/01/2012 | \$0 | Principal, faculty |
| EOC Benchmarks | Students will be administered 4 benchmark EOC exams throughout the year to provide content specific data to guide instruction. | Direct Instruction | 08/03/2012 | 06/01/2013 | \$0 | EOC teachers |
| Reality Store | Members of the community will host a Reality Store for TCHS sophomores. | Community Engagement | 10/05/2012 | 11/22/2013 | \$0 | Brigette Kunselman, Teachers |
| EPAS | The faculty will disaggregate the EXPLORE, PLAN, and ACT data annually. | Direct Instruction | 08/01/2012 | 02/28/2013 | \$0 | Principal, Guidance Counselor, Teachers |
| Formative Assessments | Teachers will implement a system of formative assessments to derive data to use to make informed decisions regarding teaching and learning. | Direct Instruction | 08/03/2012 | 06/01/2013 | \$0 | Teachers |
| Outlook Calendar | The principal will set up a school calendar in outlook and provide calendar reminders of activities and events to faculty and staff. | Policy and Process | 01/18/2013 | 06/01/2013 | \$0 | Rachael Adams |
| Media | Utilize local media outlets to inform community members of school accomplishments and events. | Community Engagement | 08/03/2012 | 06/01/2013 | \$0 | Rachael Adams, Kerrie Stewart, Teachers. |
| Newsletter | Increase parent knowledge of school events by sending out a weekly newsletter. | Parent Involvement | 01/18/2013 | 06/01/2013 | \$0 | Rachael Adams |
| Intervention Math | Create an Intervention Math class (doubling time for math) using PLAN/EXPLORE scores for pre-teaching/re-teaching opportunities | Academic Support Program | 08/03/2012 | 06/01/2013 | \$0 | RAdams, Kerrie Stewart, Brigette Kunselman |
| Teacher Leaders | Appoint teacher leaders to begin the development of a shared leadership model. | Policy and Process | 08/03/2012 | 09/30/2012 | \$0 | Rachael Adams, Kerrie Stewart |
| War Room | Utilize Data War Room to designate a common area for collaborative work in tracking and monitoring all student data. | Professional Learning | 08/03/2012 | 06/01/2013 | \$0 | Rachael Adams, Teachers, KDE Team |
| SBDM - Data - Governance | The TCHS SBDM will analyze data including, but not limited to, EPAS, ePrep, classroom assessments, and state assessments in order to develop policies and procedures that will advance academic achievements. | Policy and Process | 07/01/2012 | 06/30/2013 | \$0 | Principal, School Based Decision Making Council. |
| Mentoring | TCHS will initiate a mentoring program for at risk students. | Behavioral Support Program | 08/31/2012 | 06/01/2013 | \$0 | Principal, Assistant Principal, Culture Committee |

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|----------------------------|---|----------------------------|------------|------------|-----|---|
| Email | TCHS teachers and administrators will email parents of struggling students. | Parent Involvement | 09/01/2012 | 06/30/2013 | \$0 | Principal, Faculty |
| Master Schedule | TCHS will analyze the master schedule to determine if our teacher allocation will allow for the creation of a freshman academy. | Policy and Process | 01/18/2013 | 07/05/2013 | \$0 | Rachael Adams, Brigette Kunselman, Kerrie Stewart, Freshman teachers. |
| Modify the Master Schedule | Research alternative bell schedules to create a more flexible schedule for next year that will accomodate daily or weekly RTI | Class Size Reduction | 01/02/2013 | 02/14/2013 | \$0 | Rachael Adams, Brigette Kunselman, Kerri Stewart |
| Benchmarks | English teachers will instruct students on 5-paragraph essay, thesis statement writing and strategies for answering open responses then provide students with a minimum of 4 opportunities to respond to on-demand prompts. | Direct Instruction | 08/03/2012 | 06/01/2013 | \$0 | Teachers, Shannon Coyle |
| RTI | Implement a school day RTI system based on formative assessments to provide academic support to struggling students. | Academic Support Program | 10/12/2012 | 06/01/2013 | \$0 | Intervention Specialist Team, Teachers, Rachael Adams |
| Walk-through observations | Implement a systematic walk-through process to monitor instructional practices and provide constructive feedback for teachers in the form of instructional snapshots. | Professional Learning | 08/03/2012 | 06/01/2013 | \$0 | Rachael Adams, Kerrie Stewart, KDE Team |
| Data Analysis | CTE Teachers will analyze the results of the classroom assessments and the KOSSA exam to make instructional improvements | Academic Support Program | 10/01/2012 | 06/01/2013 | \$0 | Principal, CTE teachers |
| PGES | Train teachers on the new Professional Growth and Effectiveness System. | Professional Learning | 10/05/2012 | 06/06/2014 | \$0 | Rachael Adams, KDE team |
| Process | The administration will develop the process for completing program reviews. All teachers in the building will serve on a committee. | Policy and Process | 08/03/2012 | 06/01/2013 | \$0 | Rachael Adams |
| Data Monitoring | TCHS will monitor student referral data weekly. | Behavioral Support Program | 08/03/2012 | 06/01/2013 | \$0 | Kerrie Stewart |
| Modeling | The KDE literacy consultant will collaborate with classroom teachers to develop strategies for developing and analyzing constructed responses and model effective instructional practices. | Professional Learning | 09/01/2012 | 06/01/2013 | \$0 | Shannon Coyle, English teachers. |

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|-----------------------|---|--------------------------------|------------|------------|-----|---|
| Follow-Up | CTE Teachers will follow up with completers to help ensure successful career/college placement. | Career Preparation/Orientation | 04/01/2013 | 04/30/2013 | \$0 | Principal, CTE teachers, Guidance Counselor |
| Meeting Schedule | Create a meeting schedule for the Student Advisory Council | Policy and Process | 01/18/2013 | 01/25/2013 | \$0 | Rachael Adams |
| Data Wall | Create a wall for tracking student data in the data room. Create a wall for tracking student data in the data room. | Direct Instruction | 08/03/2012 | 06/01/2013 | \$0 | KDE team |
| Constructed Response | The KDE literacy consultant will collaborate with classroom teachers to develop strategies for developing and analyzing constructed responses. | Direct Instruction | 08/03/2012 | 06/06/2013 | \$0 | Shannon Coyle |
| Truancy | Student attendance will be monitored and truancy will be reported to authorities | Other | 08/03/2012 | 06/07/2013 | \$0 | Debby Thomas, Brigitte Kunselman, Jessica Wilcoxin. |
| Application | Create an application process for students to apply for the advisory council. | Policy and Process | 12/03/2012 | 06/01/2013 | \$0 | Rachael Adams |
| Stacked Classes | The master schedule will be manipulated to stack classes so that core teachers share a common class the same period and share a common planning period to facilitate Tier 1 interventions and professional collaboration. | Other | 06/01/2012 | 08/01/2012 | \$0 | Kerri Stewart, Brigitte Kunselman |
| Modeling | The recovery team will co-teach to model best practice instructional strategies using the Gradual Release of Responsibility model. | Professional Learning | 08/03/2012 | 07/03/2015 | \$0 | KDE Team |
| Metacognition | TCHS will use faculty meetings, PLC's and release time to teach teachers how to empower students to track their own learning. | Professional Learning | 08/03/2012 | 06/01/2013 | \$0 | Rachael Adams, KDE team |
| Teacher communication | Teacher leaders will monitor team communications and meet requirements for posting minutes and actions through the teacher share drive. | Policy and Process | 08/03/2012 | 06/01/2013 | \$0 | Team Leaders |
| Newspaper | TCHS will inform the editor of the Trimble Banner and The Madison Courier of parent involvement opportunities. | Community Engagement | 08/03/2012 | 06/01/2013 | \$0 | Rachael Adams, Teachers. |
| Counseling | The guidance counselor and teachers will counsel at-risk students about their career goals and challenging courses that may be beneficial during high school | Academic Support Program | 04/09/2012 | 07/31/2012 | \$0 | Guidance counselor, faculty |
| Transparency | Require all stakeholders to post data reviews, minutes, and protocols. | Policy and Process | 08/03/2012 | 06/01/2013 | \$0 | Rachael Adams, Deborah Phyllips, Eric Davis, Shannon Coyle. |

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|-----------------------|--|--------------------------|------------|------------|-----|--|
| EOC | Teachers will administer 3 EOC benchmark exams and analyze the data to drive instruction and intervention. | Direct Instruction | 08/03/2012 | 06/01/2013 | \$0 | EOC teachers |
| Exposure | TCHS Students will be exposed to the college paths of our current community members to develop commonalities | Community Engagement | 08/01/2012 | 06/01/2013 | \$0 | Guidance Counselor, Principal, Faculty |
| Peer Observation | Teachers will engage in peer observations 4 times per year in order to observe best practice instruction both within the district and outside of the district. | Professional Learning | 08/03/2012 | 06/01/2013 | \$0 | Rachael Adams, Teachers |
| Evidence | Principal will seek evidence of differentiated instruction through lesson plans, observations, and assessment data. | Policy and Process | 10/01/2012 | 06/01/2013 | \$0 | Principal |
| Parent Meetings | TCHS teachers and administrators will make themselves available for after school parent meetings. | Parent Involvement | 08/01/2012 | 06/01/2013 | \$0 | Principal, Faculty |
| Benchmark Assessments | Students will be administered 4 EOC benchmark exams throughout the year to provide practice for students and content specific data to guide instruction. | Direct Instruction | 01/02/2013 | 06/01/2013 | \$0 | Rachael Adams, Brigitte Kunselman, EOC teachers |
| Belief Statements | Teachers will write individual belief statements then collaborate to define the school's mission. | Other | 09/03/2012 | 11/15/2012 | \$0 | All faculty and administrators |
| State Assessment | The faculty will analyze the results of the state assessment for the purpose of identifying curricular strengths and weakness - and will make changes necessary. | Academic Support Program | 08/01/2012 | 10/01/2012 | \$0 | Principal, faculty |
| Newsletter | TCHS will create a parent newsletter to keep parents informed of school happenings to be sent home via email once per week. | Parent Involvement | 01/18/2013 | 06/01/2013 | \$0 | Rachael Adams |
| Agendas | Provide agendas to document targeted discussion during all meetings (Gap, grading issues, policies, assessment plan, RTI) | Policy and Process | 08/03/2012 | 06/01/2013 | \$0 | Rachael Adams, Kerrie Stewart, Deborah Phyllips, Eric Davis, Shannon Coyle, Teacher leaders. |
| Guest Speakers | The Family Resource Center will work as a liason to invite community members to be guest speakers in our school. | Community Engagement | 01/04/2013 | 06/01/2013 | \$0 | Family Resource Director |
| COMPASS | Students who fail to meet the ACT benchmarks will complete an intervention and will then take the COMPASS test. | Academic Support Program | 08/01/2012 | 05/01/2013 | \$0 | Guidance Counselor |
| Roles | Create an Administrative Responsibility (ARM) for Administrative Leadership Team to ensure a laser-like focus and dialogue on school improvement. | Policy and Process | 09/01/2012 | 06/01/2013 | \$0 | Rachael Adams |

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|---|---|--------------------------------|------------|------------|-----|---|
| Transitional Courses | TCHS will integrate the transitional course content into classes for students not meeting benchmark on the ACT. | Academic Support Program | 08/03/2012 | 06/01/2013 | \$0 | Math teachers, Rachael Adams, KDE Team |
| Team Meetings | Freshman teachers will attend team meetings where they will develop an incentive system and monitor student data. | Behavioral Support Program | 01/18/2013 | 06/01/2013 | \$0 | Freshman teachers |
| Walk-through Observations | Implement a systematic walk-through process to monitor instructional practices and provide constructive feedback for teachers in the form of instructional snapshots. | Professional Learning | 08/03/2012 | 06/01/2013 | \$0 | Rachael Adams, Kerrie Stewart, KDE team |
| Monitor the implementation of best practice instructional strategies. | The administrative team will conduct weekly walk-throughs to monitor instructional practices. | Direct Instruction | 01/04/2013 | 08/02/2013 | \$0 | Administrative and KDE team. |
| Walk-through Observation | Implement a systematic walk-through process to monitor instructional practices and provide constructive feedback for teachers in the form of instructional snapshots. | Professional Learning | 08/03/2012 | 06/01/2013 | \$0 | Rachael Adams, Kerrie Stewart, KDE Team |
| Co-teaching | The recovery team will co-teach in math classrooms to model best practice instructional strategies using the Gradual Release of Responsibility Model. | Direct Instruction | 08/03/2012 | 06/01/2013 | \$0 | Eric Davis |
| Master Schedule | Research alternative bell schedules to create a more flexible schedule for next year that will accommodate daily or weekly RTI | Policy and Process | 01/18/2013 | 02/28/2013 | \$0 | Rachael Adams, Brigette Kunselman, Kerrie Stewart |
| Recruitment | CTE Teachers will recruit students into the program that most interests the individual student. | Career Preparation/Orientation | 05/01/2012 | 05/31/2013 | \$0 | Principal, CTE teachers |
| CCR Awareness | Define and promote CCR for all stakeholders (students, parents, staff). | Direct Instruction | 08/03/2012 | 06/01/2013 | \$0 | KDE team, Principal |
| ILP's | Begin using ILP's to track CCR pathways withing Social Studies and vocational/career classes. | Academic Support Program | 08/03/2012 | 06/01/2013 | \$0 | Teachers, Brigette Kunselman, Annette Mefford |
| Peer Observations | Teachers can/will learn effective instructional techniques from one another through a structured formal peer observation program | Direct Instruction | 09/01/2012 | 06/01/2013 | \$0 | Principal, faculty |
| Operation Preparation | TCHS will host operation preparation to expose students to the necessary courses for optimal career positioning | Career Preparation/Orientation | 10/01/2012 | 04/01/2013 | \$0 | Guidance Counselor, Youth Service Center |
| Monitor Implementation of Instructional Strategies | The administrative team will monitor the implementation of best practice instructional strategies through the use of weekly walk-throughs. | Direct Instruction | 01/10/2013 | 07/04/2013 | \$0 | Administrative and KDE team. |

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|---------------|--|-----------------------|------------|------------|-----|-------------------------|
| War Room | Utilize Data War Room to designate a common area for collaborative work in tracking and monitoring all student data. | Direct Instruction | 08/03/2012 | 06/01/2013 | \$0 | Rachael Adams, KDE Team |
| Rubrics | Teachers will be provided with modified rubrics to guide the Program Review process. | Policy and Process | 08/03/2012 | 06/01/2013 | \$0 | Rachael Adams |
| PAS | Teachers will analyze PAS data to identify student areas of growth and to drive planning and instruction. | Direct Instruction | 01/04/2013 | 06/01/2013 | \$0 | Teachers |
| Walk-Throughs | The administrative team will engage in weekly walk-throughs to monitor instructional practices and provide constructive feedback to teachers based the Rigor and Relevance Framework | Professional Learning | 09/01/2012 | 06/01/2013 | \$0 | Administrative Team |
| Total | | | | | \$0 | |

Perkins

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|--|-----------------------|------------|------------|-------------------|-------------------|
| Training | CTE Teachers will attend the mandatory professional development. | Professional Learning | 06/01/2012 | 07/31/2012 | \$3000 | CTE Teachers |
| Total | | | | | \$3000 | |

Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------|---|---------------|------------|------------|-------------------|--|
| Raider Academy | TCHS will host a summer Raider Academy. | Other | 06/01/2013 | 08/03/2013 | \$5000 | Rachael Adams, Dawn Haney, Brigette Kunselman, Kerrie Stewart, Freshman teachers, KDE team |
| Total | | | | | \$5000 | |

District Funding

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|--|--------------------------|------------|------------|-------------------|-------------------|
| Assessment | Monitor and intervene for seniors not making CCR identified for COMPASS or KYOTE and scheduled for assessment. | Academic Support Program | 08/03/2012 | 06/01/2013 | \$2000 | KDE Team |

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|-----------------|---|--------------------------|------------|------------|----------------|---|
| Credit Recovery | TCHS will offer a credit recovery program for students who have fallen behind academically | Academic Support Program | 08/01/2012 | 06/01/2013 | \$50000 | Principal |
| Credit Recover | Create a credit recovery class to provide students the opportunity to catch-up in order to graduate college and career ready. | Academic Support Program | 01/06/2012 | 07/05/2013 | \$25000 | Johnny Leep, Kerrie Stewart |
| ESS | Restructure the ESS program to provide consistent, structured tutoring on designated days in the library after school. | Academic Support Program | 12/07/2012 | 06/01/2013 | \$5000 | Tammy Duncan |
| RTI | The school faculty will implement a school day RTI system that is based on formative assessments. | Academic Support Program | 06/01/2012 | 09/01/2012 | \$0 | Administrative team, teachers. |
| Training | Teachers will be trained in differentiated instruction methods | Professional Learning | 08/01/2012 | 09/30/2012 | \$500 | Principal, District Professional Development Coordinator |
| Total | | | | | \$82500 | |

Progress Notes

| Type | Name | Status | Comments | Created On | Created By |
|----------|-------------------------------------|-------------|--|------------------|--------------------|
| Strategy | Curriculum Mapping and Alignment | | Teachers are working on curriculum mapping as they plan each unit. | January 03, 2013 | Mrs. Terry R Adams |
| Activity | Curriculum Mapping and Alignment | In Progress | | January 03, 2013 | Mrs. Terry R Adams |
| Activity | SBDM - Data - Governance | Completed | | January 03, 2013 | Mrs. Terry R Adams |
| Activity | State Assessment | In Progress | | January 03, 2013 | Mrs. Terry R Adams |
| Activity | ePrep | In Progress | | January 03, 2013 | Mrs. Terry R Adams |
| Activity | EPAS | In Progress | | January 03, 2013 | Mrs. Terry R Adams |
| Activity | Professional Learning | In Progress | | January 03, 2013 | Mrs. Terry R Adams |
| Activity | Stacked Classes | Completed | | January 03, 2013 | Mrs. Terry R Adams |
| Activity | Math Intervention Class | Completed | | January 03, 2013 | Mrs. Terry R Adams |
| Activity | RTI | In Progress | | January 03, 2013 | Mrs. Terry R Adams |
| Activity | Restructure ESS | Completed | | January 03, 2013 | Mrs. Terry R Adams |
| Strategy | Create a Model of Shared Leadership | | Completed | January 14, 2013 | Mrs. Terry R Adams |
| Activity | Teacher Leaders | Completed | | January 14, 2013 | Mrs. Terry R Adams |
| Activity | Reality Store | Completed | | January 14, 2013 | Mrs. Terry R Adams |
| Strategy | Mission Statement | | Completed | January 14, 2013 | Mrs. Terry R Adams |
| Activity | Belief Statements | Completed | | January 14, 2013 | Mrs. Terry R Adams |
| Activity | Mission Statement | Completed | | January 14, 2013 | Mrs. Terry R Adams |
| Activity | Application | Completed | | January 14, 2013 | Mrs. Terry R Adams |