



KDE Comprehensive School Improvement Plan

Caverna High School
Caverna 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?

Caverna High School is a public high school serving approximately 225 students in grades 9-12. We are located in a rural portion of South Central Kentucky. Situated approximately thirty miles North of Bowling Green, we serve two small communities in two different counties. From May of 2013 to present day, we have grown in student population by approximately forty students (189 to 226). Our demographics have changed with increases in free/reduced lunch and transient populations. We are one of the only districts in the state that serves students in two distinct counties. Our school is small and has some deep rooted traditions in sports and academia. The bulk of our families are employed in industry or related fields. We have a relatively low educational attainment rate in the two communities that we serve.

School's Purpose

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

The school motto is "Excellence is our Expectation" and was developed when the school was identified as a Persistently Low Achieving school. We exited this status in 2014 after four years of focused work. Our Vision/Mission statement was developed with input from stakeholder groups in 2012. It consists of an acronym that is focused on the development of pride in our community, school and students. The statement is: Caverna High School endeavors to produce PRIDE: Productive citizens, Responsible adults, Inspired life-long learners, Dedicated individuals, and an Excellence through an Empowering Education.

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.

The major achievement we have experienced over the last few years is our exit from Priority Status. This was no small feat and was the result of several years of hard work. In 2014, CHS ranked in the top 5 schools in the state on the end of course assessment in mathematics. The ACT scores for 2015 juniors were higher than they have been in the last six years. On the most recent KPREP assessment there was discernible growth in college and career readiness, social studies, program reviews and writing. Our emphasis remains on reading and math. Over the last few years the emphasis placed on college and career readiness has led to more students applying to post-secondary institutions. Our CCR scores have increased from 41% to 73% over the last three years.

Additional Information

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

Caverna High School has exited priority status but we have not achieved the level of academic achievement that we seek. There remains much hard work to do and we are committed to achieving the level of a proficient school. We continue to strive for excellence.

Caverna High School CSIP 15-16

Overview

Plan Name

Caverna High School CSIP 15-16

Plan Description

The comprehensive improvement plan for the school for the 15-16 school year.

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	Novice Reduction	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$1000
2	Increase the cohort graduation rate from 79% to 89% by May, 2016	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$7000
3	Increase the percentage of students who are college and career ready from 73.5% to 82% by May of 2016	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$8000
4	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 29.5% in 2015 to 58.2% in 2016	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$1500
5	Ensure that all teachers and principals receive training and are provided support and guidance on the Professional Growth and Effectiveness System (PGES).	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$2000

Goal 1: Novice Reduction

Measurable Objective 1:

100% of Eleventh grade students will collaborate to increase the percent of students scoring at the Proficient/Distinguished level while reducing the percentage scoring at the novice level to below 10% in Mathematics by 05/20/2016 as measured by the EOC in Algebra II.

Strategy 1:

RTI and Blended Learning - Caverna High School will work to develop and utilize a tiered intervention approach for students in math classes based on their STAR and Classroom assessment scores. This will allow teachers to differentiate more efficiently during regular instruction due to the specific skills identified by the STAR assessment. This will allow teachers to better address the needs of the individual students. Students at risk of failing or not meeting the benchmark will be targeted for intense and specific RTI. Students will also receive individualized instruction via virtual and blended systems. This allows for the acceleration of higher achieving students. This blended education environment can also be used for remediation of low performing or transfer students that are behind.

Classroom instruction will be differentiated based on formative assessments and data generated during classes. This process will involve the use of more one-on-one instruction, small group instruction and research based instruction. Co-teaching will be utilized to address the needs of the Special Needs population.

There will be an intentional focus on the building of units that "chunk" topics into more understandable, logical, and relate-able sections. Assessments will be aligned to the Quality Core and Common Core standards and be given in ACT like formats. All assessments will be timed and rigorous.

Category: Integrated Methods for Learning

Research Cited: Research shows that the higher the relevance of the information presented the more likely the students are to score at or above the benchmark.

Activity - Progressive Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will utilize ACT-like assessments that are timed and build progressively in content throughout the year. These tests will be more rigorous and will contain information from the previous tests. The most important part of this activity will be the teacher modeling the process of using rubrics and the system for breaking down questions and explaining how the problems are constructed. It will be crucial for vocabulary development to occur with the use of this protocol.	Direct Instruction	08/05/2015	05/20/2016	\$0	No Funding Required	Math Faculty and Administration

Activity - Relevant Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement FAL lessons in the classroom to show the relevance of the material covered. This will be accomplished utilizing Formative Assessment Lessons and new software associated with the new textbooks. .	Direct Instruction	08/05/2015	05/20/2016	\$1000	District Funding	Math teachers and Administrative Support

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Measurable Objective 2:

50% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency by reducing the percentage of students scoring Novice in Reading by 05/20/2016 as measured by the percentage of students meeting benchmark on assessments in reading and related areas. .

Strategy 1:

Student Efficacy - Students do not exhibit self efficacy. This strategy is aimed at developing students that are more in tune with their assessment data and better equipped to plan for their future. The students will be provided with a tool for monitoring data and planning.

Category: Continuous Improvement

Research Cited: Students need to know their data and how to use it to plan for the future.

Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The faculty will develop, with student input, a data tool that will allow students to track their data and make decisions on career and college choices.	Academic Support Program, Career Preparation/Orientation	01/18/2016	05/20/2016	\$0	No Funding Required	Teachers, administration and students.

Activity - PALS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will develop a system of assistance for students that is staffed and conducted by students. Peer Assisted Learning Sessions (PALS) will be designed with student input and planning. Students will be guided by faculty members on how to best address the low reading levels of all novice students. This system will provide students with a mentor and those mentors with leadership opportunities. This system will be focused on developing student self efficacy.	Academic Support Program, Career Preparation/Orientation	02/01/2016	05/20/2016	\$0	No Funding Required	Teachers, Administrators and Students

Activity - Consistent Blended and Self Paced Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a consistent approach for Blended and Self Paced learning. This will ensure that students are receiving the academic support and instruction needed to retain what is being taught. Teachers will seek input from students on what works and what doesn't. The aim of this activity is to standardize or provide consistency of the instruction and provide relevance of the subjects being taught.	Technology, Direct Instruction, Academic Support Program	02/15/2016	05/20/2016	\$0	No Funding Required	Teachers and Administrators

Goal 2: Increase the cohort graduation rate from 79% to 89% by May, 2016

Measurable Objective 1:

collaborate to increase the cohort graduation rate from 79% to 89% by 05/19/2016 as measured by the cohort graduation rate formula.

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Strategy 1:

Mentoring/Goal Setting - Using the Persistence to graduation tool we will identify students at high risk of failure or graduation and target them for more intense RTI, specialized educational opportunities, alternative education programs, and career readiness instruction. We will identify at-risk students and schedule courses targeting their career interests. We will utilize the ILP and WIN learning software to assist students in identifying career pathways and interests. This will allow us to guide the students to the correct courses in high school thus increasing their chance at graduating and decreasing the drop out potential. This will be used in Mentoring groups during the throughout the year. We will concentrate our use of the ILP and coincide with Project Preparation in the Spring of 2016. In the Fall of 2015 we will host a college and career fair. This fair will increase the exposure of students, grades 8-12, to post-secondary opportunities. We will focus on developing the Principle Based Leadership program for the school. This will allow students to develop leadership skill and focus on how to be successful in all post-secondary venues.

Category: Persistence to Graduation

Research Cited: At risk students do not see the relevance of the course work they are forced into. The majority of our drop outs are not college bound. If we can get them into areas in the CTE fields that will give them employable skills they are more likely to graduate.

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize the ILP and WIN learning during mentor period to aid in the choice of career path and to further increase the clarity of choice for classes that support their given career path. Teachers will guide students through the development of goals and 4 year plans to ensure they are on the correct course path for their selected career. The counselor and CCR coach will go into classrooms and review test results (ASVAB, ACT, Compass, ect.) and discuss the implications of these tests on college and career choices. The CCR coach will schedule college visits and create a tracking board for those students progress in the fields of college and career readiness. The CCR coach will schedule guest speakers and events aimed at increasing the emphasis and access to college and career institutions.	Academic Support Program	10/01/2015	05/19/2016	\$0	No Funding Required	Mentor Teachers, CCR Coach, Counselor, Principal

Activity - Persistence to Graduation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review the Persistence to Graduation tool, STAR data, and classroom grades/data to identify at risk students. These students will be targeted for interventions and extra relationship building via the mentoring program. Freshmen that are at risk will be placed in a seminar class that utilizes the Principle Based Leadership model to ease the transition to high school life. Students will be placed in RTI classes based on STAR and ACT scores. This plan is being developed and focusing on how to best serve the students in need of RTI. The RTI committee will create and review the RTI plan in collaboration with the District Curriculum and Instruction supervisor.	Academic Support Program	10/01/2015	05/19/2016	\$4000	General Fund	Counselor, Principal, District Personnel, CCR Coach, RTI Committee

Strategy 2:

Truancy Diversion - The school will utilize the One Call Now system to inform parents when their student is absent from school. Teachers will make parent contacts regarding students absences from class, grades, and good conduct. These parent contacts are aimed at cutting off truancy and failure issues. We will increase the

SY 2015-2016

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communication with parents and will focus on making positive calls and preemptive interventions. We will work closely with the DPP on those students that are persistently truant.

Category: Persistence to Graduation

Research Cited: More parental involvement will lead to greater communication and less confusion over grades and failures. The earlier we can involve parents the less likely a student is to get behind. The focus on positive contacts and informing parents of the relationship of grades to absenteeism is crucial in thwarting drop outs.

Activity - Truancy Diversion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will make parental contacts regarding grades, attendance, and behavior. These contacts are to focused on involving parents in the students educational process, The emphasis is to make as many positive contacts as possible and be preemptive on truancy and failing grades. Teachers will keep a log of parent contacts and turn those into the principal periodically.	Behavioral Support Program, Parent Involvement	09/01/2015	05/19/2016	\$0	No Funding Required	Teachers, Principal, DPP, Counselor

Activity - RTI period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An RTI period will be implemented. The RTI committee will be established and begin the process of developing an effective RTI system. In the beginning students will be placed in RTI based on their STAR and ACT Scores. The students in tier 3 will receive the most intense intervention while Tier 1 and 2 students will be placed in more "enrichment" settings. The RTI period will be modified as the year progresses based on data collected from the assessments used. The plan will be developed with the assistance of the Supervisor of Curriculum and Instruction. The committee will review and revamp the plan based on student needs. During the first semester we will focus on reading. The second semester will involve more math focus.	Tutoring, Academic Support Program, Career Preparation/Orientation	10/05/2015	05/19/2016	\$0	No Funding Required	Teachers, RTI committee, Principal, Counselor, Supervisor of Curriculum and Instruction

Strategy 3:

College and Career Counseling - Utilizing the CCR coach and Counselor, we will implement a focus on College and Career readiness. The CCR coach will schedule events that are aimed at increasing the exposure of students to college and career opportunities. The counselor will utilize class time to review and explain the testing scores for each student and how they apply to post-secondary life.

Category: Persistence to Graduation

Research Cited: Students must own their data and take responsibility for their career pathways. The more information and exposure to the opportunities that exist after high school the better choices students will make.

Activity - CCR Preparedness/counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The CCR Coach and Counselor will schedule guest speakers, college visits, college and career fair, internship, coop opportunities and associated events aimed at increasing student knowledge and exposure to post secondary opportunities.	Academic Support Program, Career Preparation/Orientation	10/01/2015	05/19/2016	\$2500	GRECC Race to the Top	CCR Coach, Counselor, Principal
Activity - Vocational Exposure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be counseled on opportunities in vocational education that exist at the high school and area technology center. At risk students will be taken to the vocational school for visits to see what is offered. The ATC principal will come and recruit students for programs at the ATC. Teachers mentors will discuss career pathways and opportunities in the fields of interest as identified in the ILP or WIN learning.	Academic Support Program, Career Preparation/Orientation	09/01/2015	05/19/2016	\$500	Perkins	Principal, counselor, CCR coach, Teachers

Goal 3: Increase the percentage of students who are college and career ready from 73.5% to 82% by May of 2016

Measurable Objective 1:

collaborate to increase the college and career ready percentage from 73.5% to 82% by 05/19/2016 as measured by the Unbridled Learning CCR formula..

Strategy 1:

Targeted Intervention College Readiness - Students that score below the CPE benchmark scores will be provided intervention via more individualized instruction in the existing classroom, tutoring and RTI. Teachers will offer tutoring in the mornings and after school for students wishing to raise their CCR scores. Students will be assigned to RTI based on their scores on the STAR and ACT assessments. Seniors will be placed in transition courses to work on the skills needed to meet the benchmarks on COMPASS and KYOTE. Senior Math will be the transition course for MATH and Senior English will incorporate the required elements of the transition course for Reading and Language Arts.

Freshmen, sophomores and juniors will be placed in RTI based on their STAR scores and classroom data. We will place students in the RTI so they can receive specific intervention based on the relevant data. Classroom grades will be used as an identifier for morning and afternoon tutoring. Students enrolled in CTE classes will receive support on the WorkKeys and KOSSA tests via tutoring.

Category: Learning Systems

Research Cited: Research shows that many students do not perform well on standardized tests due to the inability to read and comprehend informational passages quickly. By modeling the process that we know is best practice we will increase the students speed and ability to comprehend what is read on standardized tests. We are targeting the "how to" skills and critical thinking strategies during RTI. This strategy is related to the Locating Information and Analysis of Charts and Graphs

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sections in science and math. Increased scores here will indicate an ability to comprehend the basics presented in the passages and should translate into better scores.

Activity - School Reviews data to analyze gaps in instructional programming for students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>School leadership runs the persistence to graduation tool (PtGT) from IC to determine which students are at risk of not meeting academic benchmarks or in need of additional supports.</p> <p>Verify the list of students who did not meet benchmarks on the ACT and other standardized tests (STAR).</p> <p>Determine options for providing targeted transitional interventions to students (intervention period, intervention classes, outside-of-school-time intervention, etc.).</p> <p>Identify the transitional intervention curriculum/ material (Resource: KDE website for transitional courses and for more information and local university partners). Form CTE committee to reflect the needs of the community.</p> <p>Identify staffing needs for the interventions and develop a plan for implementation</p> <p>Communicate with parents to inform them of the need for transitional interventions and schedule students into intervention services.</p> <p>Implement the transitional courses and use diagnostic assessments (STAR) to match the needs of students with the appropriate interventions to set learning targets</p> <p>Teachers and leaders monitor student progress to determine effectiveness of the intervention(s) and next steps for continuous improvement.</p> <p>Leaders determine overall impact and effectiveness of the transitional course toward CCR goals.</p>	Policy and Process	09/21/2015	05/19/2016	\$2500	Perkins	CTE teachers, Counselor, Principal, College and Career Coach, ATC Principal, RTI teachers.

Activity - English Transition Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will institute a more instructionally sound transition course in the 4th year English courses. We will move away from traditional literature based course work to more of a real world reading, writing and assessment. Our aim is to assist students in the areas that they demonstrate deficiency more intentionally. Addressing only those needs for each student instead of a shotgun approach will allow us to increase our scores more effectively.	Direct Instruction	08/10/2015	05/19/2016	\$1500	General Fund	ELA teachers, Administration, District leadership

Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Seniors will be placed in RTI courses based on their ACT scores. Students will receive targeted instruction based on their deficiencies. When students meet benchmarks they will be transitioned to enrichment courses or to other RTI courses in the areas where they are deficient. The administration will monitor and evaluate the RTI courses to determine effectiveness.	Direct Instruction, Academic Support Program	09/21/2015	05/19/2016	\$0	No Funding Required	Teachers, Administration, District Staff, RTI teachers
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Strategy 2:

Targeted Intervention Career Readiness - CTE teachers will implement the courses needed for students to become preparatory in the career pathways offered.

The administration will evaluate the pathways offered to see if they are meeting the needs of the students, community, and school.

The CTE committees will meet and determine if adjustments need to be made to the pathways.

Students enrolled in CTE pathway classes will receive tutoring for WorkKeys and KOSSA.

Category: Career Readiness Pathways

Research Cited: Continued emphasis on the career readiness side of CCR dictates that students must be provided the opportunity to become career ready. The limited resources and staff dictate that we ensure that our CTE pathways are efficient and effective.

Activity - CTE Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students enrolled in the CTE courses will receive tutoring and support on the WorkKeys and KOSSA exams. Tutoring will be offered before and after school. WIN Learning will be utilized to enhance the softskills and academic portions of the WorkKeys exam. Pathway specific tutoring will be offered for KOSSA and industry certification exams. The administration will monitor the implementation of the tutoring to ensure its effectiveness.	Tutoring, Direct Instruction, Academic Support Program, Career Preparation/Orientation	10/12/2015	05/19/2016	\$2500	Perkins	CTE Teachers, Administration, CCR Coach

Activity - Career Specific Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend field trips to local industry and business to become familiar with the careers that are available locally. This will allow students that are not career minded to see what is available without extensive post secondary training or leaving home.	Field Trip, Community Engagement, Career Preparation/Orientation	10/12/2015	05/19/2016	\$1500	GRECC Race to the Top	CCR Coach, CTE Teachers, Administration, Local Business and Industry, Local Extension offices.

Goal 4: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 29.5% in 2015 to 58.2% in 2016

Measurable Objective 1:

100% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 29.5% to 58.2% in Mathematics by 05/19/2016 as measured by K-PREP.

Strategy 1:

Targeted Intervention - The staff will collaborate to identify those GAP students that are at risk of not meeting the proficiency benchmarks on the KPREP assessment. The staff will create a list of interventions that addresses the needs of these students. Students will be placed in RTI classes, seminar classes, tutoring programs or blended learning environments that allow the interventions to be implemented and monitored for progress. Students' progress will be monitored via the STAR assessment. These assessments will be given a minimum of 3 times per year (STAR). Data will be reviewed and interventions put in place based on the data.

Category: Continuous Improvement

Research Cited: Students not meeting benchmark must be provided RTI to ensure that their needs are being met. This process must be monitored via STAR testing and PLC process.

Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students will be STAR tested in reading and math a minimum of three times per year. This paired with classroom data will be analyzed utilizing the districtwide PLC process.</p> <p>RTI tiers will be determined by the scores on the STAR test. Students will be placed in intervention based on STAR assessment and classroom data. Utilizing the districtwide PLC process the data will be analyzed and targeted interventions put in place.</p> <p>Teachers will provide support for Tier 1 and 2 students with differentiated instruction within regular instruction.</p> <p>The administration will monitor the progress of students via the PLC process and assessment data.</p>	Academic Support Program	09/21/2015	05/19/2016	\$0	No Funding Required	Principal, Special Education Teachers, Counselor, Regular Education Teachers.
Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Students will be placed in reading intervention classes based on STAR assessments. Students scoring above the benchmark on the STAR exam will be placed in enrichment courses during RTI time.</p> <p>RTI classes will be rotated based on the RTI plan.</p> <p>During regular instruction special attention will be paid to content specific reading types.</p> <p>Reading intervention will be on a six week rotation.</p>	<p>Academic Support Program</p>	<p>10/12/2015</p>	<p>05/19/2016</p>	<p>\$1500</p>	<p>General Fund</p>	<p>Teachers, Administration, RTI committee</p>
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Goal 5: Ensure that all teachers and principals receive training and are provided support and guidance on the Professional Growth and Effectiveness System (PGES).

Measurable Objective 1:

collaborate to ensure that teachers and principals can document evidence for the components of PGES by 12/30/2016 as measured by submission of evidence for the PGES components. .

Strategy 1:

Professional Growth Goal Writing - Teachers and administrators will collaborate to improve their professional practice by writing and implementing strong professional growth goals. This will be implemented through PLC's, Faculty Meetings, and Early Release time.

Category: Teacher PGES

Research Cited: Setting goals is essential to improving the professional practices set forth in the PGES.

Activity - Critically self-reflect using the KY Framework for Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will become more self reflective over their professional practice using the tools and guidance provided by the administration.</p>	<p>Professional Learning</p>	<p>09/07/2015</p>	<p>12/30/2016</p>	<p>\$500</p>	<p>District Funding</p>	<p>Principals, Teachers, District Curriculum and Instruction supervisor</p>

Activity - Write professional growth goals with professional learning objectives, strategies, and actions.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will write strong professional growth goals</p>	<p>Professional Learning</p>	<p>09/07/2015</p>	<p>12/30/2016</p>	<p>\$500</p>	<p>District Funding</p>	<p>Teachers, Principals, District Curriculum and Instruction supervisor</p>

Strategy 2:

Student Growth Goal Writing - Teachers will write strong student growth goals that meet the SMART criteria that are based around the district growth goal matrix.

Category: Teacher PGES

Research Cited: Student growth is essential to track the progress of students and teachers throughout the year. Strong goals, that are student friendly, are necessary for students to be able to track their progress.

Activity - Student Growth Goal Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will write student growth goals that meet the SMART criteria	Professional Learning	09/07/2015	12/30/2016	\$500	District Funding	Teachers, Principal, District staff

Activity - Develop proficiency rubrics to align with student growth goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop proficiency rubrics for measuring student growth in all classes.	Professional Learning	10/12/2015	12/30/2016	\$500	District Funding	Teachers, Principal, District Staff

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
Reading Intervention	<p>Students will be placed in reading intervention classes based on STAR assessments. Students scoring above the benchmark on the STAR exam will be placed in enrichment courses during RTI time.</p> <p>RTI classes will be rotated based on the RTI plan.</p> <p>During regular instruction special attention will be paid to content specific reading types.</p> <p>Reading intervention will be on a six week rotation.</p>	Academic Support Program	10/12/2015	05/19/2016	\$1500	Teachers, Administration, RTI committee
Persistence to Graduation	<p>Teachers will review the Persistence to Graduation tool, STAR data, and classroom grades/data to identify at risk students. These students will be targeted for interventions and extra relationship building via the mentoring program. Freshmen that are at risk will be placed in a seminar class that utilizes the Principle Based Leadership model to ease the transition to high school life. Students will be placed in RTI classes based on STAR and ACT scores. This plan is being developed and focusing on how to best serve the students in need of RTI. The RTI committee will create and review the RTI plan in collaboration with the District Curriculum and Instruction supervisor.</p>	Academic Support Program	10/01/2015	05/19/2016	\$4000	Counselor, Principal, District Personnel, CCR Coach, RTI Committee
English Transition Course	<p>We will institute a more instructionally sound transition course in the 4th year English courses. We will move away from traditional literature based course work to more of a real world reading, writing and assessment. Our aim is to assist students in the areas that they demonstrate deficiency more intentionally. Addressing only those needs for each student instead of a shotgun approach will allow us to increase our scores more effectively.</p>	Direct Instruction	08/10/2015	05/19/2016	\$1500	ELA teachers, Administration, District leadership
Total					\$7000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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RTI period	An RTI period will be implemented. The RTI committee will be established and begin the process of developing an effective RTI system. In the beginning students will be placed in RTI based on their STAR and ACT Scores. The students in tier 3 will receive the most intense intervention while Tier 1 and 2 students will be placed in more "enrichment" settings. The RTI period will be modified as the year progresses based on data collected from the assessments used. The plan will be developed with the assistance of the Supervisor of Curriculum and Instruction. The committee will review and revamp the plan based on student needs. During the first semester we will focus on reading. The second semester will involve more math focus.	Tutoring, Academic Support Program, Career Preparation/Orientation	10/05/2015	05/19/2016	\$0	Teachers, RTI committee, Principal, Counselor, Supervisor of Curriculum and Instruction
PALS	We will develop a system of assistance for students that is staffed and conducted by students. Peer Assisted Learning Sessions (PALS) will be designed with student input and planning. Students will be guided by faculty members on how to best address the low reading levels of all novice students. This system will provide students with a mentor and those mentors with leadership opportunities. This system will be focused on developing student self efficacy.	Academic Support Program, Career Preparation/Orientation	02/01/2016	05/20/2016	\$0	Teachers, Administrators and Students
Consistent Blended and Self Paced Learning	Teachers will develop a consistent approach for Blended and Self Paced learning. This will ensure that students are receiving the academic support and instruction needed to retain what is being taught. Teachers will seek input from students on what works and what doesn't. The aim of this activity is to standardize or provide consistency of the instruction and provide relevance of the subjects being taught.	Technology, Direct Instruction, Academic Support Program	02/15/2016	05/20/2016	\$0	Teachers and Administrators
Math Intervention	Seniors will be placed in RTI courses based on their ACT scores. Students will receive targeted instruction based on their deficiencies. When students meet benchmarks they will be transitioned to enrichment courses or to other RTI courses in the areas where they are deficient. The administration will monitor and evaluate the RTI courses to determine effectiveness.	Direct Instruction, Academic Support Program	09/21/2015	05/19/2016	\$0	Teachers, Administration, District Staff, RTI teachers

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<p>Math Intervention</p>	<p>Students will be STAR tested in reading and math a minimum of three times per year. This paired with classroom data will be analyzed utilizing the districtwide PLC process.</p> <p>RTI tiers will be determined by the scores on the STAR test. Students will be placed in intervention based on STAR assessment and classroom data. Utilizing the districtwide PLC process the data will be analyzed and targeted interventions put in place.</p> <p>Teachers will provide support for Tier 1 and 2 students with differentiated instruction within regular instruction.</p> <p>The administration will monitor the progress of students via the PLC process and assessment data.</p>	<p>Academic Support Program</p>	<p>09/21/2015</p>	<p>05/19/2016</p>	<p>\$0</p>	<p>Principal, Special Education Teachers, Counselor, Regular Education Teachers.</p>
<p>Truancy Diversion</p>	<p>Teachers will make parental contacts regarding grades, attendance, and behavior. These contacts are to focused on involving parents in the students educational process, The emphasis is to make as many positive contacts as possible and be preemptive on truancy and failing grades. Teachers will keep a log of parent contacts and turn those into the principal periodically.</p>	<p>Behavioral Support Program, Parent Involvement</p>	<p>09/01/2015</p>	<p>05/19/2016</p>	<p>\$0</p>	<p>Teachers, Principal, DPP, Counselor</p>
<p>Progressive Testing</p>	<p>Math teachers will utilize ACT-like assessments that are timed and build progressively in content throughout the year. These tests will be more rigorous and will contain information from the previous tests. The most important part of this activity will be the teacher modeling the process of using rubrics and the system for breaking down questions and explaining how the problems are constructed. It will be crucial for vocabulary development to occur with the use of this protocol.</p>	<p>Direct Instruction</p>	<p>08/05/2015</p>	<p>05/20/2016</p>	<p>\$0</p>	<p>Math Faculty and Administration</p>
<p>Student Data Tracking</p>	<p>The faculty will develop, with student input, a data tool that will allow students to track their data and make decisions on career and college choices.</p>	<p>Academic Support Program, Career Preparation/Orientation</p>	<p>01/18/2016</p>	<p>05/20/2016</p>	<p>\$0</p>	<p>Teachers, administration and students.</p>

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Mentoring	Students will utilize the ILP and WIN learning during mentor period to aid in the choice of career path and to further increase the clarity of choice for classes that support their given career path. Teachers will guide students through the development of goals and 4 year plans to ensure they are on the correct course path for their selected career. The counselor and CCR coach will go into classrooms and review test results (ASVAB, ACT, Compass, ect.) and discuss the implications of these tests on college and career choices. The CCR coach will schedule college visits and create a tracking board for those students progress in the fields of college and career readiness. The CCR coach will schedule guest speakers and events aimed at increasing the emphasis and access to college and career institutions.	Academic Support Program	10/01/2015	05/19/2016	\$0	Mentor Teachers, CCR Coach, Counselor, Principal
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Develop proficiency rubrics to align with student growth goals	Teachers will develop proficiency rubrics for measuring student growth in all classes.	Professional Learning	10/12/2015	12/30/2016	\$500	Teachers, Principal, District Staff
Write professional growth goals with professional learning objectives, strategies, and actions.	Teachers will write strong professional growth goals	Professional Learning	09/07/2015	12/30/2016	\$500	Teachers, Principals, District Curriculum and Instruction supervisor
Student Growth Goal Writing	Teachers will write student growth goals that meet the SMART criteria	Professional Learning	09/07/2015	12/30/2016	\$500	Teachers, Principal, District staff
Critically self-reflect using the KY Framework for Teaching	Teachers will become more self reflective over their professional practice using the tools and guidance provided by the administration.	Professional Learning	09/07/2015	12/30/2016	\$500	Principals, Teachers, District Curriculum and Instruction supervisor
Relevant Instruction	Teachers will implement FAL lessons in the classroom to show the relevance of the material covered. This will be accomplished utilizing Formative Assessment Lessons and new software associated with the new textbooks. .	Direct Instruction	08/05/2015	05/20/2016	\$1000	Math teachers and Administrative Support
Total					\$3000	

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GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Specific Field Trips	Students will attend field trips to local industry and business to become familiar with the careers that are available locally. This will allow students that are not career minded to see what is available without extensive post secondary training or leaving home.	Field Trip, Community Engagement, Career Preparation/Orientation	10/12/2015	05/19/2016	\$1500	CCR Coach, CTE Teachers, Administration, Local Business and Industry, Local Extension offices.
CCR Preparedness/counseling	The CCR Coach and Counselor will schedule guest speakers, college visits, college and career fair, internship, coop opportunities and associated events aimed at increasing student knowledge and exposure to post secondary opportunities.	Academic Support Program, Career Preparation/Orientation	10/01/2015	05/19/2016	\$2500	CCR Coach, Counselor, Principal
Total					\$4000	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>School Reviews data to analyze gaps in instructional programming for students</p>	<p>School leadership runs the persistence to graduation tool (PtGT) from IC to determine which students are at risk of not meeting academic benchmarks or in need of additional supports.</p> <p>Verify the list of students who did not meet benchmarks on the ACT and other standardized tests (STAR).</p> <p>Determine options for providing targeted transitional interventions to students (intervention period, intervention classes, outside-of-school-time intervention, etc.).</p> <p>Identify the transitional intervention curriculum/ material (Resource: KDE website for transitional courses and for more information and local university partners). Form CTE committee to reflect the needs of the community.</p> <p>Identify staffing needs for the interventions and develop a plan for implementation</p> <p>Communicate with parents to inform them of the need for transitional interventions and schedule students into intervention services.</p> <p>Implement the transitional courses and use diagnostic assessments (STAR) to match the needs of students with the appropriate interventions to set learning targets</p> <p>Teachers and leaders monitor student progress to determine effectiveness of the intervention(s) and next steps for continuous improvement.</p> <p>Leaders determine overall impact and effectiveness of the transitional course toward CCR goals.</p>	<p>Policy and Process</p>	<p>09/21/2015</p>	<p>05/19/2016</p>	<p>\$2500</p>	<p>CTE teachers, Counselor, Principal, College and Career Coach, ATC Principal, RTI teachers.</p>
<p>Vocational Exposure</p>	<p>Students will be counseled on opportunities in vocational education that exist at the high school and area technology center. At risk students will be taken to the vocational school for visits to see what is offered. The ATC principal will come and recruit students for programs at the ATC. Teachers mentors will discuss career pathways and opportunities in the fields of interest as identified in the ILP or WIN learning.</p>	<p>Academic Support Program, Career Preparation/Orientation</p>	<p>09/01/2015</p>	<p>05/19/2016</p>	<p>\$500</p>	<p>Principal, counselor, CCR coach, Teachers</p>
<p>CTE Tutoring</p>	<p>Students enrolled in the CTE courses will receive tutoring and support on the WorkKeys and KOSSA exams. Tutoring will be offered before and after school. WIN Learning will be utilized to enhance the softskills and academic portions of the WorkKeys exam. Pathway specific tutoring will be offered for KOSSA and industry certification exams. The administration will monitor the implementation of the tutoring to ensure its effectiveness.</p>	<p>Tutoring, Direct Instruction, Academic Support Program, Career Preparation/Orientation</p>	<p>10/12/2015</p>	<p>05/19/2016</p>	<p>\$2500</p>	<p>CTE Teachers, Administration, CCR Coach</p>

Total

\$5500

KDE Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

The data provided was used to ascertain the areas of concern based on long term performance. The data shows that the school has been on an upward trend in many areas but there are two areas that are concerning. The precipitous drop in math scores for the 2014-15 school year is of great concern. The drop was unexpected and was not indicative of what that group of students was capable of doing, based on other assessments in the past. This has placed an emphasis on math instruction and a renewed focus on those skills needed to progress in the field.

The data also points to an issue with reading. The incoming freshmen class posted more than 80% of students that were reading below grade level and a significant number of those more than two grades below level. Our reading scores show that we have not improved or decreased in performance significantly over the last few years. This points to an issue in the way we are teaching reading and how we are addressing students that are below grade level.

The data does not show a the changes in curriculum and instruction that were made over the last few years. It also does not show the amount of teacher turnover in the last couple of years. Both of these factors are being considered, along with other data, to see if there is a correlation to the drop in performance.

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 growth was most noticeable in the area of program reviews. The concentration on these areas and hiring of specific personnel made this possible. This has become one of our strengths due to the faculty and their focus on career pathways. The commitment to getting all students both College and Career Ready is the by product of the faculty that was hired and allowed to expand from traditional coursework in their fields. We also saw growth in the area of Social Studies last year. The gains in this field will be sustained by the addition of AP classes in this field and ensuring that the faculty has well planned and paced lessons.

With the exception of Math we celebrate our progress in all other areas. We did not progress in Biology but this was a transition year from a change in the course sequence. The low number of students assessed led to a drop in those scores. All other areas did show growth but the growth is not as substantial as needed.

Our focus is creating a PLC process that is consistent across all academic areas. This process will allow the faculty to explore the data and make adjustments to curriculum and assessment as needed in a more formative manner. These adjustments will enable teachers to address weaknesses in the performance of students before the standardized assessments. This focused, consistent approach will increase the instructional abilities of all staff.

Opportunities for Improvement

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

We must address the issues that exist in math and reading. We have an entirely new math department and we have purchased new textbooks for this department. These materials have a technological component to them which allows the teachers to do more differentiation and address the needs of learners, both high and at risk. Our math PLC is working hard at developing a consistent vocabulary and methodology to teach students how to interpret problems that require multiple steps and higher level thinking. The teachers are examining the way they instruct and are implementing more hand on and applicable problem solving into their classes. Students are allowed to struggle through problems and not simply pounded with repetition. The use of FAL lessons and other such "critical thinking" type of lessons are crucial to building the skills and abilities of our students.

In reading we have switched universal screeners and are using STAR and the materials associated with this program. This allows us a better look at where students are performing and how to address their needs through RTI. Our RTI period has been dedicated to reading for the entire first semester. We are designing this program to meet the needs of all learners and not just the at risk students. We are developing enrichment opportunities for the students that are reading on grade level or above. This allows them to focus on another form of literacy during a structured period. This period is not perfect and our RTI program is far from complete but we are focusing on the students that need the most assistance. We have also implemented a school wide reading initiative. Each class reads for a minimum of 5 minutes per day and then follows this up with some sort of brief writing assignment. Our goal is to get students to read at least 30 minutes per day and then process this reading via written work. We are also piloting a program with some of the most at risk students. We are utilizing the NIMS program. This program takes our seniors that are college and career ready and pairs them with struggling readers. This program has seen some good results in the early stages and we hope that it yields huge gains for these low readers.

Conclusion

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

We must continue our focus on developing and sustaining a strong and consistent PLC structure. This allows teachers to make adjustments to their curriculum and how it is being taught more quickly. This is crucial to our development and growth as a school. The second thing that we must concentrate on is the RTI program. We must come up with a way to address the reading and math issues with our students. Our program is just in the beginning stages and we are adapting as we go but this must become a part of our being. We must be able to accelerate and remediate students as needed. Our growth in the other areas will not be forgotten or allowed to slide but math and reading must remain in the forefront of our focus.

KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Tell Survey Concerns

Measurable Objective 1:

collaborate to Increase the percentage of stakeholders that feel they are important decision makers in the school decision making process by 05/29/2015 as measured by the TELL Survey.

Strategy1:

Increased Communication - The school will utilize multiple formats to communicate with all stakeholders in a timely fashion. These methods will include social media, print media, radio/television, email, texting applications, school and district webpages, and open houses. Many of these will be student assigned jobs to develop leadership and ownership in the student body.

Category: Stakeholder Engagement

Research Cited: The 2013 TELL survey pointed out that 59% of those surveyed indicated that the parents were not influential decision makers in the school. Through increased communication more parents will be drawn into the school and informed of major changes in the operation of the school.

Activity - Website update	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The use of the school website as a constant and up-to-date reminder of events will be increased and updated daily.	Community Engagement	02/13/2015	05/27/2016	\$0 - No Funding Required	Counselor and principal with support from district technology coordinator.

Activity - Social Media Coordinators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will begin to utilize social media to get out the schools message and emphasize important events.	Community Engagement	02/27/2015	05/27/2016	\$500 - Other	Principal and Social Media coordinator students. District Technology support staff. Community Partners (WCLU, Barren Co. Chamber leadership group).

Activity - Radio and Print Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will begin to write articles for the local papers and complete the Colonel Connection for the local radio station. The students will be mentored by local newspaper and radio professionals.	Community Engagement	02/27/2015	05/27/2016	\$1500 - Other	Colonel Journal Sponsor, Principal, Local volunteers and professionals

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Goal 2:

Ensure that all teachers and principals receive training and are provided support and guidance on the Professional Growth and Effectiveness System (PGES).

Measurable Objective 1:

collaborate to ensure that teachers and principals can document evidence for the components of PGES by 12/30/2016 as measured by submission of evidence for the PGES components. .

Strategy1:

Professional Growth Goal Writing - Teachers and administrators will collaborate to improve their professional practice by writing and implementing strong professional growth goals. This will be implemented through PLC's, Faculty Meetings, and Early Release time.

Category: Teacher PGES

Research Cited: Setting goals is essential to improving the professional practices set forth in the PGES.

Activity - Write professional growth goals with professional learning objectives, strategies, and actions.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will write strong professional growth goals	Professional Learning	09/07/2015	12/30/2016	\$500 - District Funding	Teachers, Principals, District Curriculum and Instruction supervisor

Activity - Critically self-reflect using the KY Framework for Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will become more self reflective over their professional practice using the tools and guidance provided by the administration.	Professional Learning	09/07/2015	12/30/2016	\$500 - District Funding	Principals, Teachers, District Curriculum and Instruction supervisor

Strategy2:

Student Growth Goal Writing - Teachers will write strong student growth goals that meet the SMART criteria that are based around the district growth goal matrix.

Category: Teacher PGES

Research Cited: Student growth is essential to track the progress of students and teachers throughout the year. Strong goals, that are student friendly, are necessary for students to be able to track their progress.

Activity - Develop proficiency rubrics to align with student growth goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop proficiency rubrics for measuring student growth in all classes.	Professional Learning	10/12/2015	12/30/2016	\$500 - District Funding	Teachers, Principal, District Staff

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Activity - Student Growth Goal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will write student growth goals that meet the SMART criteria	Professional Learning	09/07/2015	12/30/2016	\$500 - District Funding	Teachers, Principal, District staff

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 29.5% in 2015 to 58.2% in 2016

Measurable Objective 1:

100% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 29.5% to 58.2% in Mathematics by 05/19/2016 as measured by by K-PREP.

Strategy1:

Targeted Intervention - The staff will collaborate to identify those GAP students that are at risk of not meeting the proficiency benchmarks on the KPREP assessment. The staff will create a list of interventions that addresses the needs of these students. Students will be placed in RTI classes, seminar classes, tutoring programs or blended learning environments that allow the interventions to be implemented and monitored for progress. Students' progress will be monitored via the STAR assessment. These assessments will be given a minimum of 3 times per year (STAR). Data will be reviewed and interventions put in place based on the data.

Category: Continuous Improvement

Research Cited: Students not meeting benchmark must be provided RTI to ensure that their needs are being met. This process must be monitored via STAR testing and PLC process.

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students will be STAR tested in reading and math a minimum of three times per year. This paired with classroom data will be analyzed utilizing the districtwide PLC process.</p> <p>RTI tiers will be determined by the scores on the STAR test. Students will be placed in intervention based on STAR assessment and classroom data. Utilizing the districtwide PLC process the data will be analyzed and targeted interventions put in place.</p> <p>Teachers will provide support for Tier 1 and 2 students with differentiated instruction within regular instruction.</p> <p>The administration will monitor the progress of students via the PLC process and assessment data.</p>	Academic Support Program	09/21/2015	05/19/2016	\$0 - No Funding Required	Principal, Special Education Teachers, Counselor, Regular Education Teachers.

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Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students will be placed in reading intervention classes based on STAR assessments. Students scoring above the benchmark on the STAR exam will be placed in enrichment courses during RTI time.</p> <p>RTI classes will be rotated based on the RTI plan.</p> <p>During regular instruction special attention will be paid to content specific reading types.</p> <p>Reading intervention will be on a six week rotation.</p>	Academic Support Program	10/12/2015	05/19/2016	\$1500 - General Fund	Teachers, Administration, RTI committee

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 proficiency ratings for all students in the non-duplicated gap group from 29.5% in 2015 to 58.2% in 2016

Measurable Objective 1:

100% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 29.5% to 58.2% in Mathematics by 05/19/2016 as measured by by K-PREP.

Strategy1:

Targeted Intervention - The staff will collaborate to identify those GAP students that are at risk of not meeting the proficiency benchmarks on the KPREP assessment. The staff will create a list of interventions that addresses the needs of these students. Students will be placed in RTI

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classes, seminar classes, tutoring programs or blended learning environments that allow the interventions to be implemented and monitored for progress. Students' progress will be monitored via the STAR assessment. These assessments will be given a minimum of 3 times per year (STAR). Data will be reviewed and interventions put in place based on the data.

Category: Continuous Improvement

Research Cited: Students not meeting benchmark must be provided RTI to ensure that their needs are being met. This process must be monitored via STAR testing and PLC process.

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students will be STAR tested in reading and math a minimum of three times per year. This paired with classroom data will be analyzed utilizing the districtwide PLC process.</p> <p>RTI tiers will be determined by the scores on the STAR test. Students will be placed in intervention based on STAR assessment and classroom data. Utilizing the districtwide PLC process the data will be analyzed and targeted interventions put in place.</p> <p>Teachers will provide support for Tier 1 and 2 students with differentiated instruction within regular instruction.</p> <p>The administration will monitor the progress of students via the PLC process and assessment data.</p>	Academic Support Program	09/21/2015	05/19/2016	\$0 - No Funding Required	Principal, Special Education Teachers, Counselor, Regular Education Teachers.

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students will be placed in reading intervention classes based on STAR assessments. Students scoring above the benchmark on the STAR exam will be placed in enrichment courses during RTI time.</p> <p>RTI classes will be rotated based on the RTI plan.</p> <p>During regular instruction special attention will be paid to content specific reading types.</p> <p>Reading intervention will be on a six week rotation.</p>	Academic Support Program	10/12/2015	05/19/2016	\$1500 - General Fund	Teachers, Administration, RTI committee

Goal 2:

Novice Reduction

Measurable Objective 1:

100% of Eleventh grade students will collaborate to increase the percent of students scoring at the Proficient/Distinguished level while reducing the percentage scoring at the novice level to below 10% in Mathematics by 05/20/2016 as measured by the EOC in Algebra II.

Strategy1:

RTI and Blended Learning - Caverna High School will work to develop and utilize a tiered intervention approach for students in math classes

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based on their STAR and Classroom assessment scores. This will allow teachers to differentiate more efficiently during regular instruction due to the specific skills identified by the STAR assessment. This will allow teachers to better address the needs of the individual students. Students at risk of failing or not meeting the benchmark will be targeted for intense and specific RTI. Students will also receive individualized instruction via virtual and blended systems. This allows for the acceleration of higher achieving students. This blended education environment can also be used for remediation of low performing or transfer students that are behind.

Classroom instruction will be differentiated based on formative assessments and data generated during classes. This process will involve the use of more one-on-one instruction, small group instruction and research based instruction. Co-teaching will be utilized to address the needs of the Special Needs population.

There will be an intentional focus on the building of units that "chunk" topics into more understandable, logical, and relate-able sections. Assessments will be aligned to the Quality Core and Common Core standards and be given in ACT like formats. All assessments will be timed and rigorous.

Category: Integrated Methods for Learning

Research Cited: Research shows that the higher the relevance of the information presented the more likely the students are to score at or above the benchmark.

Activity - Relevant Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement FAL lessons in the classroom to show the relevance of the material covered. This will be accomplished utilizing Formative Assessment Lessons and new software associated with the new textbooks. .	Direct Instruction	08/05/2015	05/20/2016	\$1000 - District Funding	Math teachers and Administrative Support

Activity - Progressive Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will utilize ACT-like assessments that are timed and build progressively in content throughout the year. These tests will be more rigorous and will contain information from the previous tests. The most important part of this activity will be the teacher modeling the process of using rubrics and the system for breaking down questions and explaining how the problems are constructed. It will be crucial for vocabulary development to occur with the use of this protocol.	Direct Instruction	08/05/2015	05/20/2016	\$0 - No Funding Required	Math Faculty and Administration.

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

Goal 1:

Increase the cohort graduation rate from 79% to 89% by May, 2016

Measurable Objective 1:

collaborate to increase the cohort graduation rate from 79% to 89% by 05/19/2016 as measured by the cohort graduation rate formula.

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Strategy1:

College and Career Counseling - Utilizing the CCR coach and Counselor, we will implement a focus on College and Career readiness. The CCR coach will schedule events that are aimed at increasing the exposure of students to college and career opportunities. The counselor will utilize class time to review and explain the testing scores for each student and how they apply to post-secondary life.

Category: Persistence to Graduation

Research Cited: Students must own their data and take responsibility for their career pathways. The more information and exposure to the opportunities that exist after high school the better choices students will make.

Activity - Vocational Exposure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be counseled on opportunities in vocational education that exist at the high school and area technology center. At risk students will be taken to the vocational school for visits to see what is offered. The ATC principal will come and recruit students for programs at the ATC. Teachers mentors will discuss career pathways and opportunities in the fields of interest as identified in the ILP or WIN learning.	Academic Support Program Career Preparation/ Orientation	09/01/2015	05/19/2016	\$500 - Perkins	Principal, counselor, CCR coach, Teachers

Activity - CCR Preparedness/counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CCR Coach and Counselor will schedule guest speakers, college visits, college and career fair, internship, coop opportunities and associated events aimed at increasing student knowledge and exposure to post secondary opportunities.	Career Preparation/ Orientation Academic Support Program	10/01/2015	05/19/2016	\$2500 - GRECC Race to the Top	CCR Coach, Counselor, Principal

Strategy2:

Truancy Diversion - The school will continue to utilize the One Call Now system to inform parents when their student is absent from school. Teachers will make parent contacts regarding students absences from class, grades, and good conduct. These parent contacts are aimed at cutting off truancy and failure issues. We will increase the communication with parents and will focus on making positive calls and preemptive interventions. We will work closely with the DPP on those students that are persistently truant.

Category: Persistence to Graduation

Research Cited: More parental involvement will lead to greater communication and less confusion over grades and failures. The earlier we can involve parents the less likely a student is to get behind. The focus on positive contacts and informing parents of the relationship of grades to absenteeism is crucial in thwarting drop outs.

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Caverna High School

Activity - RTI period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish an intensive RTI plan which includes intervention in core instruction. The RTI committee will be established and begin the process of developing an effective RTI system. In the beginning students will be placed in RTI based on their STAR and ACT Scores. The students in tier 3 will receive the most intense intervention while Tier 1 and 2 students will be placed in more "enrichment" settings. The RTI period will be modified as the year progresses based on data collected from the assessments used. The plan will be developed with the assistance of the Supervisor of Curriculum and Instruction. The committee will review and revamp the plan based on student needs. During the first semester we will focus on reading. The second semester will involve more math focus.	Tutoring Career Preparation/ Orientation Academic Support Program	10/05/2015	05/19/2016	\$0 - No Funding Required	Teachers, RTI committee, Principal, Counselor, Supervisor of Curriculum and Instruction

Activity - Truancy Diversion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will make parental contacts regarding grades, attendance, and behavior. These contacts are to be focused on involving parents in the students educational process. The emphasis is to make as many positive contacts as possible and be preemptive on truancy and failing grades. Teachers will keep a log of parent contacts and turn those into the principal periodically.	Parent Involvement Behavioral Support Program	09/01/2015	05/19/2016	\$0 - No Funding Required	Teachers, Principal, DPP, Counselor

Strategy3:

Mentoring/Goal Setting - Using the Persistence to graduation tool we will identify students at high risk of failure or graduation and target them for more intense RTI, specialized educational opportunities, alternative education programs, and career readiness instruction. We will identify at-risk students and schedule courses targeting their career interests. We will utilize the ILP and WIN learning software to assist students in identifying career pathways and interests. This will allow us to guide the students to the correct courses in high school thus increasing their chance at graduating and decreasing the drop out potential. This will be used in Mentoring groups during the throughout the year. We will concentrate our use of the ILP and coincide with Operation Preparation in the Spring of 2016. In the Fall of 2015 we will host a college and career fair. This fair will increase the exposure of students, grades 8-12, to post-secondary opportunities. We will focus on developing the Principle Based Leadership (Leader in Me at the High School level) program for the school. This will allow students to develop leadership skill and focus on how to be successful in all post-secondary venues.

Category: Persistence to Graduation

Research Cited: At risk students do not see the relevance of the course work they are forced into. The majority of our drop outs are not college bound. If we can get them into areas in the CTE fields that will give them employable skills they are more likely to graduate.

KDE Comprehensive School Improvement Plan

Caverna High School

Activity - Persistence to Graduation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review the Persistence to Graduation tool, STAR data, and classroom grades/data to identify at risk students. These students will be targeted for interventions and extra relationship building via the mentoring program. Freshmen that are at risk will be placed in a seminar class that utilizes the Principle Based Leadership model to ease the transition to high school life. Students will be placed in RTI classes based on STAR and ACT scores. This plan is being developed and focusing on how to best serve the students in need of RTI. The RTI committee will create and review the RTI plan in collaboration with the District Curriculum and Instruction supervisor.	Academic Support Program	10/01/2015	05/19/2016	\$4000 - General Fund	Counselor, Principal, District Personnel, CCR Coach, RTI Committee

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the ILP and WIN learning during mentor period to aid in the choice of career path and to further increase the clarity of choice for classes that support their given career path. Teachers will guide students through the development of goals and 4 year plans to ensure they are on the correct course path for their selected career. The counselor and CCR coach will go into classrooms and review test results (ASVAB, ACT, Compass, ect.) and discuss the implications of these tests on college and career choices. The CCR coach will schedule college visits and create a tracking board for those students progress in the fields of college and career readiness. The CCR coach will schedule guest speakers and events aimed at increasing the emphasis and access to college and career institutions.	Academic Support Program	10/01/2015	05/19/2016	\$0 - No Funding Required	Mentor Teachers, CCR Coach, Counselor, Principal

Goal 2:

Increase the percentage of students who are college and career ready from 73.5% to 82% by May of 2016

Measurable Objective 1:

collaborate to increase the college and career ready percentage from 73.5% to 82% by 05/19/2016 as measured by the Unbridled Learning CCR formula..

Strategy1:

Targeted Intervention College Readiness - Students that score below the CPE benchmark scores will be provided intervention via core instruction in the existing classroom, tutoring and RTI. Teachers will offer tutoring in the mornings and after school for students wishing to raise their CCR scores. Students will be assigned to RTI based on their scores on the STAR and ACT assessments. Seniors will be placed in transition courses to work on the skills needed to meet the benchmarks on COMPASS and KYOTE. If students do not meet college readiness benchmarks on the ACT (English, Math, Reading), a transitional course or intervention (which shall be monitored to address remediation needs) shall be required before exiting high school.

Freshmen, sophomores and juniors will be placed in RTI based on their STAR scores and classroom data. We will place students in the RTI so they can receive specific intervention based on the relevant data. Classroom grades will be used as an identifier for morning and

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Caverna High School

afternoon tutoring. Students enrolled in CTE classes will receive support on the WorkKeys and KOSSA tests via tutoring. Students will be targeted earlier for CCR and planning. We will develop a system that allows students to be working toward a career pathway or college bound curriculum earlier in their high school career. Freshmen will be targeted to create a four year plan and identify the career pathway they are interested in pursuing.

Category: Learning Systems

Research Cited: Research shows that many students do not perform well on standardized tests due to the inability to read and comprehend informational passages quickly. By modeling the process that we know is best practice we will increase the students speed and ability to comprehend what is read on standardized tests. We are targeting the "how to" skills and critical thinking strategies during RTI. This strategy is related to the Locating Information and Analysis of Charts and Graphs sections in science and math. Increased scores here will indicate an ability to comprehend the basics presented in the passages and should translate into better scores.

Activity - English Transition Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will institute a more instructionally sound transition course in the 4th year English courses. We will move away from traditional literature based course work to more of a real world reading, writing and assessment. Our aim is to assist students in the areas that they demonstrate deficiency more intentionally. Addressing only those needs for each student instead of a shotgun approach will allow us to increase our scores more effectively.	Direct Instruction	08/10/2015	05/19/2016	\$1500 - General Fund	ELA teachers, Administration, District leadership

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Activity - School Reviews data to analyze gaps in instructional programming for students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>School leadership runs the persistence to graduation tool (PtGT) from IC to determine which students are at risk of not meeting academic benchmarks or in need of additional supports.</p> <p>Verify the list of students who did not meet benchmarks on the ACT and other standardized tests (STAR).</p> <p>Determine options for providing targeted transitional interventions to students (intervention period, intervention classes, outside-of-school-time intervention, etc.).</p> <p>Identify the transitional intervention curriculum/ material (Resource: KDE website for transitional courses and for more information and local university partners). Form CTE committee to reflect the needs of the community.</p> <p>Identify staffing needs for the interventions and develop a plan for implementation</p> <p>Communicate with parents to inform them of the need for transitional interventions and schedule students into intervention services.</p> <p>Implement the transitional courses and use diagnostic assessments (STAR) to match the needs of students with the appropriate interventions to set learning targets</p> <p>Teachers and leaders monitor student progress to determine effectiveness of the intervention(s) and next steps for continuous improvement.</p> <p>Leaders determine overall impact and effectiveness of the transitional course toward CCR goals.</p>	Policy and Process	09/21/2015	05/19/2016	\$2500 - Perkins	CTE teachers, Counselor, Principal, College and Career Coach, ATC Principal, RTI teachers.

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Seniors will be placed in RTI courses based on their ACT scores. Students will receive targeted instruction based on their deficiencies. When students meet benchmarks they will be transitioned to enrichment courses or to other RTI courses in the areas where they are deficient. The administration will monitor and evaluate the RTI courses to determine effectiveness.</p>	Academic Support Program Direct Instruction	09/21/2015	05/19/2016	\$0 - No Funding Required	Teachers, Administration, District Staff, RTI teachers

Strategy2:

Targeted Intervention Career Readiness - CTE teachers will implement the courses needed for students to become preparatory in the career pathways offered.

The administration will evaluate the pathways offered to see if they are meeting the needs of the students, community, and school.

The CTE committees will meet and determine if adjustments need to be made to the pathways.

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Students enrolled in CTE pathway classes will receive tutoring for WorkKeys and KOSSA.

Category: Career Readiness Pathways

Research Cited: Continued emphasis on the career readiness side of CCR dictates that students must be provided the opportunity to become career ready. The limited resources and staff dictate that we ensure that our CTE pathways are efficient and effective.

Activity - CTE Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students enrolled in the CTE courses will receive tutoring and support on the WorkKeys and KOSSA exams. Tutoring will be offered before and after school. WIN Learning will be utilized to enhance the softskills and academic portions of the WorkKeys exam. Pathway specific tutoring will be offered for KOSSA and industry certification exams. The administration will monitor the implementation of the tutoring to ensure its effectiveness.	Direct Instruction Career Preparation/ Orientation Tutoring Academic Support Program	10/12/2015	05/19/2016	\$2500 - Perkins	CTE Teachers, Adminstration, CCR Coach

Activity - Career Specific Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend field trips to local industry and business to become familiar with the careers that are available locally. This will allow students that are not career minded to see what is available without extensive post secondary training or leaving home.	Career Preparation/ Orientation Community Engagement Field Trip	10/12/2015	05/19/2016	\$1500 - GRECC Race to the Top	CCR Coach, CTE Teachers, Administration, Local Business and Industry, Local Extension offices.

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

Goal 1:

Increase the percentage of students who are college and career ready from 73.5% to 82% by May of 2016

Measurable Objective 1:

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Freshmen, sophomores and juniors will be placed in RTI based on their STAR scores and classroom data. We will place students in the RTI so they can receive specific intervention based on the relevant data. Classroom grades will be used as an identifier for morning and afternoon tutoring. Students enrolled in CTE classes will receive support on the WorkKeys and KOSSA tests via tutoring. Students will be targeted earlier for CCR and planning. We will develop a system that allows students to be working toward a career pathway or college bound curriculum earlier in their high school career. Freshmen will be targeted to create a four year plan and identify the career pathway they are interested in pursuing.

Category: Learning Systems

Research Cited: Research shows that many students do not perform well on standardized tests due to the inability to read and comprehend informational passages quickly. By modeling the process that we know is best practice we will increase the students speed and ability to comprehend what is read on standardized tests. We are targeting the "how to" skills and critical thinking strategies during RTI. This strategy is related to the Locating Information and Analysis of Charts and Graphs sections in science and math. Increased scores here will indicate an ability to comprehend the basics presented in the passages and should translate into better scores.

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<p>School leadership runs the persistence to graduation tool (PtGT) from IC to determine which students are at risk of not meeting academic benchmarks or in need of additional supports.</p> <p>Verify the list of students who did not meet benchmarks on the ACT and other standardized tests (STAR).</p> <p>Determine options for providing targeted transitional interventions to students (intervention period, intervention classes, outside-of-school-time intervention, etc.).</p> <p>Identify the transitional intervention curriculum/ material (Resource: KDE website for transitional courses and for more information and local university partners). Form CTE committee to reflect the needs of the community.</p> <p>Identify staffing needs for the interventions and develop a plan for implementation</p> <p>Communicate with parents to inform them of the need for transitional interventions and schedule students into intervention services.</p> <p>Implement the transitional courses and use diagnostic assessments (STAR) to match the needs of students with the appropriate interventions to set learning targets</p> <p>Teachers and leaders monitor student progress to determine effectiveness of the intervention(s) and next steps for continuous improvement.</p> <p>Leaders determine overall impact and effectiveness of the transitional course toward CCR goals.</p>	Policy and Process	09/21/2015	05/19/2016	\$2500 - Perkins	CTE teachers, Counselor, Principal, College and Career Coach, ATC Principal, RTI teachers.

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Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors will be placed in RTI courses based on their ACT scores. Students will receive targeted instruction based on their deficiencies. When students meet benchmarks they will be transitioned to enrichment courses or to other RTI courses in the areas where they are deficient. The administration will monitor and evaluate the RTI courses to determine effectiveness.	Academic Support Program Direct Instruction	09/21/2015	05/19/2016	\$0 - No Funding Required	Teachers, Administration, District Staff, RTI teachers

Strategy2:

Targeted Intervention Career Readiness - CTE teachers will implement the courses needed for students to become preparatory in the career pathways offered.

The administration will evaluate the pathways offered to see if they are meeting the needs of the students, community, and school.

The CTE committees will meet and determine if adjustments need to be made to the pathways.

Students enrolled in CTE pathway classes will receive tutoring for WorkKeys and KOSSA.

Category: Career Readiness Pathways

Research Cited: Continued emphasis on the career readiness side of CCR dictates that students must be provided the opportunity to become career ready. The limited resources and staff dictate that we ensure that our CTE pathways are efficient and effective.

Activity - Career Specific Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend field trips to local industry and business to become familiar with the careers that are available locally. This will allow students that are not career minded to see what is available without extensive post secondary training or leaving home.	Career Preparation/ Orientation Field Trip Community Engagement	10/12/2015	05/19/2016	\$1500 - GRECC Race to the Top	CCR Coach, CTE Teachers, Administration, Local Business and Industry, Local Extension offices.

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

Goal 1:

Proficiency in writing will increase from 42.5% to 50% Proficient and Distinguished on the KPREP assessment and increase our Program Review score from 5.1 to 8.

Measurable Objective 1:

50% of Tenth and Eleventh grade students will demonstrate a proficiency in writing in English Language Arts by 05/20/2016 as measured by On-Demand Writing Assessment for 10th and 11th grade..

Strategy1:

Targeting Needs - Teachers will target students needs and re-evaluate students needs throughout the year. The focus will be on use of cold writes and analysis of student work in PLC's.

Category: Continuous Improvement

Research Cited: Differentiation must occur for optimal learning.

Activity - Cold Writes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructors will use cold-writes to determine students' current score and students' individual learning needs. Teachers will then target these needs during instructional time. Teachers will use this baseline data to assess the curriculum, alter instruction, and will compare this data with future data to determine students' progress.	Academic Support Program	10/15/2015	05/20/2016	\$0 - No Funding Required	English teachers, district support staff, administration

Activity - Review Progress and Analyze data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to review students' progress from cold-write to unit assessments. Teachers will present the data and discuss methods for improvement and target student's needs.	Other	10/15/2015	05/20/2016	\$0 - No Funding Required	English teachers and district support staff

Measurable Objective 2:

SY 2015-2016

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Caverna High School

100% of All Students will collaborate to increase the Program Review score in writing from 5.1 to 8.0 in Writing by 09/30/2016 as measured by the increase of the program review score.

Strategy1:

Writing across the curriculum - All content areas will write content appropriate pieces each nine weeks. These writings can be a long term process type pieces (i.e. term papers, lab reports, etc.) that are needed for future success. Each content area will establish rubrics for each type of writing and use these rubrics to evaluate and allow students to correct their work. This will be an integrated portion of the everyday curriculum.

Category: Continuous Improvement

Research Cited: Writing must be content specific and integrated to show meaning and relevance.

Activity - Monitoring the Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will monitor the use of writing in content specific classes via walk through and collection of samples of work.	Academic Support Program	01/01/2016	05/20/2016	\$0 - No Funding Required	Principal, district support personnel

Goal 2:

Complete various stages of the Program Review at interval times throughout the school year based on a integrated approach across all content areas.

Measurable Objective 1:

collaborate to Beginning October 15, 2015, the program review committee will meet with all departments pertaining to the program review. by 03/15/2016 as measured by collection and organization of evidence that is needed and increased methods of collaboration to achieve our goal..

Strategy1:

30-60-90 - Starting October 15, we will meet with all of the departments to discuss the needs and evidence to support the program review.

We will begin collecting evidence from each department as it pertains to the program review.

We will develop a cumulative rough draft of program review completed, and by June 1, have put into ASSIST.

Over the summer and at the beginning of the nest school year, we will have already contacted departments focusing on specific ideas/collaboration in order to successfully fulfill the program review.

We will look for new ways and opportunities to boost the participation in the humanities and family consumer science. We will expand our physical education offerings to include more fitness oriented courses. We will pair this with our Sharpen the Saw days to ensure that all students are being active.

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Category: Other - Program Review

Research Cited: Program Review

Activity - Data Collection/Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration amongst departments to fulfill requirements.	Other	10/15/2015	06/01/2016	\$0 - No Funding Required	Graves, Eyer, Oliver, Rice, and Gardner.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	The needs assessment was conducted as a comprehensive review of all data available. The teachers and staff reviewed all data and constructed our CSIP from this needs assessment. This process is ongoing and we utilize the Hypothesis of Practice method to analyze our data and create our plans from this review.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	Based on the data reviewed it was evident that we were in need of a more intense RTI program. We have reorganized our daily schedule to include a 30 minute RTI period. For this year we will stay with this model but for next year we are looking at reorganizing and having two RTI periods so we can address the needs of students more efficiently. We are building a core group of students that will serve as mentors/tutors for struggling students. We will offer extra help for those students both during the day and before/after school. We will utilize our ESS more effectively as well.	

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

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	We have adapted and implemented a new RTI approach aimed at both acceleration and remediation of students.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	We recruit and hire highly qualified teachers for each opening that we have.	

KDE Comprehensive School Improvement Plan

Caverna High School

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	We have increased our contact with parents this year. We are focused on making more positive contacts with parents and attempting to involve them in the educational process of their child before there are academic problems. We are using our social media and webpage more effectively to communicate with the community.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	We have adopted a district wide approach to PLC's and how we analyze data. This is integral to the school improvement process.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Our professional development is based on student needs and individual teacher needs. We have utilized the PGES system to evaluate what needs exist for each teacher and align these needs to the overall school improvement plan. Teachers must request PD outside of their professional growth plan.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	We review and adjust our academic plan each year. We are doing this multiple times per year instead of a single review.	

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	Even though we do not receive title I funds we identify our students that fall into the gap and we address their needs. Our Gap Population is approximately 80% of our population.	

KDE Comprehensive School Improvement Plan

Caverna High School

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	We focus on research based strategies in our PLC process. We review data and then utilize the data to adjust our instruction as needed. We have a systematic, consistent PLC structure in our school.	

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	We use an RTI program that targets students that are deemed at risk for academic failure. We also utilize our mentoring program to ensure that all students have an adult in the building that they have a connection with.	

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	We address this via our RTI and ESS/Summer School programs. We utilize APEX for those students that are falling behind and need support for academic success.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	We ensure that we are in compliance with all Federal, State and local policies and requirements.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	We review our formative and summative data regularly and use this data to improve our instructional strategies. We monitor these changes via the walk through system and PLC process.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	N/A	We do not utilize any paraprofessionals for academic assistance.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	N/A	We are not a Title I school.	

KDE Comprehensive School Improvement Plan

Caverna High School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	We have planned and executed processes to increase the involvement of parents in our building. We are not getting a great return on what we are doing so we are adjusting and trying new methods to reach out to parents. Our focus has been to make as many positive contacts with parents as possible. We are also making preemptive contacts aimed at getting parents involved before their students have academic or behavioral issues.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes	Even though we receive no Title I funds we still utilize the eight Targeted Assistance components in our improvement planning.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A	We are not a title one school but we plan our PD for effective instruction based on student needs and teacher needs.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	We review and evaluate our data more than once per year. We make adjustments as needed.	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	Our CSIP is always available for parents to view. We place it on our website and we utilize a variety of communication methods to inform parents of where they can view and comment on the CSIP. www.caverna.kyschools.us	

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

KDE Comprehensive School Improvement Plan

Caverna High School

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A	We are not a title I school	

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

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	N/A	we do not use para-educators	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	N/A	We do not use para-educators	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	N/A	We do not use para-educators.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	We receive no title one funding	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	We have no classes over cap size.	

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?

Parents:

Brooke Reed, Janette Boles, Jenifer Judd

Other parents were given the chance to complete a survey and return it. Over 20% of the parents responded to the survey. The parents listed above were talked to in person. We also engage parents via teacher and administrative contacts.

Community members:

Heather Strieble, Dewayne Hatcher, Randall Curry, Virginia Davis, Wes Mouser

A variety of community members were talked with over the period of the year. We utilize community events and school events to talk to community members in a less threatening fashion.

Teachers and classified staff

All teachers and staff are polled and talked with regarding the progress of the school and what needs to be adjusted.

Relationship Building

Overall Rating: 2.71

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report 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).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
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.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

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

	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: 2.43

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

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

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

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

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

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

KDE Comprehensive School Improvement Plan

Caverna High School

	Statement or Question	Response	Rating
3.7	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: 1.86

	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

KDE Comprehensive School Improvement Plan

Caverna High School

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

Overall Rating: 2.33

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
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

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

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

	Statement or Question	Response	Rating
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: 1.67

	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 open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
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 provides parents with information about their child's academic progress and the progress of the school.	Apprentice

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

	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 some information to parents to learn how to support their child's learning.	Novice

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

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

Community Partnerships

Overall Rating: 2.5

	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 leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	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.	School leadership rarely invites employers to support adult participation in education.	Novice

	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 make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
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 maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

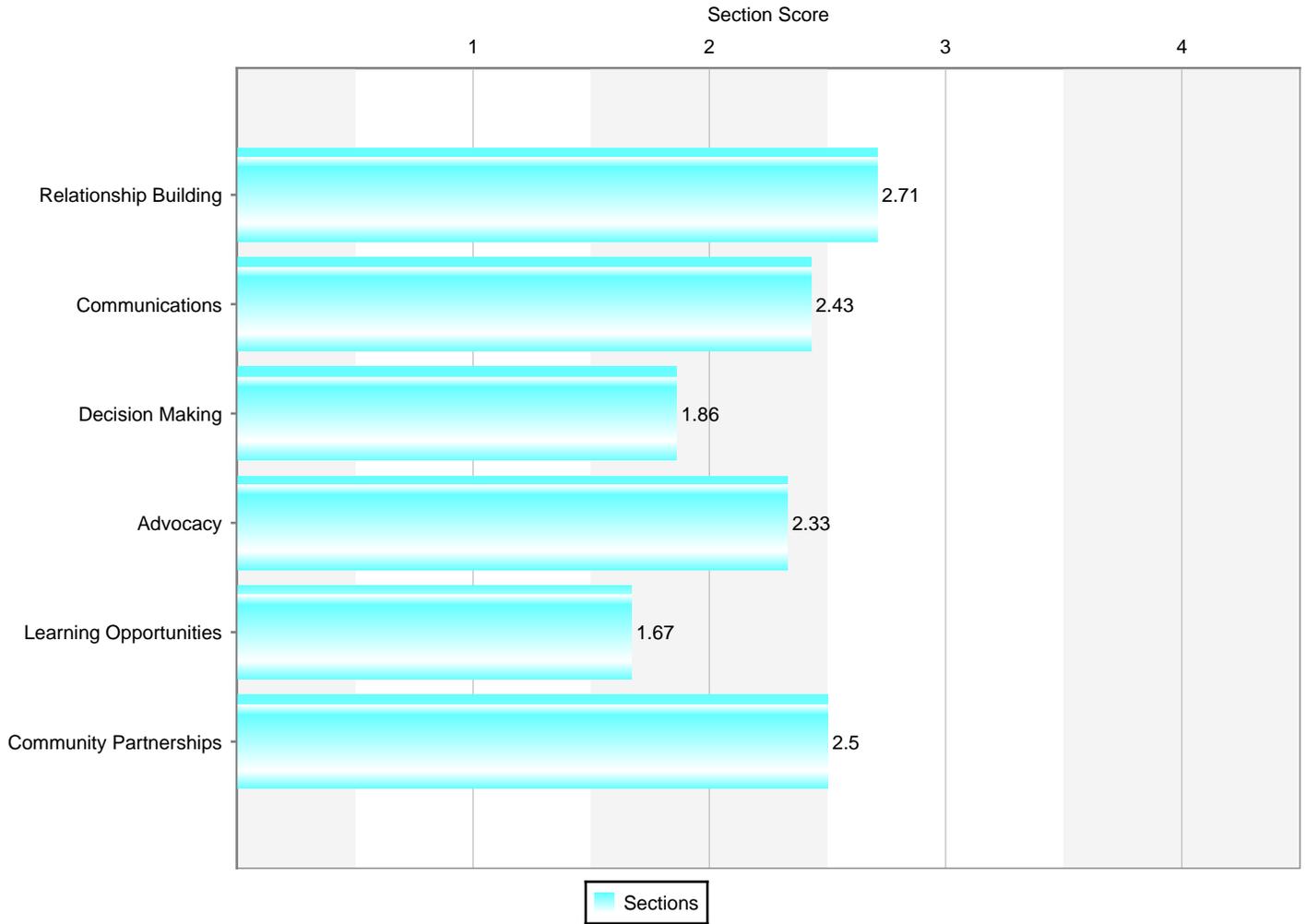
Reflect upon your responses to each of the Missing Piece objectives.

We need to do a better job of targeting parents for specific workshops and how to be a better advocate for their student. We are too quick to dismiss parents as uninvolved and uncaring. We need to reach out to our community more effectively and not just focused on funding. We do participate in community based improvement committees and other community sponsored events. Representatives from the school are on various boards and committees in both communities that we serve. We have made a concerted effort to increase the number of positive parent contacts by teachers and administration this year. We are beginning to use IC to track these communications.

The plan to increase the number of parent nights and events has fallen to our culture and climate committee. We will try to integrate our PTSO into this committee to get the PTSO more active. Currently we operate under an advisory committee and not site based. We are working to transition back to site based in the next two years.

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.

Our Advisory Council is our main link to the community for the development of the plan. We talk with parents when we have them in our building and especially at special events. We use social media and our website to communicate with parents about the planning process, like surveys and special events, to encourage their input. Our Advisory council was selected by the commissioner and we charge them with involving parents in the decision making process. They review the CSIP as it is developed and they will accept it when finished to the standards set forth. We struggle with parent involvement and we are making every effort in a multitude of ways to get parents involved. Other tools we use are OneCallNow, Email, Remind101, Facebook, and Twitter to reach as many stakeholders as possible. Our student leadership team attends board meetings as often as possible to keep the board apprised of what is going on in the school and give a student perspective on what progress is being made and what concerns we are working on currently. We are encouraging our students to take the lead in developing culture and climate in our building and becoming ambassadors to the community.

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

We have parents and teachers mainly involved in developing the CSIP. We utilize our Site Based parents are the portal for input and we charge them with bringing concerns to the council. The teachers are utilized during PLC, Early Release and Faculty meetings to develop the plan based on multiple sources of data. This plan is then placed on our website and we communicate to the community soliciting feedback via OneCall and Social Media.

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

We utilize OneCall and Social Media to drive people to our website to review the plan. We solicit feedback on the plan and let the stakeholders know if they have concerns they have multiple venues to express those concerns.

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	We have a plan. The master copy of this plan is kept in the office.	

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	No	We do not have a policy on the development and adoption of the EMP. We do go over the EMP at the beginning of the year with the staff but we use the district adopted EMP we have not created a separate policy. We are reviewing and creating a policy in December of 2015. This will align with the other schools in the district.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	No	This was discussed but never formally adopted in the Advisory Council minutes. We are adopting the EMP officially in December of 2015.	

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	We have provided a copy of the EMP and a building map to local first responders.	

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	No	We do not review the EMP annually with external entities. We review the EMP with the staff on opening day and during the implementation of drills.	

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?	Yes	Yes. We review it on opening day.	Opening Day Agenda

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Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	No	We were unaware that these external entities be present for the review.	

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	Documents are posted in each room and teachers review them periodically with students.	

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	Our safe zones are posted in each room and all our documents have been reviewed annually by the fire marshal.	

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

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	Yes we adhere to all requirements for monitoring who is in our building. We have all exterior doors locked during the day and we use a ring in system to allow entry to the building. All visitors must sign in to the building.	

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 http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	All four required drills were completed in the first thirty days of school. Drills were completed on 8/7, 8/19, 8/18, 8/21.	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes	Yes. We review the drills during the first month after returning from Christmas holiday.	

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”.

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	The school leadership team reviewed the TELL survey and Student surveys.	

What are the barriers identified?

Based on the data reviewed students do not have any barriers that limit the access to highly qualified teachers in all subjects. The only issue that arises are the lack of access to electives due to scheduling issues.

What sources of data were used to determine the barriers?

The TELL survey and the latest Student Surveys were used to determine what barriers existed.

What are the root causes of those identified barriers?

No barriers exist

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

Last year (14-15) there were three teachers that were not rehired by the school. The teachers that would have been placed on corrective action plans were removed. At this point we have two teachers that are beginning directed growth plans based on their performance to this point during the year. We do not have any teachers at this point that would qualify for corrective action.

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.

With a limited staff these are not issues. We have two teachers in each of the core areas with the exception of Social Studies, where we have one teacher. We utilize a shared middle school teacher to offer our freshmen social studies course. Students are assigned to teachers based on the classes those teachers offer. For example, we have one ELA teacher that teaches 9th and 12th grade English. Student schedules are constructed based on offering the courses in the master schedule based on need. Our students are not leveled or tracked in any course. We have recognized the need for some sort of introduction to math course based on our latest STAR data.

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 of our teachers are highly qualified in their field. Our students are assigned to teachers based on when the courses are offered in the master schedule and the needs of those students.

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

Over the last few years we have struggled to keep quality teachers in math and english. Many of these teachers are drawn to administration jobs or we do not have a large candidate pool. We provide our teachers with as much coaching as possible but we still have a high turnover ratio. Our district has a competitive pay scale with districts around us, yet we still struggle to fill openings in English and Math. As for data use, we have committed to hiring the most qualified people in the candidate pool. We interview by committee and we try to ensure that the teachers are a good fit for our students. Our population is not highly diverse and we have very few, if any, ELL and ESL students. Our gap group consists mainly of Free and Reduced lunch students. We are approximately 15% ethnic and 12% special needs. We have approximately a 6% mobility rate. Our students are assigned to teachers based on the teachers qualifications.

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?

We recruit teachers from the local universities and colleges. We have a working relationship with WKU and Lindsey Wilson. We have several student teachers and practicum teachers each year from these entities. When we have an opening we contact them to see if they have candidates that are strong in the areas we need. We utilize KYREAP.net as a recruiting tool and we post jobs on our website. Our interview and screening process considers the qualifications and background of each applicant. We look for strong candidates that fit our demographics.

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

We do not currently employ any teacher based incentives. We offer competitive pay and benefits but at the school level we have no incentives. We do utilize a "family atmosphere" to retain our teachers. Many of the teachers currently employed have passed on jobs due to the fact that we are small and we get to know our students and families more deeply than larger schools.

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

We pair all first year teachers to our building, regardless of experience, with teachers that have been here and know the procedures. We also have a new teacher induction process at the beginning of the year at the district level. We utilize a faculty handbook so all our procedures are spelled out. We utilize the walkthrough process to assist new teachers in honing their craft.

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

We tailor our Professional Development around teachers needs and weaknesses. These are identified in the self reflection and initial meeting with the evaluator. We tailor our PGP and PD around this data. Teachers select PD, with guidance from the school and district, based on their specific, individualized needs. Regardless of the performance level, teachers must have their PD authorized by the administration. Ineffective teachers are placed on a corrective action plan and their PD is decided for them based on what the PGES identifies as the areas of need. This is still developed with the input of the teacher.

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

The TELL results are reviewed and used to drive the needs assessments and PD offerings. This is aimed at developing a culture that is more conducive to teachers staying and becoming long term employees. The most recent tell data was utilized to develop the PD and focus for the school year. It was evident that we needed to be more intentional about connecting teachers with the community and parents. We implemented a system for parent contacts, both positive and negative, that encourages parents to interact with teachers and become more integral in the educational process of their child. We strive to create an environment that makes teachers want to come here and to stay once they are here.

Questions

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

Equitable access has not been identified as an issue for our school. Our teachers are highly qualified and teaching in their field. The retention and recruitment for our school continues to be a focus but it always will regardless of the opening.