



# **KDE Comprehensive School Improvement Plan**

**Frankfort High School**  
**Frankfort Independent**

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

# **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?**

Frankfort High School is a community school located just blocks from the Capital building. We are a small school or just over 200 students, and that enrollment has dropped slightly over the last three years. The student body is very diverse, but have a very familial bond. There has been great turnover in staff in recent years, but the current faculty is committed to the school and its students. Frankfort High School has many deep, longstanding traditions, and a community that wants to be involved.



## **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.**

Our school subscribes to the same core values promoted by our superintendent.

-name and claim every child

-focus on the instructional core

-provide support for students through three perspectives: social/emotional, academic behavioral and mentoring

-embrace high expectations for all students

-focus on student centered actions

## **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.**

Frankfort High School has improved their graduation rate yearly, culminating on a 100% rate last year. The Frankfort High School Aerospace Program is one of if not the best in the state, continuing to grow and garner statewide recognition.

Frankfort High School is exploring means to expand CTE offerings, community based educational opportunities and dual credit partnerships.

## **Additional Information**

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

Frankfort High School is excited about the emerging community involvement, developing culture of learning and external partnerships that are driving school and student growth.

# **2015-16 FHS CSIP**

## **Overview**

### **Plan Name**

2015-16 FHS CSIP

### **Plan Description**

This Frankfort High School Comprehensive School Improvement Plan (CSIP) is focused on achievement, growth, gap reduction, college and career readiness, and graduation rate.

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students in grades nine (9) through twelve (12) at Frankfort High School will become proficient in the areas of math and reading.	Objectives: 2 Strategies: 6 Activities: 17	Academic	\$129800
2	Increase the average combined reading and math scores of our non-duplicated gap group students.	Objectives: 2 Strategies: 7 Activities: 14	Academic	\$119800
3	Reduce the number of all students currently scoring novice in all assessed content areas by half over the next five (5) years.	Objectives: 5 Strategies: 17 Activities: 33	Academic	\$130400
4	Increase the graduation rate.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$1500
5	Increase the percentage of students who are college and career ready.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$3000

## Goal 1: All students in grades nine (9) through twelve (12) at Frankfort High School will become proficient in the areas of math and reading.

### Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency level in Mathematics by 06/03/2016 as measured by the 2016 Algebra II End-of-Course assessment.

### Strategy 1:

Remediation Programs - Students who have not met the standards based on MAP (Measures of Academic Progress) assessments or teacher-developed formative assessments will be encouraged to attend the district's Excel and PEP programs during term breaks to strengthen their knowledge of mathematics.

Category: Continuous Improvement

Activity - Excel and PEP Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Excel and PEP programs offered between term breaks will offer remediation for those students who have not met the math standards.	Academic Support Program, Direct Instruction	03/21/2016	12/16/2016	\$5000	District Funding	Select Teachers

Activity - Individualized Skill Remediation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive support and intervention twice per week outside of their regular content area classrooms through a digital curriculum (Edgenuity or Naviance). Both come with a diagnostic that targets deficient skills and develops a learning plan designed for each student.	Academic Support Program	01/05/2016	12/16/2016	\$3900	General Fund	Math Teachers

Activity - Weekly Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly individual conferences will be held to monitor progress and set goals for the students.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	Select Staff

### Strategy 2:

Professional Learning Community (PLCs) - Professional Learning Communities (PLCs) will meet weekly to determine the academic progress of our students toward proficiency.

Category: Professional Learning & Support

Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students who have not met standards on formative assessments within our Standards Based Grading System will be invited to stay for ESS after school to provide additional support for their learning.	Academic Support Program	01/05/2016	12/16/2016	\$5000	District Funding	Select Teachers
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Activity - COMPASS Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
COMPASS Learning is a program that is utilized by entering student MAP data to determine areas of assistance and areas of enrichment. This program is used daily by teachers to provide additional support or as a supplement to student learning. Students have access to this program at home as well.	Academic Support Program	01/05/2016	12/16/2016	\$30000	District Funding	All Teachers

Activity - Peer Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted peer tutoring will take place during ESS utilizing National Honor Society (NHS) students.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	Grant Miller

Activity - Math Design Collaborative (MDC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will be involved in a professional learning initiative entitled Math Design Collaborative (MDC).	Academic Support Program, Direct Instruction, Professional Learning	01/04/2016	12/16/2016	\$39000	District Funding	All Math Teachers

### Strategy 3:

Measure of Academic Progress (MAP) - Students will be assessed using MAP three (3) times per year to provide data for growth in specific areas. This data is used to determine areas of focus and correlate with KPREP and EOC (End of Course) exams.

Category: Continuous Improvement

Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS will be provided to students who need to strengthen their math skills.	Academic Support Program	01/05/2016	12/16/2016	\$2000	District Funding	All Math Teachers

Activity - Tier 2 Intervention Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 intervention groups will be formed to remediate students who are experiencing deficiencies in their math content knowledge.	Academic Support Program, Direct Instruction	01/05/2016	12/16/2016	\$0	No Funding Required	All Math Teachers



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Activity - Excel and PEP Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Excel and PEP programs will offer specialized, focused remediation for identified students not at benchmark as determined by formative assessment data to include MAP data. These programs are held during term breaks in the school calendar.	Academic Support Program, Direct Instruction	01/05/2016	12/16/2016	\$1000	District Funding	All Math Teachers

**Strategy 4:**

Units of Study/Assessment - Units of study and subsequent assessments will be developed in PLCs that work as content area teams to develop higher levels of learning aligned to those units.

Category: Continuous Improvement

Activity - Data Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A data room will be established at Frankfort High School to monitor the progress of each individual student at each grade level. Their progress will be monitored on at least a biweekly basis.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	Math Teachers

**Measurable Objective 2:**

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency level in Reading by 06/03/2016 as measured by the 2016 English II End-of-Course assessment.

**Strategy 1:**

Remediation Initiatives-Reading - Students who have not met the standards based on MAP assessments or teacher-developed formative assessments will be encouraged to attend the school's Excel and PEP programs during term breaks to strengthen their reading ability.

Category: Continuous Improvement

Activity - Reading Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Excel and PEP programs offered between term breaks will reinforce reading standards.	Academic Support Program, Direct Instruction	01/05/2016	12/16/2016	\$5000	District Funding	Select Teachers

Activity - Reading Remediation 2.0	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students needing reading remediation will receive support and intervention twice per week outside of their regular English classroom.	Academic Support Program	01/05/2016	12/16/2016	\$3900	General Fund	Select Teachers

Activity - Weekly Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Weekly individual conferences will be held to monitor progress and set goals.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	Select Teachers
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**Strategy 2:**

PLCs/Reading - PLCs will meet weekly to determine the academic progress of our students in reading.

Category: Professional Learning & Support

Activity - ESS/Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have not met standards on formative assessments within our Standards Based Grading System will be invited and encouraged to stay for ESS after school to provide additional support to increase their reading ability.	Academic Support Program	01/05/2016	12/16/2016	\$5000	District Funding	Select Teachers

Activity - COMPASS Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
COMPASS Learning is a program that is utilized by entering student MAP data to determine areas of where assistance is needed. This program is used daily by teachers to provide additional support or as a supplement to student learning. Students have access to this program at home as well.	Academic Support Program	01/05/2016	12/16/2016	\$30000	District Funding	All Teachers

Activity - Peer Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted peer tutoring will take place during ESS utilizing National Honor Society (NHS) students.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	Grant Miller

## Goal 2: Increase the average combined reading and math scores of our non-duplicated gap group students.

**Measurable Objective 1:**

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency level in Reading by 06/03/2016 as measured by the 2016 English II End-of-Course assessment.

**Strategy 1:**

Remediation Programs/Gap Group - Students who have not met standards based on MAP assessments or teacher-developed formative assessments will be encouraged to attend Frankfort High School's Excel and PEP programs during term breaks to strengthen their knowledge in reading.

Category: Continuous Improvement

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Activity - Excel and PEP Programs/Gap Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Excel and PEP programs offered during term breaks will reinforce students' reading ability.	Academic Support Program	01/05/2016	12/16/2016	\$3000	District Funding	Select Teachers

Activity - Individualized Reading Remediation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of reading remediation will receive support and intervention twice per week outside of their regular content area classroom.	Academic Support Program	01/05/2016	12/16/2016	\$3000	General Fund	Select Teachers

Activity - Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly individual conferences will be held to monitor progress and set goals.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	Select Teachers

**Strategy 2:**

Sustained Reading - Increased time will be devoted to independent reading focusing on fluency.

Category: Continuous Improvement

Activity - Daily Sustained Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily sustained reading will occur in all English classes.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	ELA Teachers

Activity - Whole-School Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly, one hour, whole-school sustained reading times will occur.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	All Teachers

**Strategy 3:**

Professional Learning Communities (PLCs) - PLCs will meet weekly to determine the academic progress of our students at Frankfort High School.

Category: Professional Learning &amp; Support

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students who have not met standards on formative assessments within our Standards Based Grading System will be invited to stay for ESS after school to provide additional support for their learning.	Academic Support Program, Professional Learning	01/05/2016	12/16/2016	\$2000	District Funding	Select Teachers
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Activity - COMPASS Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
COMPASS Learning is a program that is utilized by entering student MAP data to determine areas in need of reinforcement. This program is used daily by teachers to provide additional support or as a supplement to student learning. Students have access to this program at home also.	Academic Support Program	01/05/2016	12/16/2016	\$30000	District Funding	All Teachers

### Measurable Objective 2:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency level in Mathematics by 06/03/2016 as measured by the 2016 algebra II End-of-Course assessment.

### Strategy 1:

Excel and PEP Programs - Students who have not met the standards based on MAP assessments or teacher-developed formative assessments will be encouraged to attend the district's Excel and PEP programs during term breaks to strengthen their knowledge in mathematics.

Category: Continuous Improvement

Activity - Excel and PEP Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Excel and PEP programs offered during term breaks will reinforce the math skills of our students at FHS.	Academic Support Program	01/05/2016	12/16/2016	\$3000	District Funding	Select Teachers

Activity - Individual Skill Remediation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive support and intervention twice per week outside of their regular math classrooms through a digital curriculum (Edgenuity or Naviance). Both come with a diagnostic that targets deficient skills and develops a learning plan designed for each student.	Academic Support Program	01/05/2016	12/16/2016	\$3900	General Fund	Math Teachers

Activity - Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly individual conferences will be held to monitor progress and set goals.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	Math Teachers

### Strategy 2:

Professional Learning Communities - PLCs will meet weekly to determine the academic progress of our students.

Category: Professional Learning & Support

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Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have not met standards on formative assessments within our Standard Based Grading System will be invited to stay for ESS after school to provide additional support for their learning.	Academic Support Program	01/05/2016	12/16/2016	\$2000	District Funding	Select Teachers

Activity - COMPASS Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
COMPASS Learning is a program that is utilized by entering student MAP data to determine areas in need of remediation. This program is used daily by teachers to provide additional support or as a supplement to student learning. Students have access to this at home also.	Academic Support Program	01/05/2016	12/16/2016	\$30000	District Funding	All Teachers

**Strategy 3:**

PLC Work - PLCs will attend and implement professional development for more rigorous, relevant instruction.

Category: Professional Learning & Support

Activity - MDC Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MDC training will be conducted for all math teaches. FALS will be conducted and monitored biweekly.	Professional Learning	01/04/2016	12/16/2016	\$39000	District Funding	All Math Teachers

**Strategy 4:**

Algebra II Support - Additional support will be provided for the enhancement of math skills outside of the regular Algebra II classroom.

Category: Continuous Improvement

Activity - Math Skills Enhancement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of Naviance and PrepMe will be used to supplement classroom instruction.	Academic Support Program	01/05/2016	12/16/2016	\$3900	General Fund	All Math Teachers

## **Goal 3: Reduce the number of all students currently scoring novice in all assessed content areas by half over the next five (5) years.**

**Measurable Objective 1:**

A 10% decrease of Tenth and Eleventh grade students will collaborate to decrease the number of novices by half each year (for the next 5 years) in Writing by 06/10/2016 as measured by ultimately by the 2020 writing-on-demand assessment.

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**Strategy 1:**

Tier 2 Instruction Groups - Tier 2 instruction groups will be developed for those students who need to strengthen their writing skills.

Category: Continuous Improvement

Activity - Tier 2 Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as novice or potential novice levels through PLCs will receive small group writing remediation through designed student groups weekly.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	ELA and ECE Teachers

**Strategy 2:**

Student Identification - PLCs will identify students not meeting formative benchmarks and will refer these students to the ESS program.

Category: Professional Learning &amp; Support

Activity - Student Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS will be offered after school to students who have been assessed at limited mastery on a summative assessment.	Academic Support Program	01/05/2016	12/16/2016	\$2000	District Funding	English Teachers

Activity - Peer Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted peer tutoring will also be utilized during the after-school ESS program by National Honor Society (NHS) students..	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	Grant Miller

**Strategy 3:**

Writing Plan - Writing plans will be reviewed and revised as needed.

Category: Professional Learning &amp; Support

Activity - Writing Plan Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Frankfort High School writing plan will be reviewed and revised to focus on needed growth areas, text complexity, and common core standards.	Professional Learning	01/04/2016	12/16/2016	\$0	No Funding Required	Administrators, PLC Facilitators, School Improvement Committee, English Teachers

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Activity - On-Demand Scrimmage Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly on-demand writing scrimmages will be administered and then blind scored by staff.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	All English Teachers

**Strategy 4:**

PLCs - PLCs will continue to meet in vertical and grade level teams to work on writing strategies.

Category: Professional Learning & Support

Activity - ESS Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have not met standards in formative assessments within the classroom through our Standards Based Grading system will be invited to stay for ESS services after school to provide additional support for their learning.	Academic Support Program	01/05/2016	12/16/2016	\$3000	District Funding	Select Teachers

Activity - COMPASS Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
COMPASS Learning is a program that is utilized by entering student MAP data to determine areas of assistance and areas of enrichment. This program is used daily by teachers to provide additional support or as a supplement to student learning. Students have access to this program at home also.	Academic Support Program	01/05/2016	12/16/2016	\$30000	District Funding	Select Teachers

**Strategy 5:**

Use of MAP Data - Students will take the MAP assessment three (3) times per year to provide data for growth in specific areas.

Category: Continuous Improvement

Activity - ESS Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP data will be used to determine areas of focus and correlate with KPREP and end-of-course assessments. Students needing remediation in various standards will be encourage to attend the ESS program.	Academic Support Program	01/05/2016	12/16/2016	\$1500	General Fund	Select Teachers

**Measurable Objective 2:**

A 10% decrease of Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to decrease the number of novices by half each year (for the next 5 years) in Reading by 06/10/2016 as measured by ultimately by the 2020 KPREP assessment.

**Strategy 1:**

Increased Reading Time - Increased time will be devoted to independent reading focusing on fluency.

Category: Continuous Improvement

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Activity - Daily Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily sustained time will be devoted to reading in all English classes.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	ELA Teachers

Activity - Whole School Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly one-hour whole-school sustained reading times will occur.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	All Teachers

Activity - SRA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SRA probes will be given twice per term.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	ELA Teachers

**Strategy 2:**

Consistent Reading - Consistent reading comprehension strategies will be implemented.

Category: Continuous Improvement

Activity - Close Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Close reading strategies will be applied in all classes.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	All Teachers

**Strategy 3:**

Remediation Programs - Students who continue to display reading deficiencies will be invited and encouraged to attend Excel and PEP programs during term breaks.

Category: Continuous Improvement

Activity - Excel and PEP Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Excel and PEP will offer specialized, focused remediation for identified students not at benchmark as determined by formative data.	Academic Support Program	01/05/2016	12/16/2016	\$1000	District Funding	Select Teachers

**Strategy 4:**

PLC Work - During PLCs, teachers will identify students who have not met standards through formative assessments within the classroom through our Standards Based Grading System.

Category: Professional Learning & Support



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Activity - Name and Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
It will be determine who each and every student is who is not meeting standards. This determination will occur during PLC meetings that occur weekly. In turn, these students will be encouraged to stay for ESS after school to provide additional support for their learning.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	All Teachers

Activity - Novice Reduction Training/Sharing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice reduction training will occur for a core team of teachers who in turn will share their findings with their respective PLC.	Professional Learning	01/04/2016	12/16/2016	\$0	No Funding Required	All Teachers

**Measurable Objective 3:**

A 10% decrease of Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to decrease the number of novices by half each year (for the next 5 years) in Mathematics by 06/10/2016 as measured by ultimately the 2020 Algebra II End-of-Course assessment..

**Strategy 1:**

Remediation Programs at FHS - Students who have not met the standards based on MAP assessments or teacher developed formative assessments will be encouraged to attend the district's Excel and PEP programs during term breaks to strengthen their knowledge in mathematics.

Category: Continuous Improvement

Activity - Excel and PEP Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Excel and PEP programs offered during term breaks will reinforce math standards.	Academic Support Program	03/21/2016	12/16/2016	\$5000	General Fund	Select Teachers

Activity - Individualized Math Skill Remediation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive support and intervention twice per week outside of their regular math classroom through a digital curriculum (Edgenuity or Naviance). Both come with a diagnostic that targets deficient skills and develops a learning plan designed for each content.	Academic Support Program	01/05/2016	12/16/2016	\$3900	General Fund	Math Teachers

Activity - Weekly conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly individual conferences will be held to monitor progress and set goals.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	All Teachers

**Strategy 2:**

Professional Learning Community (PLCs) - PLCs will meet weekly to determine the academic progress of our math students.

Category: Professional Learning & Support

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Activity - Extended School Services (ESS)/Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have not met standards on formative assessments within our Standards Based Grading System will be invited to stay for ESS after school to provide additional support for their learning.	Academic Support Program	01/05/2016	12/16/2016	\$5000	General Fund	Select Teachers
Activity - COMPASS Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
COMPASS Learning is a program that is utilized by entering student MAP data to determines areas of assistance and areas of enrichment. This program is used daily by teachers to provide additional support or as a supplement to student learning. Students have access to this program at home as well.	Academic Support Program	01/05/2016	12/16/2016	\$30000	District Funding	All Teachers
Activity - Response To Intervention (RTI)/Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI protocols will be utilized within all math classrooms with additional assistance provided if needed.	Academic Support Program	01/05/2016	12/16/2016	\$3000	General Fund	Math Teachers
Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS will be offered after school to students who have been assessed at limited mastery on summative assessments in mathematics.	Academic Support Program	01/05/2016	12/16/2016	\$2000	General Fund	Math Teachers
Activity - Peer Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted peer tutoring will take place during ESS utilizing National Honor Society (NHS) students.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	Grant Miller
Activity - Math Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will be involved in a professional learning initiative entitled Mathematics Design Collaborative (MDC).	Professional Learning	01/04/2016	12/16/2016	\$39000	District Funding	Math Teachers

### Strategy 3:

Measure of Academic Progress - Students will be assessed using MAP three (3) times per year to provide data for growth in specific areas. This data is used to determine areas of focus and correlate with KPREP and EOC exams..

Category: Continuous Improvement

Activity - ESS Program/Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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ESS will be provided to students who are in need of assistance to strengthen their math skills.	Academic Support Program	01/05/2016	12/16/2016	\$2000	General Fund	Math Teachers
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## Strategy 4:

Units of Study/Assessment/Math - Units of study and subsequent assessments will be developed in PLCs that work as content area teams to develop higher alignment levels of those units.

Category: Professional Learning & Support

Activity - Data Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A data room will be established at FHS to monitor the progress of each individual student at each grade level. Their progress will be monitored on at least a biweekly basis.	Academic Support Program, Professional Learning	01/05/2016	12/16/2016	\$0	No Funding Required	Math Teachers

## Measurable Objective 4:

A 10% decrease of Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to decrease the number of novices by half each year (for the next five years) in Social Studies by 06/10/2016 as measured by ultimately the 2020 US History End-of-Course assessment.

## Strategy 1:

Sustained Reading/Social Studies - Sustained reading initiatives will occur in all English classes which, in turn, should benefit those students in Social Studies.

Category: Continuous Improvement

Activity - Sustained Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sustained reading times will be established in all English classes. All content areas should benefit from this initiative, including Social Studies.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	ELA Teachers

Activity - Whole School Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly, one-hour, whole-school reading times will occur. This activity should benefit students in Social Studies.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	All Teachers

Activity - SRA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SRA probes will be given twice per term to enhance reading skills which will benefit the content area of Social Studies.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	ELA Teachers

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**Strategy 2:**

Comprehension Strategies/Social Studies - Social studies assessment scores will be improved by utilizing reading comprehension strategies in the classrooms.

Category: Continuous Improvement

Activity - Close Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Close reading strategies will be implemented in all classrooms.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	All Teachers

**Strategy 3:**

ORQ Scoring - PLCs will create course specific ORQs with the student responses blind assessed.

Category: Continuous Improvement

Activity - ORQ Responses Scored	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be administered ORQs that have been developed during PLCs. These will then be assessed blindly and feedback provided to each student individually.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	All Teachers

Activity - Remediation Programs/Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Excel and PEP programs held each term break allow for the remediation of students in reading and math. The reading interventions should benefit those students in Social Studies.	Academic Support Program	01/05/2016	12/16/2016	\$3000	General Fund	Select Teachers

**Measurable Objective 5:**

A 10% decrease of Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to decrease the number of novices by half each year (for the next 5 years) in Science by 06/10/2016 as measured by ultimately the 2020 Biology end-of- course assessment.

**Strategy 1:**

ORQ Scoring/Social Studies - PLCs will create course specific ORQs with the student responses blind assessed.

Category: Continuous Improvement

Activity - ORQ Responses Scored	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be administered ORQs that have been developed during PLCs. These will then be assessed blindly and feedback provided to each student individually.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	All Teachers

## Goal 4: Increase the graduation rate.

### Measurable Objective 1:

A 4% increase of Twelfth grade students will improve graduation rate to 100% in Career & Technical by 06/03/2016 as measured by the 2016 graduation rate.

### Strategy 1:

Name and Claim Every Potential Graduate - Each of the graduation cohort members (4-year and 5-year) will be conferenced and supported on an individual basis.

Category: Persistence to Graduation

Activity - Quarterly Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quarterly graduation conferences will be held individually for each student in each graduation cohort.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	Cindy Anderson

### Strategy 2:

Credit Recovery - Staff will work with each student on an individual basis to be sure they are on track for graduation and by offering digital credit recovery courses.

Category: Persistence to Graduation

Activity - Digital Recovery of Credits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Digital credit recovery courses will be established to afford potential graduates the opportunity to complete required course work through Edgenuity.	Academic Support Program	01/05/2016	12/16/2016	\$1500	General Fund	Nick Barton

## Goal 5: Increase the percentage of students who are college and career ready.

### Measurable Objective 1:

A 17% increase of Tenth, Eleventh and Twelfth grade students will achieve college and career readiness demonstrated by in Career & Technical by 06/03/2016 as measured by ACT, KOSSA, ACT Work Keys, KYOTE, ASVAB, COMPASS and industry certifications.

### Strategy 1:

Name and Claim/CCR - Each senior will be involved in conferences and mentored on an individual basis to be sure they are College and Career Ready (CCR) as determined by at least one of several assessments or industry certifications.

Category: Career Readiness Pathways

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Activity - Data Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The data room will provide the opportunity for staff to create a profile for every student to be visually placed on the wall with pertinent college and career readiness data. This information will ensure that all students receive the proper support to be college and career ready.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	John Lyons Craig Foley

**Strategy 2:**

CCR Assistance - Classes will be established in the master schedule to support students so they will be college and career ready.

Category: Career Readiness Pathways

Activity - Reaching the Benchmark	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCRR/CCRM and ACT Prep classes will be formed with students who have failed to meet one of the CCR benchmarks.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	John Lyons Select Staff

**Strategy 3:**

Remediation Programs/CCR - Students needing help reaching CCR benchmarks will receive remediation through various initiatives.

Category: Continuous Improvement

Activity - Extended School Services (ESS)/CCR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have not met standards on formative assessments within our Standards Based Grading System will be invited and encouraged to stay for ESS after school to provide additional support for their learning.	Academic Support Program	01/05/2016	12/16/2016	\$3000	General Fund	Select Teachers
Activity - Response To Intervention (RTI)/CCR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI protocols will be utilized within all classrooms with additional assistance provided if needed.	Academic Support Program	01/05/2016	12/16/2016	\$0	No Funding Required	All Teachers

## 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
Math Skills Enhancement	The use of Naviance and PrepMe will be used to supplement classroom instruction.	Academic Support Program	01/05/2016	12/16/2016	\$3900	All Math Teachers
Response To Intervention (RTI)/Math	RTI protocols will be utilized within all math classrooms with additional assistance provided if needed.	Academic Support Program	01/05/2016	12/16/2016	\$3000	Math Teachers
Extended School Services (ESS)/CCR	Students who have not met standards on formative assessments within our Standards Based Grading System will be invited and encouraged to stay for ESS after school to provide additional support for their learning.	Academic Support Program	01/05/2016	12/16/2016	\$3000	Select Teachers
Digital Recovery of Credits	Digital credit recovery courses will be established to afford potential graduates the opportunity to complete required course work through Edgenuity.	Academic Support Program	01/05/2016	12/16/2016	\$1500	Nick Barton
Individualized Math Skill Remediation Plan	All students will receive support and intervention twice per week outside of their regular math classroom through a digital curriculum (Edgenuity or Naviance). Both come with a diagnostic that targets deficient skills and develops a learning plan designed for each content.	Academic Support Program	01/05/2016	12/16/2016	\$3900	Math Teachers
Individualized Reading Remediation Plan	Students in need of reading remediation will receive support and intervention twice per week outside of their regular content area classroom.	Academic Support Program	01/05/2016	12/16/2016	\$3000	Select Teachers
Extended School Services (ESS)/Math	Students who have not met standards on formative assessments within our Standards Based Grading System will be invited to stay for ESS after school to provide additional support for their learning.	Academic Support Program	01/05/2016	12/16/2016	\$5000	Select Teachers
Remediation Programs/Social Studies	The Excel and PEP programs held each term break allow for the remediation of students in reading and math. The reading interventions should benefit those students in Social Studies.	Academic Support Program	01/05/2016	12/16/2016	\$3000	Select Teachers
Individualized Skill Remediation Plan	All students will receive support and intervention twice per week outside of their regular content area classrooms through a digital curriculum (Edgenuity or Naviance). Both come with a diagnostic that targets deficient skills and develops a learning plan designed for each student.	Academic Support Program	01/05/2016	12/16/2016	\$3900	Math Teachers

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Individual Skill Remediation Plan	All students will receive support and intervention twice per week outside of their regular math classrooms through a digital curriculum (Edgenuity or Naviance). Both come with a diagnostic that targets deficient skills and develops a learning plan designed for each student.	Academic Support Program	01/05/2016	12/16/2016	\$3900	Math Teachers
Excel and PEP Programs	The Excel and PEP programs offered during term breaks will reinforce math standards.	Academic Support Program	03/21/2016	12/16/2016	\$5000	Select Teachers
Extended School Services (ESS)	ESS will be offered after school to students who have been assessed at limited mastery on summative assessments in mathematics.	Academic Support Program	01/05/2016	12/16/2016	\$2000	Math Teachers
ESS Program/Math	ESS will be provided to students who are in need of assistance to strengthen their math skills.	Academic Support Program	01/05/2016	12/16/2016	\$2000	Math Teachers
ESS Program	MAP data will be used to determine areas of focus and correlate with KPREP and end-of-course assessments. Students needing remediation in various standards will be encourage to attend the ESS program.	Academic Support Program	01/05/2016	12/16/2016	\$1500	Select Teachers
Reading Remediation 2.0	All students needing reading remediation will receive support and intervention twice per week outside of their regular English classroom.	Academic Support Program	01/05/2016	12/16/2016	\$3900	Select Teachers
<b>Total</b>					<b>\$48500</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 2 Intervention Groups	Tier 2 intervention groups will be formed to remediate students who are experiencing deficiencies in their math content knowledge.	Academic Support Program, Direct Instruction	01/05/2016	12/16/2016	\$0	All Math Teachers
SRA	SRA probes will be given twice per term.	Academic Support Program	01/05/2016	12/16/2016	\$0	ELA Teachers
Writing Plan Review	The Frankfort High School writing plan will be reviewed and revised to focus on needed growth areas, text complexity, and common core standards.	Professional Learning	01/04/2016	12/16/2016	\$0	Administrator s, PLC Facilitators, School Improvement Committee, English Teachers
Daily Sustained Reading	Daily sustained reading will occur in all English classes.	Academic Support Program	01/05/2016	12/16/2016	\$0	ELA Teachers



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ORQ Responses Scored	Students will be administered ORQs that have been developed during PLCs. These will then be assessed blindly and feedback provided to each student individually.	Academic Support Program	01/05/2016	12/16/2016	\$0	All Teachers
Conferencing	Weekly individual conferences will be held to monitor progress and set goals.	Academic Support Program	01/05/2016	12/16/2016	\$0	Select Teachers
Response To Intervention (RTI)/CCR	RTI protocols will be utilized within all classrooms with additional assistance provided if needed.	Academic Support Program	01/05/2016	12/16/2016	\$0	All Teachers
Data Room	A data room will be established at FHS to monitor the progress of each individual student at each grade level. Their progress will be monitored on at least a biweekly basis.	Academic Support Program, Professional Learning	01/05/2016	12/16/2016	\$0	Math Teachers
SRA	SRA probes will be given twice per term to enhance reading skills which will benefit the content area of Social Studies.	Academic Support Program	01/05/2016	12/16/2016	\$0	ELA Teachers
Whole School Reading	Weekly one-hour whole-school sustained reading times will occur.	Academic Support Program	01/05/2016	12/16/2016	\$0	All Teachers
Conferencing	Weekly individual conferences will be held to monitor progress and set goals.	Academic Support Program	01/05/2016	12/16/2016	\$0	Math Teachers
Peer Tutoring	Targeted peer tutoring will take place during ESS utilizing National Honor Society (NHS) students.	Academic Support Program	01/05/2016	12/16/2016	\$0	Grant Miller
Data Room	The data room will provide the opportunity for staff to create a profile for every student to be visually placed on the wall with pertinent college and career readiness data. This information will ensure that all students receive the proper support to be college and career ready.	Academic Support Program	01/05/2016	12/16/2016	\$0	John Lyons Craig Foley
Data Room	A data room will be established at Frankfort High School to monitor the progress of each individual student at each grade level. Their progress will be monitored on at least a biweekly basis.	Academic Support Program	01/05/2016	12/16/2016	\$0	Math Teachers
Peer Tutoring	Targeted peer tutoring will take place during ESS utilizing National Honor Society (NHS) students.	Academic Support Program	01/05/2016	12/16/2016	\$0	Grant Miller
Name and Claim	It will be determine who each and every student is who is not meeting standards. This determination will occur during PLC meetings that occur weekly. In turn, these students will be encouraged to stay for ESS after school to provide additional support for their learning.	Academic Support Program	01/05/2016	12/16/2016	\$0	All Teachers
Sustained Reading	Sustained reading times will be established in all English classes. All content areas should benefit from this initiative, including Social Studies.	Academic Support Program	01/05/2016	12/16/2016	\$0	ELA Teachers

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Close Reading Strategies	Close reading strategies will be implemented in all classrooms.	Academic Support Program	01/05/2016	12/16/2016	\$0	All Teachers
Whole School Reading	Weekly, one-hour, whole-school reading times will occur. This activity should benefit students in Social Studies.	Academic Support Program	01/05/2016	12/16/2016	\$0	All Teachers
Tier 2 Groups	Students identified as novice or potential novice levels through PLCs will receive small group writing remediation through designed student groups weekly.	Academic Support Program	01/05/2016	12/16/2016	\$0	ELA and ECE Teachers
Reaching the Benchmark	CCRR/CCRM and ACT Prep classes will be formed with students who have failed to meet one of the CCR benchmarks.	Academic Support Program	01/05/2016	12/16/2016	\$0	John Lyons Select Staff
ORQ Responses Scored	Students will be administered ORQs that have been developed during PLCs. These will then be assessed blindly and feedback provided to each student individually.	Academic Support Program	01/05/2016	12/16/2016	\$0	All Teachers
Quarterly Conferences	Quarterly graduation conferences will be held individually for each student in each graduation cohort.	Academic Support Program	01/05/2016	12/16/2016	\$0	Cindy Anderson
Close Reading Strategies	Close reading strategies will be applied in all classes.	Academic Support Program	01/05/2016	12/16/2016	\$0	All Teachers
Weekly Conferences	Weekly individual conferences will be held to monitor progress and set goals.	Academic Support Program	01/05/2016	12/16/2016	\$0	Select Teachers
On-Demand Scrimmage Scoring	Monthly on-demand writing scrimmages will be administered and then blind scored by staff.	Academic Support Program	01/05/2016	12/16/2016	\$0	All English Teachers
Daily Reading	Daily sustained time will be devoted to reading in all English classes.	Academic Support Program	01/05/2016	12/16/2016	\$0	ELA Teachers
Novice Reduction Training/Sharing	Novice reduction training will occur for a core team of teachers who in turn will share their findings with their respective PLC.	Professional Learning	01/04/2016	12/16/2016	\$0	All Teachers
Weekly conferences	Weekly individual conferences will be held to monitor progress and set goals.	Academic Support Program	01/05/2016	12/16/2016	\$0	All Teachers
Peer Tutoring	Targeted peer tutoring will take place during ESS utilizing National Honor Society (NHS) students.	Academic Support Program	01/05/2016	12/16/2016	\$0	Grant Miller
Whole-School Reading	Weekly, one hour, whole-school sustained reading times will occur.	Academic Support Program	01/05/2016	12/16/2016	\$0	All Teachers
Weekly Conferences	Weekly individual conferences will be held to monitor progress and set goals for the students.	Academic Support Program	01/05/2016	12/16/2016	\$0	Select Staff

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Peer Tutoring	Targeted peer tutoring will also be utilized during the after-school ESS program by National Honor Society (NHS) students..	Academic Support Program	01/05/2016	12/16/2016	\$0	Grant Miller
<b>Total</b>					\$0	

## District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Design Collaborative	Math teachers will be involved in a professional learning initiative entitled Mathematics Design Collaborative (MDC).	Professional Learning	01/04/2016	12/16/2016	\$39000	Math Teachers
Excel and PEP Programs	The Excel and PEP programs will offer specialized, focused remediation for identified students not at benchmark as determined by formative assessment data to include MAP data. These programs are held during term breaks in the school calendar.	Academic Support Program, Direct Instruction	01/05/2016	12/16/2016	\$1000	All Math Teachers
Excel and PEP Programs/Gap Group	The Excel and PEP programs offered during term breaks will reinforce students' reading ability.	Academic Support Program	01/05/2016	12/16/2016	\$3000	Select Teachers
COMPASS Learning	COMPASS Learning is a program that is utilized by entering student MAP data to determine areas of assistance and areas of enrichment. This program is used daily by teachers to provide additional support or as a supplement to student learning. Students have access to this program at home also.	Academic Support Program	01/05/2016	12/16/2016	\$30000	Select Teachers
COMPASS Learning	COMPASS Learning is a program that is utilized by entering student MAP data to determine areas of assistance and areas of enrichment. This program is used daily by teachers to provide additional support or as a supplement to student learning. Students have access to this program at home as well.	Academic Support Program	01/05/2016	12/16/2016	\$30000	All Teachers
Math Design Collaborative (MDC)	All math teachers will be involved in a professional learning initiative entitled Math Design Collaborative (MDC).	Academic Support Program, Direct Instruction, Professional Learning	01/04/2016	12/16/2016	\$39000	All Math Teachers
MDC Training	MDC training will be conducted for all math teaches. FALS will be conducted and monitored biweekly.	Professional Learning	01/04/2016	12/16/2016	\$39000	All Math Teachers
ESS/Reading	Students who have not met standards on formative assessments within our Standards Based Grading System will be invited and encouraged to stay for ESS after school to provide additional support to increase their reading ability.	Academic Support Program	01/05/2016	12/16/2016	\$5000	Select Teachers

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Extended School Services (ESS)	Students who have not met standards on formative assessments within our Standards Based Grading System will be invited to stay for ESS after school to provide additional support for their learning.	Academic Support Program	01/05/2016	12/16/2016	\$5000	Select Teachers
ESS	Students who have not met standards on formative assessments within our Standards Based Grading System will be invited to stay for ESS after school to provide additional support for their learning.	Academic Support Program, Professional Learning	01/05/2016	12/16/2016	\$2000	Select Teachers
COMPASS Learning	COMPASS Learning is a program that is utilized by entering student MAP data to determine areas of assistance and areas of enrichment. This program is used daily by teachers to provide additional support or as a supplement to student learning. Students have access to this program at home as well.	Academic Support Program	01/05/2016	12/16/2016	\$30000	All Teachers
COMPASS Learning	COMPASS Learning is a program that is utilized by entering student MAP data to determine areas in need of remediation. This program is used daily by teachers to provide additional support or as a supplement to student learning. Students have access to this at home also.	Academic Support Program	01/05/2016	12/16/2016	\$30000	All Teachers
Reading Remediation	The Excel and PEP programs offered between term breaks will reinforce reading standards.	Academic Support Program, Direct Instruction	01/05/2016	12/16/2016	\$5000	Select Teachers
COMPASS Learning	COMPASS Learning is a program that is utilized by entering student MAP data to determine areas in need of reinforcement. This program is used daily by teachers to provide additional support or as a supplement to student learning. Students have access to this program at home also.	Academic Support Program	01/05/2016	12/16/2016	\$30000	All Teachers
ESS Program	Students who have not met standards in formative assessments within the classroom through our Standards Based Grading system will be invited to stay for ESS services after school to provide additional support for their learning.	Academic Support Program	01/05/2016	12/16/2016	\$3000	Select Teachers
Extended School Services (ESS)	ESS will be provided to students who need to strengthen their math skills.	Academic Support Program	01/05/2016	12/16/2016	\$2000	All Math Teachers
Excel and PEP Programs	Excel and PEP will offer specialized, focused remediation for identified students not at benchmark as determined by formative data.	Academic Support Program	01/05/2016	12/16/2016	\$1000	Select Teachers
Excel and PEP Programs	The Excel and PEP programs offered between term breaks will offer remediation for those students who have not met the math standards.	Academic Support Program, Direct Instruction	03/21/2016	12/16/2016	\$5000	Select Teachers

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Excel and PEP Programs	The Excel and PEP programs offered during term breaks will reinforce the math skills of our students at FHS.	Academic Support Program	01/05/2016	12/16/2016	\$3000	Select Teachers
COMPASS Learning	COMPASS Learning is a program that is utilized by entering student MAP data to determine areas of where assistance is needed. This program is used daily by teachers to provide additional support or as a supplement to student learning. Students have access to this program at home as well.	Academic Support Program	01/05/2016	12/16/2016	\$30000	All Teachers
ESS	Students who have not met standards on formative assessments within our Standard Based Grading System will be invited to stay for ESS after school to provide additional support for their learning.	Academic Support Program	01/05/2016	12/16/2016	\$2000	Select Teachers
Student Remediation	ESS will be offered after school to students who have been assessed at limited mastery on a summative assessment.	Academic Support Program	01/05/2016	12/16/2016	\$2000	English Teachers
<b>Total</b>					\$336000	

# **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?**

"What areas are we not meeting the needs of our students?"

The data/information tells us we have a huge deficit in reading, with half of our students scoring at novice levels.

The data/information does not tell us about the staff turnover, with only 1 tenured core teacher on staff.

These issues do not allow for consistency and the opportunity to build

capacity

Lack of parental involvement was also noted as a something the data/information does not tell/show us



## **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 Biology EOC scores ranked in the top third of the state, and our graduation rate continued to rise above 95%. We will be intentional to track every member of each cohort to assure an on time graduation.

## **Opportunities for Improvement**

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

Our novice rate in reading is the most disappointing, with half of all tested students falling to this designation. As a school we have devoted sustained reading time daily through English classes, weekly schoolwide reading hour, PD and implementation of Close Reading strategies across content areas.

## **Conclusion**

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

Focused attention to individual student progress in PLC's, monitoring of instruction to assure sustained reading and Close Reading strategies are occurring in classes.

# **KDE Compliance and Accountability - Schools**

## **Introduction**

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

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

## Planning and Accountability Requirements

**The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.**

N/A (this question does not apply)

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

N/A (this question does not apply)

**All children-were screened for kindergarten readiness. If yes, name the assessment.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of students who are Kindergarten ready.**

N/A (this question does not apply)

**The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.**

N/A (this question does not apply)

**The school identified specific strategies to address subgroup achievement gaps.**

**Goal 1:**

Increase the average combined reading and math scores of Frankfort High School non-duplicated Gap group students

**Measurable Objective 1:**

A 10% increase of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency level in Mathematics by 06/10/2016 as measured by Alg II EOC.

**Strategy1:**

PLC's - PLC's will meet weekly to determine the academic progress of our students

Category: Continuous Improvement

Research Cited:

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Activity - COMPASS Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
COMPASS Learning is a program that is utilized by entering student MAP data to determine areas in need of reinforcement. This program is used daily by teachers to provide additional support or as a supplement to student learning. Students have access to this program at home, also.	Academic Support Program	01/05/2016	12/16/2016	\$30000 - District Funding	All Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have not met standards on formative assessments within our Standards Based Grading System will be invited to stay for ESS services to provide additional support for their learning.	Academic Support Program	01/04/2016	06/10/2016	\$2000 - District Funding	all teachers

## Strategy2:

Remediation Initiatives - Students who have not met benchmarks based upon MAP and other formative assessments will be encouraged to attend PEP and Excel

Category: Continuous Improvement

Research Cited:

Activity - Conferencing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly individual student conferences to provide academic counseling and support	Academic Support Program	01/04/2016	06/10/2016	\$0 - No Funding Required	All teachers

Activity - Individualized Skill Remediation Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive support and intervention twice a week outside of the content area classroom through a digital curriculum designed to focus upon their individual areas of weakness.	Academic Support Program	01/05/2016	06/10/2016	\$3900 - General Fund	All staff

Activity - Excel and PEP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Programs offered between term breaks that will reinforce and remediate student reading abilities	Academic Support Program	01/04/2016	06/10/2016	\$3000 - District Funding	English and Special Education teachers

## Measurable Objective 2:

A 10% increase of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency level in Reading by 06/10/2016 as measured by Eng II EOC.

## Strategy1:

Remediation Initiatives - Students who have not met benchmarks based upon MAP and other formative assessments will be encouraged to

SY 2015-2016

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attend PEP and Excel

Category: Continuous Improvement

Research Cited:

Activity - Individualized Skill Remediation Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive support and intervention twice a week outside of the content area classroom through a digital curriculum designed to focus upon their individual areas of weakness.	Academic Support Program	01/05/2016	06/10/2016	\$3900 - General Fund	All staff

Activity - Conferencing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly individual student conferences to provide academic counseling and support	Academic Support Program	01/04/2016	06/10/2016	\$0 - No Funding Required	All teachers

Activity - Excel and PEP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Programs offered between term breaks that will reinforce and remediate student reading abilities	Academic Support Program	01/04/2016	06/10/2016	\$3000 - District Funding	English and Special Education teachers

### Strategy2:

Reading Initiatives - Increased time will be devoted to sustained independent reading focusing upon fluency.

Category: Continuous Improvement

Research Cited:

Activity - Daily Sustained reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily sustained reading will occur in all ELA classes	Academic Support Program	01/04/2016	06/10/2016	\$0 - No Funding Required	All ELA teachers

Activity - Whole School reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly, one hour, whole school sustained reading times will occur	Academic Support Program	01/04/2016	06/10/2016	\$0 - No Funding Required	All teachers

### Strategy3:

PLC's - PLC's will meet weekly to determine the academic progress of our students

Category: Continuous Improvement

Research Cited:



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Activity - COMPASS Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
COMPASS Learning is a program that is utilized by entering student MAP data to determine areas in need of reinforcement. This program is used daily by teachers to provide additional support or as a supplement to student learning. Students have access to this program at home, also.	Academic Support Program	01/05/2016	12/16/2016	\$30000 - District Funding	All Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have not met standards on formative assessments within our Standards Based Grading System will be invited to stay for ESS services to provide additional support for their learning.	Academic Support Program	01/04/2016	06/10/2016	\$2000 - District Funding	all teachers

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

### Goal 1:

Increase the graduation rate.

### Measurable Objective 1:

A 4% increase of Twelfth grade students will improve graduation rate to 100% in Career & Technical by 06/03/2016 as measured by the 2016 graduation rate.

### Strategy1:

Name and Claim Every Potential Graduate - Each of the graduation cohort members (4-year and 5-year) will be conferenced and supported on an individual basis.

Category: Persistence to Graduation

Research Cited:

Activity - Quarterly Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quarterly graduation conferences will be held individually for each student in each graduation cohort.	Academic Support Program	01/05/2016	12/16/2016	\$0 - No Funding Required	Cindy Anderson

### Strategy2:

Credit Recovery - Staff will work with each student on an individual basis to be sure they are on track for graduation and by offering digital credit recovery courses.

Category: Persistence to Graduation

Research Cited:

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Activity - Digital Recovery of Credits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Digital credit recovery courses will be established to afford potential graduates the opportunity to complete required course work through Edgenuity.	Academic Support Program	01/05/2016	12/16/2016	\$1500 - General Fund	Nick Barton

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

**Goal 1:**

Increase the percentage of students who are college and career ready.

**Measurable Objective 1:**

A 17% increase of Tenth, Eleventh and Twelfth grade students will achieve college and career readiness demonstrated by in Career & Technical by 06/03/2016 as measured by ACT, KOSSA, ACT Work Keys, KYOTE, ASVAB, COMPASS and industry certifications.

**Strategy1:**

CCR Assistance - Classes will be established in the master schedule to support students so they will be college and career ready.

Category: Career Readiness Pathways

Research Cited:

Activity - Reaching the Benchmark	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCRR/CCRM and ACT Prep classes will be formed with students who have failed to meet one of the CCR benchmarks.	Academic Support Program	01/05/2016	12/16/2016	\$0 - No Funding Required	John Lyons Select Staff

**Strategy2:**

Name and Claim/CCR - Each senior will be involved in conferences and mentored on an individual basis to be sure they are College and Career Ready (CCR) as determined by at least one of several assessments or industry certifications.

Category: Career Readiness Pathways

Research Cited:

Activity - Data Room	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The data room will provide the opportunity for staff to create a profile for every student to be visually placed on the wall with pertinent college and career readiness data. This information will ensure that all students receive the proper support to be college and career ready.	Academic Support Program	01/05/2016	12/16/2016	\$0 - No Funding Required	John Lyons Craig Foley

**Strategy3:**

Remediation Programs/CCR - Students needing help reaching CCR benchmarks will receive remediation through various initiatives.

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Category: Continuous Improvement

Research Cited:

Activity - Response To Intervention (RTI)/CCR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI protocols will be utilized within all classrooms with additional assistance provided if needed.	Academic Support Program	01/05/2016	12/16/2016	\$0 - No Funding Required	All Teachers

Activity - Extended School Services (ESS)/CCR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have not met standards on formative assessments within our Standards Based Grading System will be invited and encouraged to stay for ESS after school to provide additional support for their learning.	Academic Support Program	01/05/2016	12/16/2016	\$3000 - General Fund	Select Teachers

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

**Goal 1:**

Program Review

**Measurable Objective 1:**

collaborate to develop opportunities to increase the percent of standards met in regard to Arts & Humanities, Practical Living/Career Students and Writing areas. by 06/12/2015 as measured by Next Generation Instructional Programs and Support data.

**Strategy1:**

Proficiency - Specific strategies will be implemented to increase the percent of Proficient programs in the Arts & Humanities, Practical Living/Career Studies and Writing areas.

Category: Professional Learning &amp; Support

Research Cited:

Activity - Monitoring of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Team members will meet periodically to identify appropriate evidence and calibrate evidence ratings.	Professional Learning	01/05/2015	06/05/2015	\$0 - District Funding	Principal, Program Review Team Members

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<b>Activity - Data Analysis</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Program Review Team Members will analyze 2014 data and identify gaps in particular program areas to determine next steps for continuous improvement	Other	01/05/2015	05/29/2015	\$0 - District Funding	Program Review Team Members

<b>Activity - Data Collection</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Continue to implement the effective process that allows faculty input and activities utilized to support student exposure to A/H, PL/CS and Writing.	Other	08/04/2014	06/05/2015	\$0 - No Funding Required	Principal, Program Review Team

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

# KDE Comprehensive School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	No	Increasing parental involvement and creating a parent involvement policy is a goal of this year's council.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

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

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

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



**KDE Comprehensive School Improvement Plan**

Frankfort High School

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

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	Improving and increasing communication with and involvement of parents is a goal of this year's council.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

**KDE Comprehensive School Improvement Plan**

Frankfort High School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	<a href="http://www.frankfort.k12.ky.us/">http://www.frankfort.k12.ky.us/</a>	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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

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

**KDE Comprehensive School Improvement Plan**

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

# **The Missing Piece**

## **Introduction**

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

## **Stakeholders**

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

Craig Foley, AP/AD

Arlene Crabtree, teacher/STC

Cindy Anderson, Counselor

## Relationship Building

Overall Rating: 2.57

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	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
2.5	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
2.6	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
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

**Communications**

Overall Rating: 2.29

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.1</b>	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.3</b>	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.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.4</b>	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	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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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

## Decision Making

Overall Rating: 2.0

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	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
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

**Advocacy**

Overall Rating: 2.17

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	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

Overall Rating: 1.83

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

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

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

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

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

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

## Community Partnerships

Overall Rating: 2.83

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

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

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

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

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	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
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

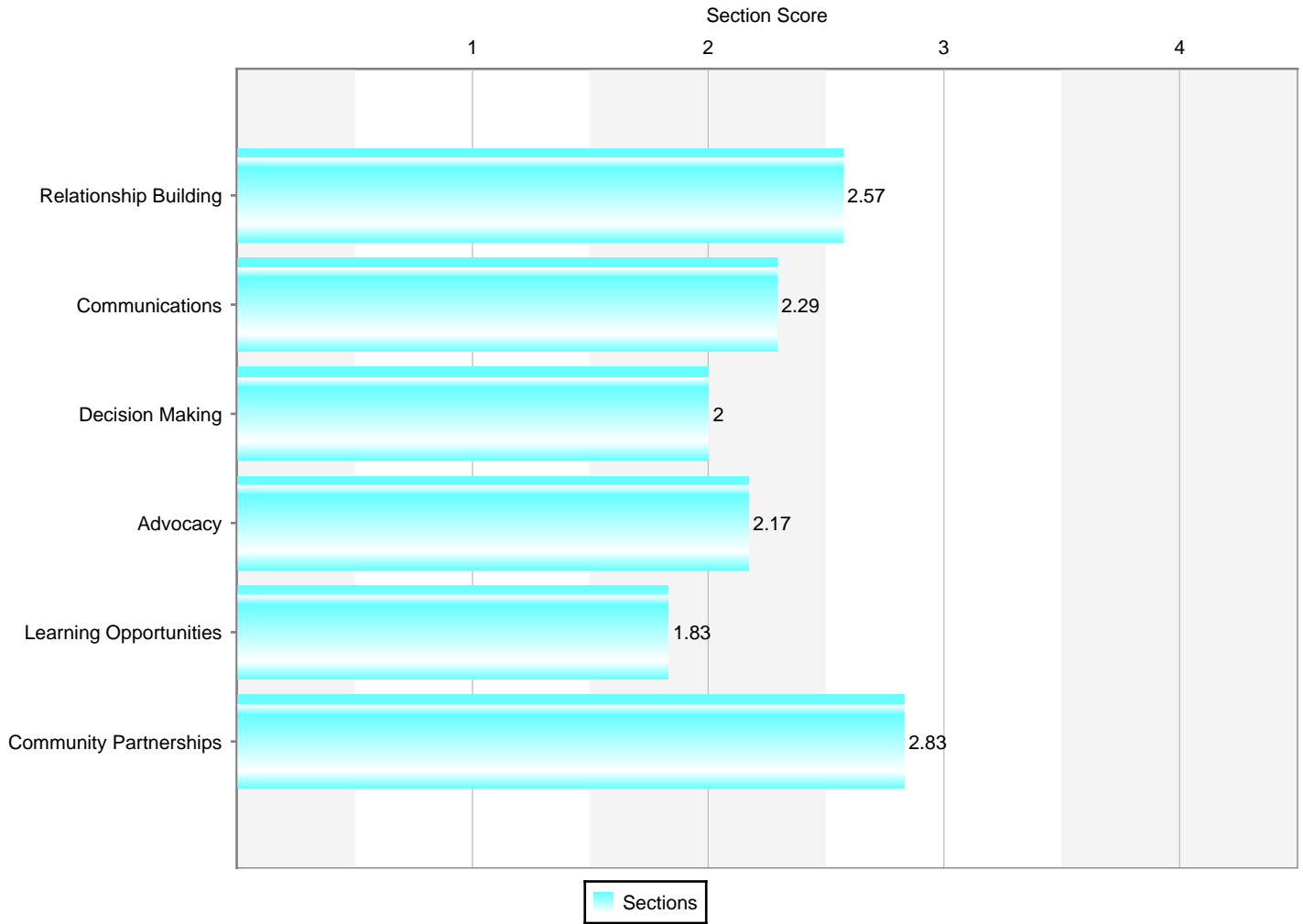
## **Reflection**

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

There are still many facets that are lacking, most of them focusing upon communication and parental involvement.

## Report Summary

### Scores By Section





# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

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

teachers were involved in the development through faculty meetings and PLC work, while parents were involved through SBDM council representatives.

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

Teachers were integrally involved through PLC's, through the identification of students and development of the plans for those students. Parent feedback was acquired through multiple surveys and SBDM representatives.

**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 was communicated through PLC's, through open viewing time at the school and through SBDM meetings.

# **School Safety Report**

## **Introduction**

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

### School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes	Frankfort High School Emergency Procedures Plan 9/5/14	

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	Frankfort High School Emergency Procedures Plan 9/5/14	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	Frankfort High School Emergency Procedures Plan 9/5/14	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	Frankfort High School Emergency Procedures Plan 9/5/14	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	No	The principal and superintendent were not hired until after the first day of school	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

**KDE Comprehensive School Improvement Plan**

Frankfort High School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Those zones for severe weather were reviewed in 2013	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	8/28/15	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

# **Equitable Access Diagnostic**



## **Introduction**

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

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## Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

**What are the barriers identified?**

Effective educators are available to all students within our school

**What sources of data were used to determine the barriers?**

All educators are highly qualified according to LEAD data

**What are the root causes of those identified barriers?**

recruiting additional effective teachers to replace lost staff or to expand programs will be tough due to the number of preps required of our teachers and a slightly lower pay scale than surrounding districts

**What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?**

Most teachers have been rated as developing or accomplished

## **Equitable Access Strategies**

**Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.**

Due to the size of our school, almost all teachers will teach multiple/most grade levels. All teachers will also have some advanced as well as some general classes on their schedule

**Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?**

All teachers have exposure to most students, and will teach all students over a two year cycle.

**Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?**

retention of effective teachers has been an issue in the past and has been made a priority of this year's administration.

**Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?**

Making contact with local university programs early so that new teachers are recruited early

**Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.**

by empowering them with school leadership positions and building their capacity

**Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.**

KTIP, internal support, PLC's

**Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?**

Teachers with low effectiveness ratings are monitored, given specific support in relation to the the specific areas where they need growth

**Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?**

TELL results will be reviewed with staff to ensure that areas of growth are being addressed

## **Questions**

**Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.**

All students are currently guaranteed equitable access as all teachers will have all students over a two year cycle. If school growth dictates that this cycle is no longer feasible, a new system will be addressed by council.