



Comprehensive School Improvement Plan

Taylor County High School
Taylor County School District

Mr. Charles Higdon, Jr, Principal
300 Ingram Avenue
Campbellsville, KY 42718-1698

TABLE OF CONTENTS

Introduction 1

Executive Summary

Introduction 3

Description of the School 4

School's Purpose 5

Notable Achievements and Areas of Improvement 6

Additional Information 7

KDE Needs Assessment

Introduction 9

Data Analysis 10

Areas of Strengths 11

Opportunities for Improvement 12

Conclusion 13

TCHS CSIP 2012-13

Overview 15

Goals Summary 16

Goal 1: Increase the percentage of students who are college and career ready from 49% to 68.5% by 2015..... 17

Goal 2: Students taking the EOC assessment in US History will improve their proficiency score from 19.6% to 39.6% by May 2015..... 17

Activity Summary by Funding Source..... 19

Progress Notes..... 20

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Taylor County High School has an enrollment just under 900 students in grades 9-12. Taylor County is a rural community in central Kentucky. Our largest employer is Amazon.com and Taylor Regional Hospital. Campbellsville University is also an asset to our community. Approximately 50% of our high school students receive Free/Reduced Lunch.

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.

At Taylor County High School we will set our expectations high and work together to achieve success.

It is the goal of TCHS administration, faculty, and staff to increase the rigor of curriculum, to improve the relevance of the content, and continue to build relationships with our students and their families.

Our district is a performance-based district. Our students are encouraged to work at an accelerated pace, if capable, and take courses that challenge them academically. We have students from middle school taking high school courses and high school students taking college courses. We have had zero droupouts the past four years.

Our early release Fridays are used for Professional Learning Communities with our departments, and teachers will review data, name and claim students, and communicate with others about students' academic success.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

TCHS has had zero dropouts for the past three years. Our graduation rate is one of the highest in the region, along with our PLAN scores. Our college and career readiness scores have increased 15% for 2011-12. Math & science scores continue to increase, along with language mechanics. ACT scores also continue to increase.

Additional Information

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

AT TCHS we strive to develop an education plan that allows each student the opportunity to choose their career/college pathway. We guide, support, and motivate our students to succeed.

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?

Are students making progress toward proficiency? Since this is the first year for KPREP results, it is too early to tell if students are making adequate progress.

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?

Language mechanics is a strength as shown from our PLAN and ACT results. TCHS continues to offer ACT prep sessions, and Language Arts teachers continue to focus on grammar and punctuation skills.

Opportunities for Improvement

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

US History End of Course exam was taken by our Freshmen due to course sequence. After researching other school curriculums, it was determined we should make that course a Junior level course due to maturity level of students and the amount of content assessed in that EOC.

Conclusion

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

Continuing to effectively use PLC time to plan strategies to improve students' literacy/writing skills. The social studies department has re-aligned their curriculum to better address the content of the US History EOC.

TCHS CSIP 2012-13

Overview

Plan Name

TCHS CSIP 2012-13

Plan Description

CSIP Plan for 2012-13

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percentage of students who are college and career ready from 49% to 68.5% by 2015.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
2	Students taking the EOC assessment in US History will improve their proficiency score from 19.6% to 39.6% by May 2015.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0

Goal 1: Increase the percentage of students who are college and career ready from 49% to 68.5% by 2015.

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

Measurable Objective 1:

A 7% increase of Twelfth grade students will demonstrate a proficiency in CCR in Career & Technical by 06/01/2013 as measured by meeting ACT (CPE) benchmarks, COMPASS benchmarks, ASVAB or WORKKEYS benchmarks, and Industry Certifications attained.

Strategy 1:

Course & Assessment Alignment - Curriculum alignment will help prepare students for rigorous, relevant content in preparing them for academic goals.

Activity - Review CTE Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate CTE programs to offer the maximum industry certifications possible to student population with given staff.	Policy and Process	01/03/2013	05/22/2013	\$0	No Funding Required	CTE Staff, Principals, Guidance Counselors, CCR Director

Strategy 2:

Career Pathways - Freshmen will continue to select a career pathway at the end of their ninth grade year and receive academic counseling support to prepare them to be college and/or career ready.

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, promote, and implement Operation Preparation for students	Career Preparation/Orientation	01/03/2013	05/22/2013	\$0	No Funding Required	CCR Director, Principals, Guidance Counselors

Goal 2: Students taking the EOC assessment in US History will improve their proficiency score from 19.6% to 39.6% by May 2015.

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

Measurable Objective 1:

A 20% increase of Eleventh grade students will demonstrate a proficiency increase by May 2015. in Social Studies by 06/12/2015 as measured by the EOC proficiency scores..

Comprehensive School Improvement Plan

Taylor County High School

Strategy 1:

Curriculum Alignment - Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from KPREP EOC scores. Administrators will oversee progress and planning during PLC time allotted weekly.

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use ACT course standards and Kentucky Combined Curriculum Document to guide instruction.	Policy and Process	03/01/2012	05/22/2013	\$0	No Funding Required	Social Studies staff, Principals, Guidance Counselors

Activity - Data Analysis/Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common assessments developed within CIITS and targeted to QC; data analyzed during department PLCs; Focus on student retention of data taught up until each common assessment target point. Feedback will be utilized to drive instruction and needed instructional modifications.	Professional Learning	01/03/2013	05/21/2013	\$0	No Funding Required	Social Studies Department; Administration

Strategy 2:

Writing Constructed Responses - Focus on writing proficiently in answering constructed response questions.

Activity - Writing Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specifically target the writing component of EOC by using the ACT Quality Core Test Bank, utilizing technology, and analyzing constructed responses.	Direct Instruction	10/08/2012	05/20/2015	\$0	No Funding Required	Social Studies Department, Principals

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Vertical Alignment	Use ACT course standards and Kentucky Combined Curriculum Document to guide instruction.	Policy and Process	03/01/2012	05/22/2013	\$0	Social Studies staff, Principals, Guidance Counselors
Review CTE Programs	Evaluate CTE programs to offer the maximum industry certifications possible to student population with given staff.	Policy and Process	01/03/2013	05/22/2013	\$0	CTE Staff, Principals, Guidance Counselors, CCR Director
Operation Preparation	Develop, promote, and implement Operation Preparation for students	Career Preparation/Orientation	01/03/2013	05/22/2013	\$0	CCR Director, Principals, Guidance Counselors
Writing Practice	Specifically target the writing component of EOC by using the ACT Quality Core Test Bank, utilizing technology, and analyzing constructed responses.	Direct Instruction	10/08/2012	05/20/2015	\$0	Social Studies Department, Principals
Data Analysis/Reflection	Common assessments developed within CIITS and targeted to QC; data analyzed during department PLCs; Focus on student retention of data taught up until each common assessment target point. Feedback will be utilized to drive instruction and needed instructional modifications.	Professional Learning	01/03/2013	05/21/2013	\$0	Social Studies Department; Administration
Total					\$0	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
------	------	--------	----------	------------	------------