



# **Comprehensive School Improvement Plan**

**Somerset High School**  
**Somerset Independent**

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## **Introduction**

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

**Equitable Access to Effective Educators - School**

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		2017 SHS School Equity

**Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

No trends is equitable distribution of teachers were found.

**After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

No trends is equitable distribution of teachers were found.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		SHS 2017 Equity goals

**Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous**



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section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

## Goal 1:

All students at Somerset High School, including those in non-duplicated gap group, will become proficient in core academic areas..

## Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 52.0% to 72.0% by 06/30/2017 as measured by End of Course Assessments.

## Strategy1:

Mathematics Initiative - Principals, counselors and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue with math initiative professional development for all math teachers.	Professional Learning	01/31/2013	06/30/2017	\$2000 - Other \$300 - State Funds	Instructional Supervisor, Principal, Math Teachers

# **Phase I - 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?**

AdvanceED Parent Survey

**Relationship Building**

Overall Rating: 3.0

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>2.1</b>	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>2.2</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>2.3</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>2.4</b>	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>2.5</b>	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>2.6</b>	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>2.7</b>	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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

**Communications**

Overall Rating: 2.29

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.1</b>	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.3</b>	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.4</b>	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff, as mandated by law, addresses data on student achievement.	Novice

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

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

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

## 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 are invited to attend basic district training. No effort to include other parents on SBDM committees.	Novice

	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.	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.	Proficient

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

	Statement or Question	Response	Rating
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 policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

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



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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	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: 2.67

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

## Learning Opportunities

Overall Rating: 2.0

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

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

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

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

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

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

## Community Partnerships

Overall Rating: 2.17

	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 informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

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

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	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 offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

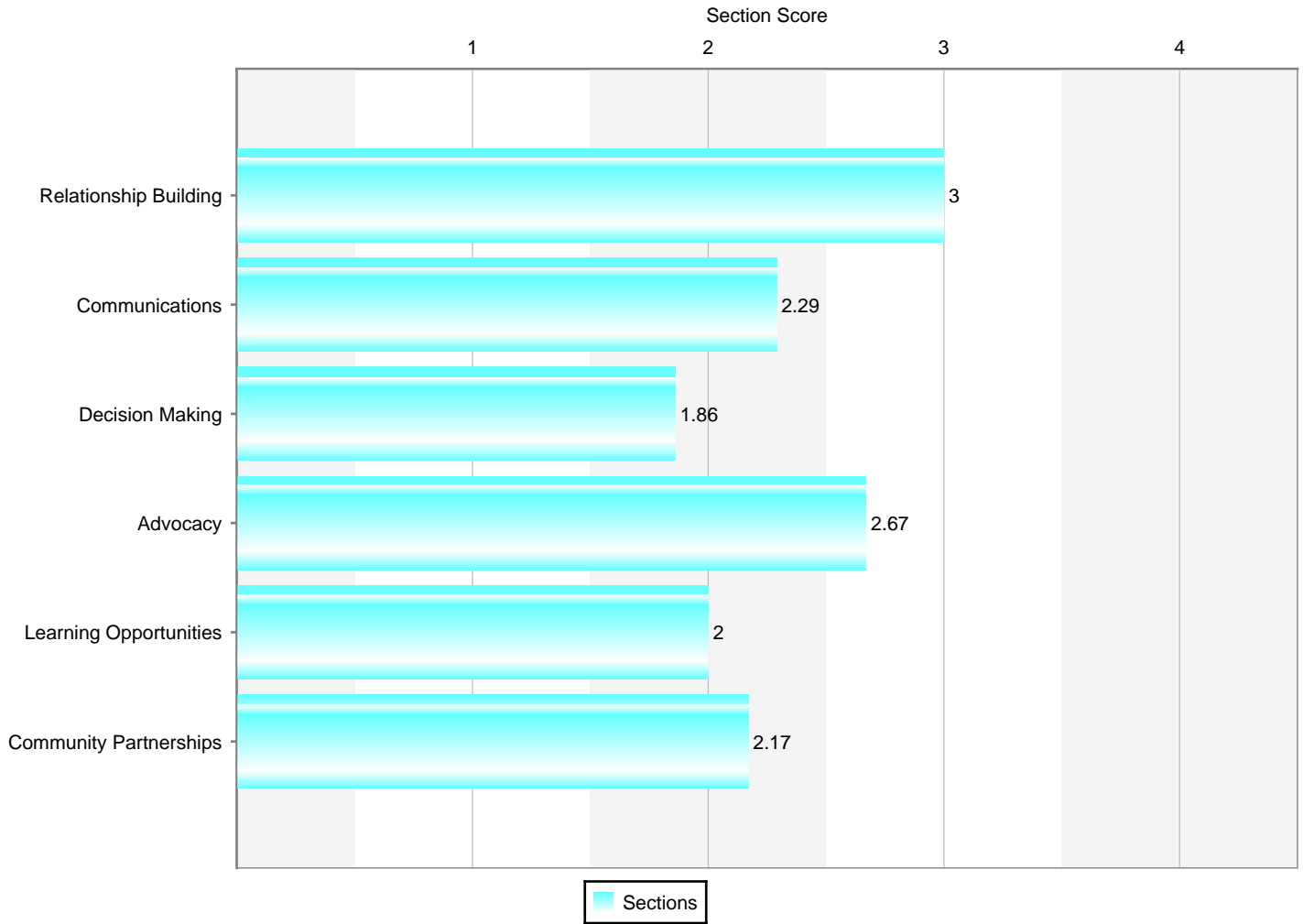
## Reflection

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

After looking over the indicators above, we feel we need to work harder to involve community organizations and include more parents in both the planning and implementation.

## 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.**

The following steps were taken into the development of the Somerset High School CSIP: 1. Every staff member was assigned to one of the previous mentioned components by the adjacent SBMD committees and a component manager was assigned. 2. A meeting was held where the CSIP was discussed as a whole and the guidelines were laid out for individual teams to meet separately and work on each component. 3. Each group was given a focus component and a way to provide suggestions for the CSIP. 4. Component managers, SHS administration and central office personnel met to begin compiling and writing the CSIP for next year. 5. The SHS SBDM will look at the new CSIP for approval on December 15, 2016. Revisions of the plan were made in December 2016. Evaluation Process: Per Board of Education policy, Implementation and Impact checks will be done twice a year by the SHS SBDM. Stakeholder Involvement: As mentioned earlier, all certified staff at SHS served on a component team.

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

Brian Blankenship

Craig Eastham

Tracey Ruble

Lynette Penley

Teresa Head

David Head

Amanda Marion

Shurree Clouse

Robin McDaniel

Donna Coffey

Graduation Rate and CCR

Debbie Harris\*

Kristi Jenkins

Shawn Overbey

Steve Watkins

Steve Wallace

Heather Baker

Danya Michael

Heather Massey

Amy Walters

Novice Reduction

Kevin Burkett\*

SY 2016-2017

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# Comprehensive School Improvement Plan

Somerset High School

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Cody Harris

Gwynne Baker

Forrest Spillman

Kimber Gravewood

Noella Deaton

Jared Swearingen

Melissa Sheron

Reducing Barriers to Learning

Elizabeth Schroer\*

Jennifer Johnson

Megan Lenox

Robbie Lucas

Anthony Godbey

John Lenox

David Akin

Linda Henderlight

Wanda White

Barry Hatfield

Lynette Penley

Graduation Rate and CCR

Debbie Harris\*

Kristi Jenkins

Philip Robinson

Shawn Overbey

Steve Watkins

Steve Wallace

Heather Baker

Danya Michael

Heather Massey

Amy Walters

Novice Reduction

Kevin Burkett\*

Cody Harris

Gwynne Baker

Forrest Spillman

Kimber Gravewood

Noella Deaton

Jared Swearingen

Melissa Sheron

Kathy Holfelder

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

The Improvement Plan is reviewed and approved by the SBDM. It is also reviewed to all teachers at staff meeting and the Board of Education at a regular board meeting.

# **Phase I - Needs Assessment**

## **Introduction**

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

## **Data Analysis**

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

**What does the data/information not tell you?**

.What is our overall score ranking?

What is our percentile ranking?

What is our state classification under Unbridled Learning: College and Career Readiness for All?

How are our students performing in the core academic areas?

What areas/ subgroups in the GAP should we be concerned with and address?

How many of our students show typical growth?

How are our students performing in regards to College/Career Readiness?

Is our graduation rate in line with expectations?

What is our percentage of Novice students and how can we reduce that number?

The data shows that Somerset High School has an overall score of 84.3 which gives the school an actual rank in Kentucky of 15th. This score and ranking means that Somerset High School is classified as Distinguished. Our school scored between 73.1 (out of 100) in the area of achievement. Scores were above the state average in the following areas: reading, math, writing, and language mechanics. According to the Gap group data we need to work with students in the areas science, math, writing, and social studies. Growth data indicates that we need to continue teaching the standards. College Career Readiness data shows that most students are being successful. Currently 77 percent of our graduates leave the high school designated as college or career ready. The last graduation rate data for Somerset High School is 93.1. This is higher than the state average at 89.

## **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?**

.At Somerset High School, we show strength in the areas of math, writing, language mechanics, reading and College/Career Readiness. All of these areas are higher than the state average. We are continuing to align curriculum by revising unit plan through further standards deconstruction and inclusion of more student engagement activities (i.e. Thoughtful Education). We are also focused on analyzing data, redesigning curriculum, re-teaching standards not mastered, and spiraling content. Our school has continued to sustain growth every year.

## **Opportunities for Improvement**

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

.Science is an area we are continuing to focus on improving this year. Teachers are redesigning curriculum to be focused on power standards. They are working with administration through PLC's to break down data and plan for re-teaching and spiraling of standards not mastered. We are also focusing on Novice reduction and have written a 30-60-90 day plan to reduce the percentage of novice students across all areas. This also ties into a focus on Gap achievement.



## **Conclusion**

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

.The revised School Improvement Plan will be shared with all staff to ensure implementation of activities.

# **2017 Somerset High School Improvement School**

## **Overview**

### **Plan Name**

2017 Somerset High School Improvement School

### **Plan Description**

This plan shall serve as a guide for administrators and staff to improve student achievement.

## 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 average freshman graduation rate at Somerset High School from 88.3% to 94.1% in 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$15000
2	All students at Somerset High School will become College and/or Career Ready.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$7900
3	All students at Somerset High School, including those in non-duplicated gap group, will become proficient in core academic areas..	Objectives: 2 Strategies: 6 Activities: 15	Organizational	\$28100
4	Increase student achievement by reducing the barriers to learning.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$11000
5	Reduce the percentage of Somerset High School students scoring novice from 21.7% to 19.0% by implementing a multi-tiered system of interventions as measured by K-PREP.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0

## Goal 1: Increase the average freshman graduation rate at Somerset High School from 88.3% to 94.1% in 2017.

### Measurable Objective 1:

collaborate to increase the cohort graduation rate from 86.4% to 94.1% by 12/29/2017 as measured by graduation formula.

### Strategy 1:

Graduation Rate - School leadership, guidance department, and teachers will implement plan.

Category:

Activity - Remediation Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue offering various remediation opportunities for students who fail required courses. [Advisory Groups, Summer School, ESS, Jumper Learning Center (Credit Recovery)]	Academic Support Program	01/31/2012	12/30/2016	\$15000	State Funds	Principal, Counselors, ESS Coordinator, CR Recovery Teachers
Activity - Drop-Out Prevention Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement the alternative graduation program.	Policy and Process	12/15/2014	05/31/2017	\$0	No Funding Required	Principal, SBDM, Board of Education
Activity - Mentoring At Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, implement and monitor mentoring program that identifies At-Risk students starting at the 5th grade level and following through until graduation.	Behavioral Support Program	01/31/2013	12/30/2016	\$0	No Funding Required	HS & MS Principals, Guidance Department, Teachers

## Goal 2: All students at Somerset High School will become College and/or Career Ready.

### Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready from 73.3% to 78.6% by 12/29/2017 as measured by Unbridled Learning Formula.

# Comprehensive School Improvement Plan

Somerset High School

## Strategy 1:

College Readiness - Principal, guidance and teachers will develop and implement the plan.

Category:

Activity - Transition Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to offer senior level transition courses for all students who do not meet the ACT (CTE) benchmark in English, reading or math.	Direct Instruction	12/15/2014	12/30/2016	\$0	No Funding Required	Principal, Guidance, Transition Teachers

Activity - ACT Standard Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to incorporate the usage of ACT standards and skills into appropriate content areas using provided ACT prep resources.	Direct Instruction	01/31/2013	12/30/2016	\$400	Other	Core Content Teacher

Activity - ACT Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to offer ACT tutoring sessions outside of school hours.	Tutoring	01/31/2013	12/30/2016	\$6000	District Funding, State Funds	ESS Teacher & Coordinator

Activity - KYOTE Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure all students who do not meet ACT (CPE) benchmarks are retested for KYOTE and/or state approved college placement test according to state guidelines after remediation.	Academic Support Program	01/31/2013	12/30/2016	\$0	No Funding Required	Counselors, Math and ELA Teachers

## Strategy 2:

Career Readiness - Principals, guidance and teachers will develop and implement the plan.

Category:

Activity - Area Technology Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the available slots at the Pulaski County Area Technology Center.	Career Preparation/Orientation	01/31/2013	12/30/2016	\$0	No Funding Required	SHS & ATC Principals, Counselors

Activity - Career Majors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communicate to all students the career majors and course offerings in CTE that would impact career readiness.	Career Preparation/Orientation	01/31/2013	12/30/2016	\$0	No Funding Required	Counselors, CTE Teachers

**Comprehensive School Improvement Plan**

Somerset High School

Activity - Career Ready Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer ASVAB and Work Keys to all students meeting eligibility for KOSSA testing.	Career Preparation/Orientation	01/31/2013	12/30/2016	\$1500	Other	Counselors, CTE Teachers
Activity - CTE Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the school Career Technical Education plan as submitted to the state.	Academic Support Program	01/31/2013	12/30/2016	\$0	Perkins	Principal, CTE Coordinator, CTE Teachers

### Goal 3: All students at Somerset High School, including those in non-duplicated gap group, will become proficient in core academic areas..

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 52.0% to 72.0% by 06/30/2017 as measured by End of Course Assessments.

**Strategy 1:**

Mathematics Initiative - Principals, counselors and teachers will develop and implement plan.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue with math initiative professional development for all math teachers.	Professional Learning	01/31/2013	06/30/2017	\$2300	Other, State Funds	Instructional Supervisor, Principal, Math Teachers
Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase technology devices and implement software/ website access (ex. APEX, Reading Plus, CERT) in select courses.	Technology	12/15/2014	12/29/2017	\$3500	Other	Principal, Teachers
Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**Comprehensive School Improvement Plan**

Somerset High School

Continue to schedule students with IEPs in collaborative math classes.	Academic Support Program	01/31/2013	06/30/2017	\$0	No Funding Required	Principal, Math Teacher, Special Education Teacher
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**Strategy 2:**

Reading and English Language Arts - Principal, counselors and teachers will develop and implement plan.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue professional development in reading/ language arts for teachers.	Professional Learning	01/31/2013	06/30/2017	\$2300	Other, State Funds	Principal, Teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase and implement software/website access (Study Island & PLATO) for reading and English language arts.	Technology	01/31/2013	06/30/2017	\$3500	Other	Principal, Teachers

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to schedule students with IEPs in collaboration ELA classes.	Academic Support Program	01/31/2013	06/30/2017	\$0	No Funding Required	Principals, Counselor, Special Education and ELA Teachers

Activity - School Wide Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, implement and monitor school-wide literacy initiative.	Academic Support Program	01/31/2013	06/30/2017	\$0	No Funding Required	Principal, PLC Lead Teachers

**Strategy 3:**

Academic Achievement - Principals and teachers will develop and implement plan.

Category: Learning Systems

Activity - Science and Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Somerset High School

Continue professional learning for science and social studies teachers (especially in EOC courses) to help implement the course standards to raise student achievement.	Academic Support Program	01/04/2016	12/30/2016	\$2000	Other	Principals and Teachers
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### Measurable Objective 2:

collaborate to increase the Achievement score for Somerset High School from 67.3 to 72.3 by 06/30/2017 as measured by School Report Card.

### Strategy 1:

Student Engagement - Principal and teachers will develop and implement plan.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue professional development on student engagement strategies (ex. Thoughtful Education) for all teachers.	Professional Learning	01/31/2013	06/30/2017	\$300	School Council Funds	Principal, Teachers

Activity - Student Engagement Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement student engagement strategies (ex. Thoughtful Education) in all classes as monitored by Ewalk data.	Academic Support Program	01/31/2013	06/30/2017	\$1200	Other	Principal, Teachers

### Strategy 2:

Proficiency Measures - Principal and teachers will develop and implement plan.

Category:

Activity - Technology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to offer professional development for using technology including Grade Cam, CIITS, Smart Boards, webpages, clickers, etc.	Professional Learning	01/31/2013	06/30/2017	\$1000	Other	Principal, Teachers

Activity - Proficiency Measures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to monitor and assess student achievement using Proficiency Measures with reports given during PLC meetings.	Academic Support Program	01/31/2013	06/30/2017	\$0	No Funding Required	Principal, Teachers

Activity - Technology Assessment Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase and implement Turning Point clicker system to increase speed of teacher/student formative assessment analysis and feedback.	Technology	01/31/2013	06/30/2017	\$11000	Other	Principals, Teachers

## Comprehensive School Improvement Plan

Somerset High School

### Strategy 3:

Curriculum Development / Alignment - Principal and teachers will develop and implement plan.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue professional development for teachers (especially for teachers in EOC areas).	Professional Learning	01/31/2013	06/30/2017	\$1000	School Council Funds	Principal, Teachers

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunity for teachers in subjects to align curriculum across grades/schools.	Professional Learning	01/31/2013	06/30/2017	\$0	No Funding Required	Principals, Teachers

## Goal 4: Increase student achievement by reducing the barriers to learning.

### Measurable Objective 1:

collaborate to increase student achievement by reducing the barriers to learning by 06/30/2017 as measured by Stakeholder Surveys.

### Strategy 1:

Safe and Efficient Environment - Principal and teachers will develop and implement the plan.

Category:

Activity - School Health And Safety	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to provide School Resource Officer and School Nurse.	Behavioral Support Program	01/31/2013	06/30/2017	\$10000	General Fund	Superintendent

Activity - Discipline Code	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue updating and implementing discipline code to meet arising safety needs of the school.	Behavioral Support Program	01/31/2013	06/30/2017	\$0	No Funding Required	Principals

Activity - Anti-Bullying Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue with anti-bullying educational program through Advisory and Digital Literacy classes.	Behavioral Support Program	01/31/2013	06/30/2017	\$0	No Funding Required	Principals, Teachers

**Comprehensive School Improvement Plan**

Somerset High School

Activity - Attendance Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue with attendance committee meetings and home visits as needed.	Other	01/31/2013	06/30/2017	\$0	No Funding Required	Principal, Attendance Staff, Counselors

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the Technology Plan as submitted to the state.	Technology	01/31/2013	06/30/2017	\$0	State Funds	Technology Coordinator, STC

**Strategy 2:**

Communication - Principals and teachers will develop and implement plan.

Category:

Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide parent/teacher conference opportunities. In conjunction with parent teacher conferences, add a student showcase for arts, drama and/or chorus.	Academic Support Program	01/31/2013	06/30/2017	\$0	No Funding Required	Principals, Counselors, FRYSC

Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to use school website, newsletters. and appropriate social media to communicate events, activities and deadlines to students and parents.	Parent Involvement	01/31/2013	06/30/2017	\$1000	District Funding	Technology Coordinator, STC

Activity - Improvement Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, implement, and communicate school improvement plan to all stakeholders.	Other	01/31/2013	06/30/2017	\$0	No Funding Required	Principal

## **Goal 5: Reduce the percentage of Somerset High School students scoring novice from 21.7% to 19.0% by implementing a multi-tiered system of interventions as measured by K-PREP.**

**Measurable Objective 1:**

collaborate to Reduce the number of students scoring Novice from 26.1 to 23.5 in reading, from 20 to 18 in math, from 14.4 to 13 in science, from 26.5 to 23.9 in social studies, from 8.3 to 7.5 in writing, and from 14.2 to 12.8 in language mechanics. by 12/30/2016 as measured by EOC, KPREP and ACT.

# Comprehensive School Improvement Plan

Somerset High School

## Strategy 1:

Academic Interventions - Leadership will ensure that plan is implemented.

Category: Continuous Improvement

Activity - Academic Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review, update and implement the school intervention plan.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, Teachers

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use resources to differentiate lessons in reading and math to address student needs.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, Teachers

## Strategy 2:

Apply Data - Leadership will ensure that data is analyzed in a Professional Learning Community.

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Examine state data and student performance levels and use data to make improvement decisions.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	Implement the Technology Plan as submitted to the state.	Technology	01/31/2013	06/30/2017	\$0	Technology Coordinator, STC
Professional Development	Continue professional development in reading/ language arts for teachers.	Professional Learning	01/31/2013	06/30/2017	\$300	Principal, Teachers
Professional Development	Continue with math initiative professional development for all math teachers.	Professional Learning	01/31/2013	06/30/2017	\$300	Instructional Supervisor, Principal, Math Teachers
Remediation Opportunities	Continue offering various remediation opportunities for students who fail required courses. [Advisory Groups, Summer School, ESS, Jumper Learning Center (Credit Recovery)]	Academic Support Program	01/31/2012	12/30/2016	\$15000	Principal, Counselors, ESS Coordinator, CR Recovery Teachers
ACT Tutoring	Continue to offer ACT tutoring sessions outside of school hours.	Tutoring	01/31/2013	12/30/2016	\$5000	ESS Teacher & Coordinator
<b>Total</b>					\$20600	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Communication	Continue to use school website, newsletters. and appropriate social media to communicate events, activities and deadlines to students and parents.	Parent Involvement	01/31/2013	06/30/2017	\$1000	Technology Coordinator, STC
ACT Tutoring	Continue to offer ACT tutoring sessions outside of school hours.	Tutoring	01/31/2013	12/30/2016	\$1000	ESS Teacher & Coordinator
<b>Total</b>					\$2000	

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Comprehensive School Improvement Plan

Somerset High School

Professional Development	Continue professional development on student engagement strategies (ex. Thoughtful Education) for all teachers.	Professional Learning	01/31/2013	06/30/2017	\$300	Principal, Teachers
Professional Development	Continue professional development for teachers (especially for teachers in EOC areas).	Professional Learning	01/31/2013	06/30/2017	\$1000	Principal, Teachers
<b>Total</b>					<b>\$1300</b>	

### Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CTE Plan	Implement the school Career Technical Education plan as submitted to the state.	Academic Support Program	01/31/2013	12/30/2016	\$0	Principal, CTE Coordinator, CTE Teachers
<b>Total</b>					<b>\$0</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Drop-Out Prevention Committee	Continue to implement the alternative graduation program.	Policy and Process	12/15/2014	05/31/2017	\$0	Principal, SBDM, Board of Education
Vertical Alignment	Provide opportunity for teachers in subjects to align curriculum across grades/schools.	Professional Learning	01/31/2013	06/30/2017	\$0	Principals, Teachers
Data Analysis	Examine state data and student performance levels and use data to make improvement decisions.	Academic Support Program	01/04/2016	12/30/2016	\$0	Principal, Teachers
Mentoring At Risk Students	Develop, implement and monitor mentoring program that identifies At-Risk students starting at the 5th grade level and following through until graduation.	Behavioral Support Program	01/31/2013	12/30/2016	\$0	HS & MS Principals, Guidance Department, Teachers
Differentiation	Teachers will use resources to differentiate lessons in reading and math to address student needs.	Academic Support Program	01/04/2016	12/30/2016	\$0	Principal, Teachers
Anti-Bullying Program	Continue with anti-bullying educational program through Advisory and Digital Literacy classes.	Behavioral Support Program	01/31/2013	06/30/2017	\$0	Principals, Teachers
Area Technology Center	Utilize the available slots at the Pulaski County Area Technology Center.	Career Preparation/Orientation	01/31/2013	12/30/2016	\$0	SHS & ATC Principals, Counselors

# Comprehensive School Improvement Plan

Somerset High School

Collaboration	Continue to schedule students with IEPs in collaboration ELA classes.	Academic Support Program	01/31/2013	06/30/2017	\$0	Principals, Counselor, Special Education and ELA Teachers
KYOTE Assessments	Ensure all students who do not meet ACT (CPE) benchmarks are retested for KYOTE and/or state approved college placement test according to state guidelines after remediation.	Academic Support Program	01/31/2013	12/30/2016	\$0	Counselors, Math and ELA Teachers
Collaboration	Continue to schedule students with IEPs in collaborative math classes.	Academic Support Program	01/31/2013	06/30/2017	\$0	Principal, Math Teacher, Special Education Teacher
Career Majors	Communicate to all students the career majors and course offerings in CTE that would impact career readiness.	Career Preparation/Orientation	01/31/2013	12/30/2016	\$0	Counselors, CTE Teachers
Attendance Committee	Continue with attendance committee meetings and home visits as needed.	Other	01/31/2013	06/30/2017	\$0	Principal, Attendance Staff, Counselors
Academic Interventions	Review, update and implement the school intervention plan.	Academic Support Program	01/04/2016	12/30/2016	\$0	Principal, Teachers
Improvement Plan	Develop, implement, and communicate school improvement plan to all stakeholders.	Other	01/31/2013	06/30/2017	\$0	Principal
Proficiency Measures	Continue to monitor and assess student achievement using Proficiency Measures with reports given during PLC meetings.	Academic Support Program	01/31/2013	06/30/2017	\$0	Principal, Teachers
School Wide Literacy	Develop, implement and monitor school-wide literacy initiative.	Academic Support Program	01/31/2013	06/30/2017	\$0	Principal, PLC Lead Teachers
Transition Classes	Continue to offer senior level transition courses for all students who do not meet the ACT (CTE) benchmark in English, reading or math.	Direct Instruction	12/15/2014	12/30/2016	\$0	Principal, Guidance, Transition Teachers
Discipline Code	Continue updating and implementing discipline code to meet arising safety needs of the school.	Behavioral Support Program	01/31/2013	06/30/2017	\$0	Principals
Parent/Teacher Conferences	Provide parent/teacher conference opportunities. In conjunction with parent teacher conferences, add a student showcase for arts, drama and/or chorus.	Academic Support Program	01/31/2013	06/30/2017	\$0	Principals, Counselors, FRYSC
<b>Total</b>					\$0	

# Comprehensive School Improvement Plan

Somerset High School

## Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Engagement Strategies	Implement student engagement strategies (ex. Thoughtful Education) in all classes as monitored by Ewalk data.	Academic Support Program	01/31/2013	06/30/2017	\$1200	Principal, Teachers
Technology Integration	Purchase technology devices and implement software/website access (ex. APEX, Reading Plus, CERT) in select courses.	Technology	12/15/2014	12/29/2017	\$3500	Principal, Teachers
Technology Assessment Integration	Purchase and implement Turning Point clicker system to increase speed of teacher/student formative assessment analysis and feedback.	Technology	01/31/2013	06/30/2017	\$11000	Principals, Teachers
Technology Integration	Purchase and implement software/website access (Study Island & PLATO) for reading and English language arts.	Technology	01/31/2013	06/30/2017	\$3500	Principal, Teachers
Professional Development	Continue professional development in reading/ language arts for teachers.	Professional Learning	01/31/2013	06/30/2017	\$2000	Principal, Teachers
Professional Development	Continue with math initiative professional development for all math teachers.	Professional Learning	01/31/2013	06/30/2017	\$2000	Instructional Supervisor, Principal, Math Teachers
Career Ready Assessment	Administer ASVAB and Work Keys to all students meeting eligibility for KOSSA testing.	Career Preparation/Orientation	01/31/2013	12/30/2016	\$1500	Counselors, CTE Teachers
Technology Training	Continue to offer professional development for using technology including Grade Cam, CIITS, Smart Boards, webpages, clickers, etc.	Professional Learning	01/31/2013	06/30/2017	\$1000	Principal, Teachers
ACT Standard Implementation	Continue to incorporate the usage of ACT standards and skills into appropriate content areas using provided ACT prep resources.	Direct Instruction	01/31/2013	12/30/2016	\$400	Core Content Teacher
Science and Social Studies	Continue professional learning for science and social studies teachers (especially in EOC courses) to help implement the course standards to raise student achievement.	Academic Support Program	01/04/2016	12/30/2016	\$2000	Principals and Teachers
<b>Total</b>					<b>\$28100</b>	

## General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Health And Safety	Continue to provide School Resource Officer and School Nurse.	Behavioral Support Program	01/31/2013	06/30/2017	\$10000	Superintendent
<b>Total</b>					<b>\$10000</b>	



## **Phase II - KDE Assurances - Schools**

## **Introduction**

KDE Assurances - School

**Assurances**

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

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

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

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

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

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

# Comprehensive School Improvement Plan

Somerset High 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		

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

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

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

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

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

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

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.	N/A		

# Comprehensive School Improvement Plan

Somerset High School

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

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.	N/A		

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.	Yes		

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		

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.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

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		

# Comprehensive School Improvement Plan

Somerset High School

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		

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		

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		

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		

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		

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.	Yes		

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.	Yes		

# Comprehensive School Improvement Plan

Somerset High School

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

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

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

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

## **Phase II - 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:**

All students at Somerset High School, including those in non-duplicated gap group, will become proficient in core academic areas..

**Measurable Objective 1:**

collaborate to increase the Achievement score for Somerset High School from 67.3 to 72.3 by 06/30/2017 as measured by School Report Card.

**Strategy1:**

Curriculum Development / Alignment - Principal and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue professional development for teachers (especially for teachers in EOC areas).	Professional Learning	01/31/2013	06/30/2017	\$1000 - School Council Funds	Principal, Teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

# Comprehensive School Improvement Plan

Somerset High School

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

All students at Somerset High School, including those in non-duplicated gap group, will become proficient in core academic areas..

## Measurable Objective 1:

collaborate to increase the Achievement score for Somerset High School from 67.3 to 72.3 by 06/30/2017 as measured by School Report Card.

## Strategy1:

Curriculum Development / Alignment - Principal and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue professional development for teachers (especially for teachers in EOC areas).	Professional Learning	01/31/2013	06/30/2017	\$1000 - School Council Funds	Principal, Teachers

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunity for teachers in subjects to align curriculum across grades/schools.	Professional Learning	01/31/2013	06/30/2017	\$0 - No Funding Required	Principals, Teachers

## Strategy2:

Proficiency Measures - Principal and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Technology Assessment Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and implement Turning Point clicker system to increase speed of teacher/student formative assessment analysis and feedback.	Technology	01/31/2013	06/30/2017	\$11000 - Other	Principals, Teachers

Activity - Proficiency Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to monitor and assess student achievement using Proficiency Measures with reports given to principal and Board of Education	Academic Support Program	01/31/2013	06/30/2017	\$0 - No Funding Required	Principal, Teachers

# Comprehensive School Improvement Plan

Somerset High School

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to offer professional development for using technology including CIITS, Smart Boards, webpages, clickers, etc.	Professional Learning	01/31/2013	06/30/2017	\$1000 - Other	Principal, Teachers

### Strategy3:

Student Engagement - Principal and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue professional development on student engagement strategies (ex. Thoughtful Education) for all teachers.	Professional Learning	01/31/2013	06/30/2017	\$300 - School Council Funds	Principal, Teachers

Activity - Student Engagement Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement student engagement strategies (ex. Thoughtful Education) in all classes as monitored by Ewalk data.	Academic Support Program	01/31/2013	06/30/2017	\$1200 - Other	Principal, Teachers

### Measurable Objective 2:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 52.0% to 72.0% by 06/30/2017 as measured by End of Course Assessments.

### Strategy1:

Mathematics Initiative - Principals, counselors and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase technology devices and implement software/ website access (ex. Study Island, PLATO) in select courses.	Technology	12/15/2014	06/30/2017	\$3500 - Other	Principal, Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue with math initiative professional development for all math teachers.	Professional Learning	01/31/2013	06/30/2017	\$2000 - Other \$300 - State Funds	Instructional Supervisor, Principal, Math Teachers

## Comprehensive School Improvement Plan

Somerset High School

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to schedule students with IEPs in collaborative math classes.	Academic Support Program	01/31/2013	06/30/2017	\$0 - No Funding Required	Principal, Math Teacher, Special Education Teacher

### Strategy2:

Reading and English Language Arts - Principal, counselors and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and implement software/website access (Study Island & PLATO) for reading and English language arts.	Technology	01/31/2013	06/30/2017	\$3500 - Other	Principal, Teachers

Activity - School Wide Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop, implement and monitor school-wide literacy initiative.	Academic Support Program	01/31/2013	06/30/2017	\$0 - No Funding Required	Principal, PLC Lead Teachers

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to schedule students with IEPs in collaboration ELA classes.	Academic Support Program	01/31/2013	06/30/2017	\$0 - No Funding Required	Principals, Counselor, Special Education and ELA Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue professional development in reading/language arts for teachers.	Professional Learning	01/31/2013	06/30/2017	\$2000 - Other \$300 - State Funds	Principal, Teachers

### Strategy3:

Academic Achievement - Principals and teachers will develop and implement plan.

Category: Learning Systems

Research Cited:

Activity - Science and Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue professional learning for science and social studies teachers (especially in EOC courses) to help implement the course standards to raise student achievement.	Academic Support Program	01/04/2016	12/30/2016	\$2000 - Other	Principals and Teachers

# Comprehensive School Improvement Plan

Somerset High School

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

## Goal 1:

Increase the average freshman graduation rate at Somerset High School from 88.3% to 90.7% in 2016.

## Measurable Objective 1:

collaborate to increase the cohort graduation rate from 86.4% to 90.7% by 12/30/2016 as measured by graduation formula.

## Strategy1:

Graduation Rate - School leadership, guidance department, and teachers will implement plan.

Category:

Research Cited:

Activity - Remediation Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue offering various remediation opportunities for students who fail required courses. [Advisory Groups, Summer School, ESS, Jumper Learning Center (Credit Recovery)]	Academic Support Program	01/31/2012	12/30/2016	\$15000 - State Funds	Principal, Counselors, ESS Coordinator, CR Recovery Teachers

Activity - Drop-Out Prevention Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement the alternative graduation program.	Policy and Process	12/15/2014	05/31/2017	\$0 - No Funding Required	Principal, SBDM, Board of Education

Activity - Mentoring At Risk Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop, implement and monitor mentoring program that identifies At-Risk students starting at the 5th grade level and following through until graduation.	Behavioral Support Program	01/31/2013	12/30/2016	\$0 - No Funding Required	HS & MS Principals, Guidance Department, Teachers

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

## Goal 1:

All students at Somerset High School will become College and/or Career Ready.

## Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready from 73.3% to 76% by 12/30/2016 as measured by

# Comprehensive School Improvement Plan

Somerset High School

Unbridled Learning Formula.

## Strategy1:

College Readiness - Principal, guidance and teachers will develop and implement the plan.

Category:

Research Cited:

Activity - ACT Standard Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to incorporate the usage of ACT standards and skills into appropriate content areas using provided ACT prep resources.	Direct Instruction	01/31/2013	12/30/2016	\$400 - Other	Core Content Teacher

Activity - Transition Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to offer senior level transition courses for all students who do not meet the ACT (CTE) benchmark in English, reading or math.	Direct Instruction	12/15/2014	12/30/2016	\$0 - No Funding Required	Principal, Guidance, Transition Teachers

Activity - COMPASS & KYOTE Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure all students who do not meet ACT (CPE) benchmarks are retested for KYOTE and/or state approved college placement test according to state guidelines after remediation.	Academic Support Program	01/31/2013	12/30/2016	\$0 - No Funding Required	Counselors, Math and ELA Teachers

Activity - ACT Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to offer ACT tutoring sessions outside of school hours.	Tutoring	01/31/2013	12/30/2016	\$5000 - State Funds \$1000 - District Funding	ESS Teacher & Coordinator

## Strategy2:

Career Readiness - Principals, guidance and teachers will develop and implement the plan.

Category:

Research Cited:

Activity - Area Technology Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the available slots at the Pulaski County Area Technology Center.	Career Preparation/Orientation	01/31/2013	12/30/2016	\$0 - No Funding Required	SHS & ATC Principals, Counselors

# Comprehensive School Improvement Plan

Somerset High School

Activity - Career Ready Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer ASVAB and Work Keys to all students meeting eligibility for KOSSA testing.	Career Preparation/Orientation	01/31/2013	12/30/2016	\$1500 - Other	Counselors, CTE Teachers

Activity - CTE Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the school Career Technical Education plan as submitted to the state.	Academic Support Program	01/31/2013	12/30/2016	\$0 - Perkins	Principal, CTE Coordinator, CTE Teachers

Activity - Career Majors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communicate to all students the career majors and course offerings in CTE that would impact career readiness.	Career Preparation/Orientation	01/31/2013	12/30/2016	\$0 - No Funding Required	Counselors, CTE Teachers

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

**Goal 1:**

All students at Somerset High School, including those in non-duplicated gap group, will become proficient in core academic areas..

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 52.0% to 72.0% by 06/30/2017 as measured by End of Course Assessments.

**Strategy1:**

Academic Achievement - Principals and teachers will develop and implement plan.

Category: Learning Systems

Research Cited:

Activity - Science and Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue professional learning for science and social studies teachers (especially in EOC courses) to help implement the course standards to raise student achievement.	Academic Support Program	01/04/2016	12/30/2016	\$2000 - Other	Principals and Teachers

**Measurable Objective 2:**

collaborate to increase the Achievement score for Somerset High School from 67.3 to 72.3 by 06/30/2017 as measured by School Report Card.



# Comprehensive School Improvement Plan

Somerset High School

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## Strategy1:

Curriculum Development / Alignment - Principal and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue professional development for teachers (especially for teachers in EOC areas).	Professional Learning	01/31/2013	06/30/2017	\$1000 - School Council Funds	Principal, Teachers

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunity for teachers in subjects to align curriculum across grades/schools.	Professional Learning	01/31/2013	06/30/2017	\$0 - No Funding Required	Principals, Teachers

# **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?**

Somerset High School has an enrollment of 515 students and forty certified staff members. Our high school and school district is rich in history and tradition which has existed since 1888 in the same location. Unique opportunities, small classes, excellent athletic teams and academic rigor and integrity have been just some characteristics attributed to Somerset High School. We even claim as part of our mission statement--'Tradition Guides Us, Achievement Drives Us'.

Competition is also an ever-present aspect of our school community with two other high school within five miles of Somerset High School. We have to work to provide a 'product' that only an independent high school can provide due to limited funding sources independent districts such as ours face.

Somerset, Kentucky is both an industrial and tourist community surrounded by the third largest man-made lake in the United States which promotes recreational boating and fishing of all species. We also have an active community college of which our school has an active and on-going partnership to provide more opportunities for our students.

With the economic downturn our nation and state have experienced, the poverty rate has increased in our city, thus changing the poverty rate of our students. While the 'reported' poverty rate of Somerset High School is around 50%, we feel the actual number is closer to 65%. Our students come to us with many social, economic, emotional and medical issues which has forced our school to re-focus many of our resources to provide supports to our students who come to us 'compromised' in so many ways. It has also allowed our staff many opportunities to invest in the lives of these students, providing them both a voice and hope, that in many cases they would not have either if it wasn't for our staff members at Somerset High School. Our Youth Service Center as well as our School Nurse stay extremely busy helping students with the many needs our students come to us with.

## 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 Somerset High School, every child is important and every child can learn. All students, parents and staff are committed to assuring effective leadership, instruction, and engagement of all students, to improve individual student success. Rigorous classes as well as innovative strategies will ensure opportunities for every student to achieve his/her highest potential. All stakeholders share with our community the responsibility for the education of all students, so they will be college and career ready to live and work productively in a rapidly changing world. 'Tradition Guides Us, Achievement Drives Us'

We also have five (5) non-negotiables that are promoted daily to staff and students:

Relationships and loving our students, Purposeful in our supervision--Speak to EVERY child you come into contact with; Laugh with your students, whether it is funny or not; Every classroom is a Student-Centered Classroom!; Advisory System where there is a purposeful connection with kids

Standards-Based Teaching and Learning

BEFORE we teach anything, we know our standards (ACT, EOC, KOSSA)--we have deconstructed our standards into Learning Targets--We have created assessments based upon the standards--All teaching and learning materials are centered around the standards--We POST, READ and REFERENCE during the lesson!

We have standards and THEN select what materials we will use to teach the standards; textbooks, magazines, novels, primary source documents, audio-visual, Study Island, internet and other technology, etc.

Formative and Summative Assessments

--Bellringer, Exit Slip, Quiz, Flashback, Lab, Teacher-generated guided notes/questions, Writing/Literacy activity--All will measure the daily learning target (I Can statement)

Interim-Proficiency Measures

--How do we know the students are learning what we are teaching?

--Every 2-3 weeks, formative assessment given in GradeCam with data: analyzed, reflected upon and used to guide instruction.

--We will be data driven!! Data is analyzed to guide instruction and re-teach standards and learning targets.

Quality, Engaging and High Interest Teaching Strategies used daily in ALL classes

Thoughtful Education and Classroom 1. Vocabulary CODE

--Organization and Procedures 2. Questioning Styles and Strategies

--Positive Relationships 3. Reading for Meaning

--A Culture of Thinking and Learning 4. New American Lecture

--Engagement and Enjoyment 5. From Note Taking to Note Making

--Preparing Students for New Learning 6. Compare/Contrast

--Presenting New Learning

--Applying Learning

--Deepening and Reinforcing Learning

--Reflecting on and Celebrating Learning

Proper Use of questioning during class instruction and discussion

--Specific and research-based

--Use of action/power verbs (describe, predict, analyze, explain) to purposefully engage students to increase critical thinking

Professional Learning Communities (Learning Teams)

Goal of: Positively impact and increase student achievement

Focus of:

1. Continued Curriculum alignment and refinement

2. Analyzing student performance data

3. Student engagement strategies

--Questioning Styles and Strategies

--CODE Applying Vocabulary

--Note Taking to Note Making

--Thoughtful Ed. Math

--Compare/Contrast

4. Formative Assessments

5. Utilizing Teacher Websites

6. Implementation of literacy experiences into classroom instruction

7. Use of Flashbacks for bell ringers, exit slips and inclusion into summative assessments.

Literacy Initiative

All reading and writing assignment and strategies are ACT like

Questions given are based upon reading passages--both content and strategy based

Action verbs are used both verbally and in written form during questioning

## **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.**

According to the state of Kentucky KPREP measures of accountability, Somerset High School has been designated a 'DISTINGUISHED' high school for the past four years and has been ranked in the top 6% of all Kentucky high schools for the past two years. Somerset's accountability score has CONSISTENTLY increased over the past four years of KPREP assessment and accountability. We currently have an academic index of 84.3 out of 100 and are ranked 15th out of 278 high schools.

SHS has worked hard to make sure all graduating seniors are college and career ready (CCR). In 2012, 60.9% of our seniors were CCR which increased to 77% in 2016.

In 2014, our state tested Junior ACT scores composite was 19.6; after much work by our staff and students, our composite in 2016 increased to 20.9.

SHS has added fulltime chorus, drama and band school-wide. 'Broadway' quality musicals are being performed, students are competing in All-State chorus performances and the chorus has grown from 15 students to over 75 active choir members. The SHS Band has also grown from one class with a part-time instructor to two full-time band instructors. The SHS band participated in full-time marching and competitive seasons in 2016 as well.

Over \$250,000 was raised to renovate the WB Jones Auditorium with state of the art theater sound, lighting and projection as well as 751 new 'top of the line' theater seats.

Academic opportunities have expanded at Somerset High School providing students with opportunities they would have not had otherwise:

1. MUSIC--Band, Chorus and Drama
2. Project: Lead the Way (PLTW)--Full time Pre-engineering curriculum
3. Partnership with AdvanceKY to promote intensive and research-based training to AP teachers as well as providing more opportunities for SHS students to take more AP classes as well as be successful on AP tests, thus earning college credit.

## **Additional Information**

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

The climate and culture is "just unreal" according to one student as quoted on a recent climate survey. Staff and students truly enjoy coming to work and school where they feel both valued and safe.