KDE Comprehensive School

Improvement Plan

Simon Kenton High School

Kenton County

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Simon Kenton, a public four-year high school, serves the growing community of Independence, Kentucky. The population of the Independence area has increased significantly over the past few years. Simon Kenton currently serves a student population of approximately 1730. The demographics of the school population mirrors the Independence community. 94.2% of our students are white, 1.1% of our students are African American, 0.6% of our students are Asian, 1.7% of our students are Hispanic, and 0.2% of our students are Alaska Native. 2.3% of our students identify as being two or more races. Our staff and administrators take great pride in providing a world class education for the young women and men in the Independence area.

School's Purpose

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

The goal of Simon Kenton is for all students to graduate college and career ready. We are a learning community of students, educators, administrators, parents, and families. Each member of this community is a valued individual with unique physical, social, emotional, intellectual needs and strengths. With all partners working together, the mission of Simon Kenton High School is to provide quality, equitable educational programs and opportunities for all students. Additionally, Simon Kenton is fully accredited by the Southern Association of Colleges and Schools, as well as the Kentucky Department of Education. Our staff and administrators take great pride in providing a quality education for the young women and men in the Independence area. Students at Simon Kenton have the opportunity to pursue several diploma and certificates. Students may earn either a Standard diploma, Honors diploma, or Kentucky Scholars diploma. Student may earn college credit while in high school through AP courses and dual credit college courses. In addition, Simon Kenton's special education department incorporates the inclusion model by placing students with special needs in regular education classes. Four blended components of consultation, collaboration, resource, and the community-based program forms a successful learning environment for the special needs population. Simon Kenton students have the opportunity to join the Kenton County Academies of Innovation and Technology. Students may participate in Biomedical Sciences, Sustainable Energy, High Performance Production, Engineering, Media Arts, Informatics, and Military Prep. All curriculum is aligned to district, state, and national standards.

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.

Simon Kenton is currently Proficient and Progressing. One of the areas in which Simon Kenton excels is educating students in the areas of the arts/performing arts and practical living/career studies. At a time when these two types of programs are being cut across the nation, Simon Kenton has maintained high standards in both areas. Students from Simon Kenton graduate with an arts and humanities credit and a business credit. Students have the opportunity to attain MOS certifications, and practical experience in marketing, entrepreneurship and accounting. This year we had 147 students earn at least 1 MOS certificate. The number of Career Ready students increased from 10 to 13 this past year. We also had 4 students place at FBLA competitions, including 3 students as first place winners.

Simon Kenton has an award winning band program. Band students may participate in marching band, jazz band, percussion, and color guard. Students are able to participate in a minimum of 2 school plays and 1 school musical.

The Simon Kenton athletic program is stellar. Many athletes receive athletic scholarships for college. Each team competes with school pride and achieves at extremely high levels. The football team was undefeated in the regular season and Coach Jeff Marksberry was name the District Football Coach of the year and the Coach of the Year by the Coaches Association. Simon Kenton added an Archery Team as an opportunity for students to participate and compete this year. Boys and Girls Basketball as well as Volleyball won their districts this year. The girls Cross Country team qualified for state. The boys and girls soccer teams each won their district tournaments. Our baseball team were the champions of both the district and the region.

Simon Kenton is most proud of the teaching staff. They are highly qualified, continually seek professional growth opportunities, and make connections with students and families. Simon Kenton currently has 7 teachers that are National Board certified and 100% of the staff are certified in their teaching area. Many teachers have had Advanced Placement training in order to teach college level classes. Each teacher strives to meet the learning needs of his/her students. The faculty and administrative staff win awards such as Ms.Sheryl Fischer being awarded the Golden Apple Award.

Assessment scores show steady growth over the past three years. Our main achievement goal is to increase the number of college and career ready graduates. We are making progress toward this goal as our ACT score has improved from 19.9 to a 20.3.   The students attaining this elite diploma have met the high standards set forth by the state of Kentucky. Students who have scored a 3 or higher on an Advanced Placement Exam is an average of 65%. 55% of Simon Kenton graduates attend a four year colleges/universities. 18% attend two year or technical/vocational college/universities. Approximately, 4% of our student body joins the military. 19% of graduated went into the work force. Simon Kenton had 11 Governor's Scholars this year. SK also won the district high attendance award.   The Academic team is ranked nationally. The seniors received over 2 million dollars in scholarship money this year.

It is important to us that all students achieve at high levels and our staff works hard with each student to help them succeed.

Additional Information

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

Simon Kenton has an involved staff and administration that continues to maintain rigorous instruction and relevant relationships with our students through initiatives such as Simon Kenton Opportunity to Reach Success which is an enrichment and intervention program. At Simon Kenton High School we are proud to be Pioneers and work hard every day to prove that We ARE SK. We strive to be Accountable, Respectful, and Engaged to reach success. We are Accountable by working to promote growth in student achievement through targeted rigorous instruction for all students to reach their potential. At Simon Kenton students are provided with a wide range of courses that build skills and are an introduction to possible career interests.
We are Respectful by providing relevant relationships that foster growth and diversity. Through work with community outreach, charities, and within the school we foster and atmosphere of understanding, compassion, and respect.

Simon Kenton has numerous opportunities for students to be engaged with a wide range of activities beyond athletics. These include Principal Advisory Club, Ski club, Web team, Academic team, Art club, Future Problem Solving, Drama club, Future Educators of America, Diversity club, Energy Wise, Teen Leadership Council, JAM-C, Guitar club, National Honor Society, Engineering club, Future Farmers of America, Pioneer Pride, Oddysey of the Mind, Scuba club, Spanish club, Newspaper, Bridge club, Fellowship of Christian Athletes, First Priority, French club, Book club, Student council, Cappies, Dance team, and Future Business Leaders of America. Students may also participate in band, chorus, and in our highly competitive athletic program.   Our school has something for every interest to make sure the students are involved in the classroom and outside the classroom as well.

December 2014-2015 Plan for KDE Comprehensive School Improvement Plan

Overview

Plan Name

December 2014-2015 Plan for KDE Comprehensive School Improvement Plan

Plan Description

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 overall achievement of the non-duplicated gap group in reading	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$2000
2	Increase the 5 year adjusted graduation rate from 91.2% in 2014 to 92.1%	Objectives: 1 Strategies: 3 Activities: 7	Organizational	$0
3	Program Reviews Arts and Humanities	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
4	Program Review PLCS	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
5	Program Review Writing	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
6	Tell-Survey- Collaboration	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
7	Increase the percentage of students who are college and career ready by October 1, 2015 as measured by the School Report Card	Objectives: 1 Strategies: 2 Activities: 5	Organizational	$1200
8	Increase student achievement for all students at Simon Kenton High School	Objectives: 4 Strategies: 6 Activities: 17	Organizational	$4000
9	Next Generation Professional: Percentage of Proficient Certified Staff	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
10	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: Increase the overall achievement of the non-duplicated gap group in reading

Measurable Objective 1:

collaborate to increase the percentage of students proficient and distinguished in the gap group in reading , including special education students, from 51.4% in 2014 to 58.2% by 10/01/2015 as measured by school report card delivery targets.

Strategy 1:

Progress Monitoring - Identify students in the gap groups to provide appropriate instructional strategies in order to increase achievement for these students.

Category: Continuous Improvement

Activity - Identify students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify students in the gap groups to address weaknesses in academic areas.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Teachers, Administrators, Counselors

Activity - Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training for teachers in appropriate strategies for students in the differing gap groups.	Academic Support Program	08/13/2014	05/29/2015	$2000	General Fund	Administrators

Activity - Monitor progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the progress of the identified students using course grades, MAP scores, and state assessments	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Teachers, Counselors, Administrators

Goal 2: Increase the 5 year adjusted graduation rate from 91.2% in 2014 to 92.1%

Measurable Objective 1:

collaborate to increase the graduation rate from 91.2% in 2014 to 92.1% by 10/01/2015 as measured by school report card graduation rate.

Strategy 1:

Persistence to graduation - The persistence data includes the following information to identify at risk students:

number of credits

attendance

discipline

gender

age

Category: Persistance to Graduation

Activity - Administration Data review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team meets monthly to review the persistence to graduate data and develop plans for student success.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Administrators, counselors, FRYSC coordinator

Activity - Student data review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet with identified at risk students to implement drop out prevention strategies	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Counselors, Administrators, FRYSC

Activity - Student follow up meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Follow up meeting with student every two weeks in order to check progress	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Administrators, counselors, and FRYSC

Activity - Commit to Graduate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freshman students will participate in the "Commit to Graduate" ceremony and begin to make plans for the next four years and commit to success in high school.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Administrators and freshmen teachers

Strategy 2:

Targeted intervention - Counselors will identify at risk students and schedule courses targeting their Individual Learning Plan

Category: Continuous Improvement

Activity - Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schedule courses of at risk students based on ILP data.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Counselors

Strategy 3:

District drop out prevention - Discuss strategies to prevent drop outs

Category: Persistance to Graduation

Activity - Drop out prevention meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders and high school principals meet monthly to review at risk students and discuss possible drop out prevention strategies for each student.	Policy and Process	08/13/2014	05/29/2015	$0	No Funding Required	School Administration

Activity - Student follow up meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet with students to implement strategies developed from district drop out prevention monthly meeting	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Administrators, FRYSC

Goal 3: Program Reviews Arts and Humanities

Measurable Objective 1:

collaborate to increase our school's Arts and Humanities acountability points from 8.4 in 2014 to 9 by 05/29/2015 as measured by Program Review State Report.

Strategy 1:

AH Collaboration - Collaborate to align and implement the district-wide K-12 KCAS standard based curriculum and instructional strategies that result in consistently high

level student performance.

Category: Continuous Improvement

Research Cited: KDE/NAFME

Activity - AH PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Arts/Humanities teachers will collaborate with teachers in the district to complete and implement the district wide KCAS standard based curriculum for all classes offered including end of course assessments for each grade level.	Academic Support Program	06/02/2014	05/29/2015	$0	No Funding Required	Arts/Humanities Teachers, Administration

Goal 4: Program Review PLCS

Measurable Objective 1:

collaborate to increase our school's PLCS accountability points from 8.7 points in 2014 to 9 points by 05/29/2015 as measured by Program Review State Report.

Strategy 1:

PLCS School Health Committee - Utilize School Health Committee to implement activities to promote a healthy lifestyle for students and staff.

Category: Continuous Improvement

Research Cited: KDE

Activity - PLCS School Health Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize school health committee and implement HECAT and PECAT.	Academic Support Program	06/02/2014	05/29/2015	$0	No Funding Required	PLCS teachers, Administrators, FRYSC

Goal 5: Program Review Writing

Measurable Objective 1:

collaborate to increase our school's Proficient Writing accountability points from 8 points in 2014 to 9 points   by 05/29/2015 as measured by Program Review State Report.

Strategy 1:

Literacy By Design - Best Practices - Teachers will collaborate with all schools and district consultants to implement KCAS literacy instruction.

Category: Continuous Improvement

Research Cited: Research in action

Activity - LDC Module implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers in English, Science, and Social Studies will incorporate writing activities into their classroom lesson and will have students produce content based pieces.	Academic Support Program	06/02/2014	05/29/2015	$0	No Funding Required	English, Science, and Social Studies teachers, and administration

Goal 6: Tell-Survey- Collaboration

Measurable Objective 1:

collaborate to increase the percentage teachers agreeing that there is effective collaboration with colleagues from 66% in 2013 to 75% by 05/30/2015 as measured by the TELL survey.

Strategy 1:

Implement Professional Learning Communities - Teachers will be given the opportunity for collaboration meet in PLC's monthly after school.

Category: Professional Learning & Support

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet regularly in content specific professional learning communities to analyze student work and develop re-teaching activities.	Academic Support Program	08/14/2013	05/29/2015	$0	No Funding Required	All teachers, administration

Goal 7: Increase the percentage of students who are college and career ready by October 1, 2015 as measured by the School Report Card

Measurable Objective 1:

collaborate to increase the number of students who are college and career ready from 52.5% in 2014 to 60% by 10/01/2015 as measured by the School Report Card.

Strategy 1:

Career Readiness - Teachers in the PLCS department will increase the number of students taking certification tests and increase the number of students receiving certifications.

Category: Continuous Improvement

Activity - Purchase Site License	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Simon Kenton will purchase a website license for certification tests such as MOS to increase the number of these tests available to students.	Career Preparation/Orientation	08/13/2014	05/29/2015	$1200	Career and Technical Education Funds	Principal and Department Chairperson

Activity - Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have the opportunity and are encouraged to take the career tests and ASVAB in order to earn career readiness points.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Administrators, counselors, and department chairperson, FRYSC

Strategy 2:

College Readiness - Students that have not reached benchmark as determined by ACT will have the opportunity to remediate during their senior year and reach benchmark by taking the ACT, Compass, or KYOTE test.

Category: Continuous Improvement

Activity - Identify Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Senior students not having met benchmark will be identified to determine the best path of remediation.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Administrators and counselors

Activity - Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need a little help to reach benchmark will be provided with materials to improve their skills as well as the opportunity to attend tutoring to prepare for the ACT, KYOTE, and Compass test.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Administrators, counselors and teachers

Activity - Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing more intense remediation will be placed in a math class (MCCR) or an English class designed to provide the skills necessary to reach benchmark.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Administrators, counselors, and teachers

Goal 8: Increase student achievement for all students at Simon Kenton High School

Measurable Objective 1:

collaborate to increase the percent of proficient students in math from 31.7% in 2014 to 40% by 10/01/2015 as measured by the School Report Card in Achievement.

Strategy 1:

Math Best Practices and Collaboration - Math teachers will collaborate throughout the year with other math teachers at Simon Kenton and in the district as well as the district consultant to implement formative assessment lessons (Math Design Collaborative) and KCAS instructional strategies.

Category: Professional Learning & Support

Activity - Implementation of formative assessment lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement 5 to 10 formative assessment lessons in each course and use the data gathered to inform instructional shifts called for in the KCAS.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Department Chairperson

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to determine common misconceptions of students to inform next step instruction.	Academic Support Program	08/13/2014	05/29/2015	$2000	Other	Department Chairperson

Activity - Lesson Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Department Chairperson
Teachers will collaborate with other teachers throughout the district at course level to teach a lesson and give/receive feedback on best practices.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Department Chairperson

Strategy 2:

Math Springboard Program Best Practices - Math teachers will collaborate throughout the year with all schools in the district and district level consultant to implement

KCAS strategies and align curriculum.

Category: Professional Learning & Support

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate around the analysis of student work produced on the embedded assessments and end of unit test items to determine deficit areas and adjustments to instruction.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Department Chairperson

Activity - Use of Content Specific Walk Reflection Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the content specific reflection tool for planning, peer observation, and reflection on instructional strategies.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Department Chairperson

Measurable Objective 2:

collaborate to increase the percent of proficient students in reading/English from 64.5% in 2014 to 70% by 10/01/2015 as measured by EOC and by the number of students who reach college readiness benchmarks.

Strategy 1:

English Springboard Program Best Practices - English teachers will collaborate throughout the year with all schools in the district and district level consultant to

implement KCAS strategies and align curriculum.

Category: Professional Learning & Support

Activity - Use of Content Specific Walk Reflection Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the content specific reflection tool for planing, peer observation, and reflection on instructional strategies.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Department Chairperson

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate on the analysis of student work produced on the embedded assessments and end of unit test items to determine deficit areas and adjustments to instruction.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Department Chairperson

Strategy 2:

Literacy by Design Collaborative Best Practices - English, Social Studies, and Science teachers will collaborate throughout the year with peers and district level consultants to implement modules and KCAS instructional strategies.

Category: Professional Learning & Support

Activity - Module Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with other teachers in the building and throughout the district at course level to design and refine standards based modules.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Lead teachers

Activity - Implementation of KCAS based LDC modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement one to two LDC modules in each course and use the data gathered to inform instructional shifts called for in the KCAS.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Department Chairpersons, lead teachers

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to determine common misconception/skill deficits to inform adjustments to instruction.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Department Chairpersons, lead teachers

Measurable Objective 3:

collaborate to increase average proficiency in all subjects from 54% in 2014 to 60% by 05/29/2015 as measured by proficiency on EOCs..

Strategy 1:

Enrichment - Simon Kenton will refine and expand the intervention and enrichment period called SKORE (Simon Kenton Opportunity to Reach Excellence).

Category: Continuous Improvement

Activity - Intervention classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide instruction during SKORE in English (READ 180 and READ 360) and math (ALEKS) to provide RTI for students in math and English.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Administrators and teachers

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring will be available for students during the school day for students failing or struggling in English, science, math, social studies, and business.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Administrators and teachers

Activity - AP Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP Enrichment will be available during SKORE for students in all AP courses.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	AP teachers

Measurable Objective 4:

collaborate to increase the average ACT score from 20.3 in 2014 to 22 by 05/29/2015 as measured by ACT scores.

Strategy 1:

Develop ACT skills - Junior teachers will collaborate with other teachers and administrators to prepare students to take the ACT.

Category: Professional Learning & Support

Activity - Acquire resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will work together to gather resources for use in ACT preparation.	Academic Support Program	08/13/2014	05/29/2015	$2000	General Fund	Administrators and teachers of juniors

Activity - Skill Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of juniors will collaborate with other teachers to develop lessons to teach and improve student skills necessary to be successful on the ACT.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Teachers

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English, math, and science teachers of juniors will assess skills required on the ACT on Fridays, analyze the scores, and re-teach the necessary skills.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	English, math and science teachers

Activity - PLAN Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freshman and sophomore teachers will assess skills required for the PLAN on a regular basis, analyze the scores, and re-teach the necessary skills.	Academic Support Program	08/13/2014	05/29/2015	$0	No Funding Required	Freshman and sophomore teachers

Goal 9: Next Generation Professional: Percentage of Proficient Certified Staff

Measurable Objective 1:

collaborate to increase the percentage of proficient certified staff members from XX% in May 31, 2015 to YY% in by 05/31/2020 as measured by evaluation results.

Strategy 1:

PGES - Ensure all leadership is knowledgeable of TPGES components and expectations.

Category: Professional Learning & Support

Activity - PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations.	Professional Learning	01/06/2014	06/30/2015	$0	No Funding Required	Principal, Assistant principal

Strategy 2:

Professional Learning and Support - Develop a school wide professional learning plan

Category: Professional Learning & Support

Activity - Professional Learning and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school-wide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP).	Professional Learning	01/06/2014	06/30/2015	$0	No Funding Required	Principal, Assistant Principal

Goal 10: Wellness Plan

Measurable Objective 1:

collaborate to create a plan to increase the awareness of the district and school Wellness Policy to all faculty members to 100% by 09/30/2015 as measured by survey results.

Strategy 1:

Wellness Policy Awareness Plan - Leadership will develop a plan to create awareness and compliance with the KCSD Wellness Policy and school level wellness policy.

Category: Professional Learning & Support

Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy.	Policy and Process	08/13/2014	09/30/2015	$0	No Funding Required	Administrative team and PLCS department chair

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase Site License	Simon Kenton will purchase a website license for certification tests such as MOS to increase the number of these tests available to students.	Career Preparation/Orientation	08/13/2014	05/29/2015	$1200	Principal and Department Chairperson
				Total	$1200	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Support	Schedule courses of at risk students based on ILP data.	Academic Support Program	08/13/2014	05/29/2015	$0	Counselors
Use of Content Specific Walk Reflection Tool	Teachers will use the content specific reflection tool for planning, peer observation, and reflection on instructional strategies.	Academic Support Program	08/13/2014	05/29/2015	$0	Department Chairperson
Wellness Leadership Development	A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy.	Policy and Process	08/13/2014	09/30/2015	$0	Administrative team and PLCS department chair
Analysis of Student Work	Teachers will collaborate around the analysis of student work produced on the embedded assessments and end of unit test items to determine deficit areas and adjustments to instruction.	Academic Support Program	08/13/2014	05/29/2015	$0	Department Chairperson
Student follow up meeting	Follow up meeting with student every two weeks in order to check progress	Academic Support Program	08/13/2014	05/29/2015	$0	Administrators, counselors, and FRYSC
Intervention classes	Teachers will provide instruction during SKORE in English (READ 180 and READ 360) and math (ALEKS) to provide RTI for students in math and English.	Academic Support Program	08/13/2014	05/29/2015	$0	Administrators and teachers

PGES	Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations.	Professional Learning	01/06/2014	06/30/2015	$0	Principal, Assistant principal
Scheduling	Students needing more intense remediation will be placed in a math class (MCCR) or an English class designed to provide the skills necessary to reach benchmark.	Academic Support Program	08/13/2014	05/29/2015	$0	Administrators, counselors, and teachers
Drop out prevention meeting	District leaders and high school principals meet monthly to review at risk students and discuss possible drop out prevention strategies for each student.	Policy and Process	08/13/2014	05/29/2015	$0	School Administration
Analysis of Student Work	Teachers will collaborate on the analysis of student work produced on the embedded assessments and end of unit test items to determine deficit areas and adjustments to instruction.	Academic Support Program	08/13/2014	05/29/2015	$0	Department Chairperson
Analysis of Student Work	Teachers will collaborate to determine common misconception/skill deficits to inform adjustments to instruction.	Academic Support Program	08/13/2014	05/29/2015	$0	Department Chairpersons, lead teachers
Analysis of Student Work	English, math, and science teachers of juniors will assess skills required on the ACT on Fridays, analyze the scores, and re-teach the necessary skills.	Academic Support Program	08/13/2014	05/29/2015	$0	English, math and science teachers
Testing	Students have the opportunity and are encouraged to take the career tests and ASVAB in order to earn career readiness points.	Academic Support Program	08/13/2014	05/29/2015	$0	Administrators, counselors, and department chairperson, FRYSC
Lesson Study	Teachers will collaborate with other teachers throughout the district at course level to teach a lesson and give/receive feedback on best practices.	Academic Support Program	08/13/2014	05/29/2015	$0	Department Chairperson
Professional Learning Communities	Teachers will meet regularly in content specific professional learning communities to analyze student work and develop re-teaching activities.	Academic Support Program	08/14/2013	05/29/2015	$0	All teachers, administration
Use of Content Specific Walk Reflection Tool	Teachers will use the content specific reflection tool for planing, peer observation, and reflection on instructional strategies.	Academic Support Program	08/13/2014	05/29/2015	$0	Department Chairperson
Skill Development	Teachers of juniors will collaborate with other teachers to develop lessons to teach and improve student skills necessary to be successful on the ACT.	Academic Support Program	08/13/2014	05/29/2015	$0	Teachers
Implementation of KCAS based LDC modules	Teachers will implement one to two LDC modules in each course and use the data gathered to inform instructional shifts called for in the KCAS.	Academic Support Program	08/13/2014	05/29/2015	$0	Department Chairpersons, lead teachers

Module Development	Teachers will collaborate with other teachers in the building and throughout the district at course level to design and refine standards based modules.	Academic Support Program	08/13/2014	05/29/2015	$0	Lead teachers
Remediation	Students who need a little help to reach benchmark will be provided with materials to improve their skills as well as the opportunity to attend tutoring to prepare for the ACT, KYOTE, and Compass test.	Academic Support Program	08/13/2014	05/29/2015	$0	Administrators, counselors and teachers
AP Enrichment	AP Enrichment will be available during SKORE for students in all AP courses.	Academic Support Program	08/13/2014	05/29/2015	$0	AP teachers
PLCS School Health Committee	Utilize school health committee and implement HECAT and PECAT.	Academic Support Program	06/02/2014	05/29/2015	$0	PLCS teachers, Administrators, FRYSC
AH PLC	All Arts/Humanities teachers will collaborate with teachers in the district to complete and implement the district wide KCAS standard based curriculum for all classes offered including end of course assessments for each grade level.	Academic Support Program	06/02/2014	05/29/2015	$0	Arts/Humanities Teachers, Administration
PLAN Preparation	Freshman and sophomore teachers will assess skills required for the PLAN on a regular basis, analyze the scores, and re-teach the necessary skills.	Academic Support Program	08/13/2014	05/29/2015	$0	Freshman and sophomore teachers
LDC Module implementation	All teachers in English, Science, and Social Studies will incorporate writing activities into their classroom lesson and will have students produce content based pieces.	Academic Support Program	06/02/2014	05/29/2015	$0	English, Science, and Social Studies teachers, and administration
Monitor progress	Monitor the progress of the identified students using course grades, MAP scores, and state assessments	Academic Support Program	08/13/2014	05/29/2015	$0	Teachers, Counselors, Administrators
Student follow up meeting	Meet with students to implement strategies developed from district drop out prevention monthly meeting	Academic Support Program	08/13/2014	05/29/2015	$0	Administrators, FRYSC
Implementation of formative assessment lessons	Teachers will implement 5 to 10 formative assessment lessons in each course and use the data gathered to inform instructional shifts called for in the KCAS.	Academic Support Program	08/13/2014	05/29/2015	$0	Department Chairperson
Student data review	Meet with identified at risk students to implement drop out prevention strategies	Academic Support Program	08/13/2014	05/29/2015	$0	Counselors, Administrators, FRYSC
Identify students	Identify students in the gap groups to address weaknesses in academic areas.	Academic Support Program	08/13/2014	05/29/2015	$0	Teachers, Administrators, Counselors
Identify Students	Senior students not having met benchmark will be identified to determine the best path of remediation.	Academic Support Program	08/13/2014	05/29/2015	$0	Administrators and counselors

Administration Data review	The administrative team meets monthly to review the persistence to graduate data and develop plans for student success.	Academic Support Program	08/13/2014	05/29/2015	$0	Administrators, counselors, FRYSC coordinator
Tutoring	Tutoring will be available for students during the school day for students failing or struggling in English, science, math, social studies, and business.	Academic Support Program	08/13/2014	05/29/2015	$0	Administrators and teachers
Commit to Graduate	Freshman students will participate in the "Commit to Graduate" ceremony and begin to make plans for the next four years and commit to success in high school.	Academic Support Program	08/13/2014	05/29/2015	$0	Administrators and freshmen teachers
Professional Learning and Support	Develop a school-wide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP).	Professional Learning	01/06/2014	06/30/2015	$0	Principal, Assistant Principal
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Analysis of Student Work	Teachers will collaborate to determine common misconceptions of students to inform next step instruction.	Academic Support Program	08/13/2014	05/29/2015	$2000	Department Chairperson
				Total	$2000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instruction	Provide training for teachers in appropriate strategies for students in the differing gap groups.	Academic Support Program	08/13/2014	05/29/2015	$2000	Administrators
Acquire resources	Teachers and administrators will work together to gather resources for use in ACT preparation.	Academic Support Program	08/13/2014	05/29/2015	$2000	Administrators and teachers of juniors
				Total	$4000	

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?

We are analyzing data in order to see if student achievement is increasing. We also want to determine areas where we need to improve and areas where we should continue the current strategies.

Since the 2011-2012 school year, the overall accountability score has increased from 56.1 to 71.4 and the percentile in Kentucky has risen from 60th to 73rd in the state.

The number of students proficient or distinguished in social studies increased from 57.7% to 63.8%.

The number of students meeting benchmark in all three areas increased by at least 5 percentage points.

ACT composite score increased from 19.9 to 20.3.

59% of students made typical growth in math and reading

64.5% of students were proficient or distinguished in reading

52.5% of students are college and career ready

The number of students proficient or distinguished in math needs to increase from 31.7% to 36%

The number of students proficient or distinguished in reading needs to increase from 70.3% to 75%

The number of students college and career ready needs to increase from 52.5% to 58%.

Based on the TELL survey, the number of teachers that feel there is effective collaboration with colleagues needs to increase from 66% to 75%.

We are a focus school for special education students in the area of reading.

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?

Areas of strength and causes to celebrate include:

ACT composite score increased from 19.9 to 20.3.

Overall accountability score increased from 71 to 71.4 which is proficient.

Percentile in Kentucky increased from 72 to 73.

64.5% of students were Proficient or Distinguished in Reading.

63.8% of students were Proficient or Distinguished in Social Studies.

GAP scored in reading, science, social studies, and language mechanics were significantly above state averages.

The following actions are being used to sustain areas of growth:

-In professional learning communities, teachers will analyze student work, realign curriculum to the Quality Core, and develop instructional strategies to meet student learning needs.

-Utilize Compass and KYOTE for additional opportunities to show college and career readiness

-Utilize intervention classes such are ALEKS for math and Read 180 for Reading for students not meeting benchmark in reading and math. Increase frequency in skill development for the ACT/PLAN and career readiness

Utilize SKORE time for tutoring for students struggling in classes or providing intervention for students who did not meet benchmark on the ACT or PLAN.

Enrichment opportunities are provided for students in AP classes one time per week

Opportunities for Improvement

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

Areas in need of improvement include:

-The number of students college and career ready needs to increase from 52.5% to 58%.

-Need to improve the skills of special education students in the area of reading.

-The number of students proficient or distinguished in math needs to increase from 31.7% to 36%

Plans to improve areas of need include the following:

-Students will have more opportunities to earn certificates in business classes to show career readiness

-In professional learning communities, teachers analyze student work, review curriculum, and develop instructional strategies to meet student learning needs.

-Teachers are given greater access to data of students currently in their classes to design intentional instruction for improvement.

-Use Explore, MAP, PLAN, and school report card scores to determine appropriate courses and interventions for students.

-Utilize Compass and KYOTE for additional opportunities to show college and career readiness

-Utilize intervention classes such are ALEKS for math and Read 180 for Reading for students not meeting benchmark in reading and math.

-Increase frequency in skill development for the ACT/PLAN and career readiness in all classes

-Provide enrichment during the school day for students in accelerated classes and gifted students

-Provide tutoring during the school day for students who need intervention

Conclusion

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

Our goal for 2014-2015 is to reach 75.5 which is distinguished. Currently, we are at 71.4 which is proficient. We must have more students college and career ready by graduation. The primary emphasis is for the sophomores and juniors to develop college and career readiness skills for the PLAN and ACT.   Seniors not having met benchmark will be identified and receive appropriate instruction to reach benchmark using KYOTE and Compass testing. Math, science, English, and social studies will follow the Quality Core curriculum. Each department has developed an aligned improvement plan from grades 9-12 to meet the skills required for the assessment at each grade and subject area. Teachers are also developing individual plans for their classes based on the amount of data the teachers have about students currently in their classes. In addition, the PLCS department is giving more certification tests in order to show career readiness and earn bonus points. Student have the opportunity and are encouraged to take the ASVAB. We will continue to implement intervention and enrichment opportunities to meet student learning needs.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

John Popham, Principal

Georgina Campbell, Assistant Principal

Trent Steiner, Associate Principal

Michelle Hickey, Associate Principal

Craig Reinhart, Associate Principal

Tiffany Burris, Freshmen Academy Coordinator

Susan Back, Guidance Counselor

Michael Laughlin, Guidance Counselor

Roy Lucas, Guidance Counselor

Melissa Cross, Family Resource Center Coordinator

Tina Cook, Teen Parent Program Coordinator

Reta Vann, Math Department Chair

Micele Sturm, English Department Chair/GT Coordinator

Sheryl Fischer, Science Department Chair

Megan Wilson, Special Education Department Chair

Tim Mefford, Social Studies Department Chair

Amy Blythe, KTAP Coordinator

Laura Schneider, Arts and Humanities Department Chair

Melissa Echegaray, World Languages Department Chair

Kristin Steiner, PLCS Department Chair

Tara Snellings, SBDM Parent Member

Jennifer Taylor, SBDM Parent Member

Stacy Gregory, SBDM Parent Member

Kim Kitchen, SBDM Parent Member

Stephanie Schneider, SBDM Teacher Member

Kelly Cassidy, SBDM Teacher Member

Christine Hoerline, SBDM Teacher Member

Chris Fossett, SBDM Teacher Member

LeAnn Lewis, SBDM Teacher Member

Relationship Building

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

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

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

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

	Statement or Question	Response	Rating
5.	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

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

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

Overall Rating: 3.29

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient examples.)	Distinguished

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.	Distinguished

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

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

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	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, opportunities for student-led conferences.)	Proficient

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

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholders help plan district and school survey content regarding school performance as it relates to their child.	Distinguished

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 3.14

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	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.	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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.83

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

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

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

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

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff 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

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

Learning Opportunities

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

Overall Rating: 3.0

	Statement or Question	Response	Rating
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 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	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities 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 participation in 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.	Proficient

	Statement or Question	Response	Rating
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
3.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	Statement or Question	Response	Rating
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.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

	Statement or Question	Response	Rating
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.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

KDE

KDE Comprehensive School Improvement Plan
Simon Kenton High School

Community Partnerships

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

Overall Rating: 3.33

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

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

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

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

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

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

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

We noticed several areas of strength. For example, our Family Youth Resource Center, KTAP, Day-Care, and community based programs are designed specifically to reduce barriers to learning for many students and their families. Furthermore, parent-staff communication has taken great strides forward with many parents becoming proficient at using infinite campus to check grades, email for efficient and effective communications, and continuing the practice of phone and face-to-face meetings to enhance student achievement.

The one area of improvement we really should address is that of parent involvement with programs. As of now, most parent involvement is somewhat limited to grades and immediate concerns of their own child only, and the scope of involvement for many parents does not go far beyond that limit. We have several spectacular examples of parents who serve on SBDM and PTA, but need to increase involvement in those organizations.

We are currently emphasizing communication on a regular basis. Teachers are encouraged to update grades twice weekly, and communication to home is expected regarding any student failing to meet academic or behavior standards. This encourages parents to continue to have their children focus on education.

We are currently developing, with the help of parents, several possible programs to increase the number of parents who are involved at a high level in parent organizations to enhance the role of parents in the school culture.

Report Summary

Scores By Section

Section Score

SY 2014-2015
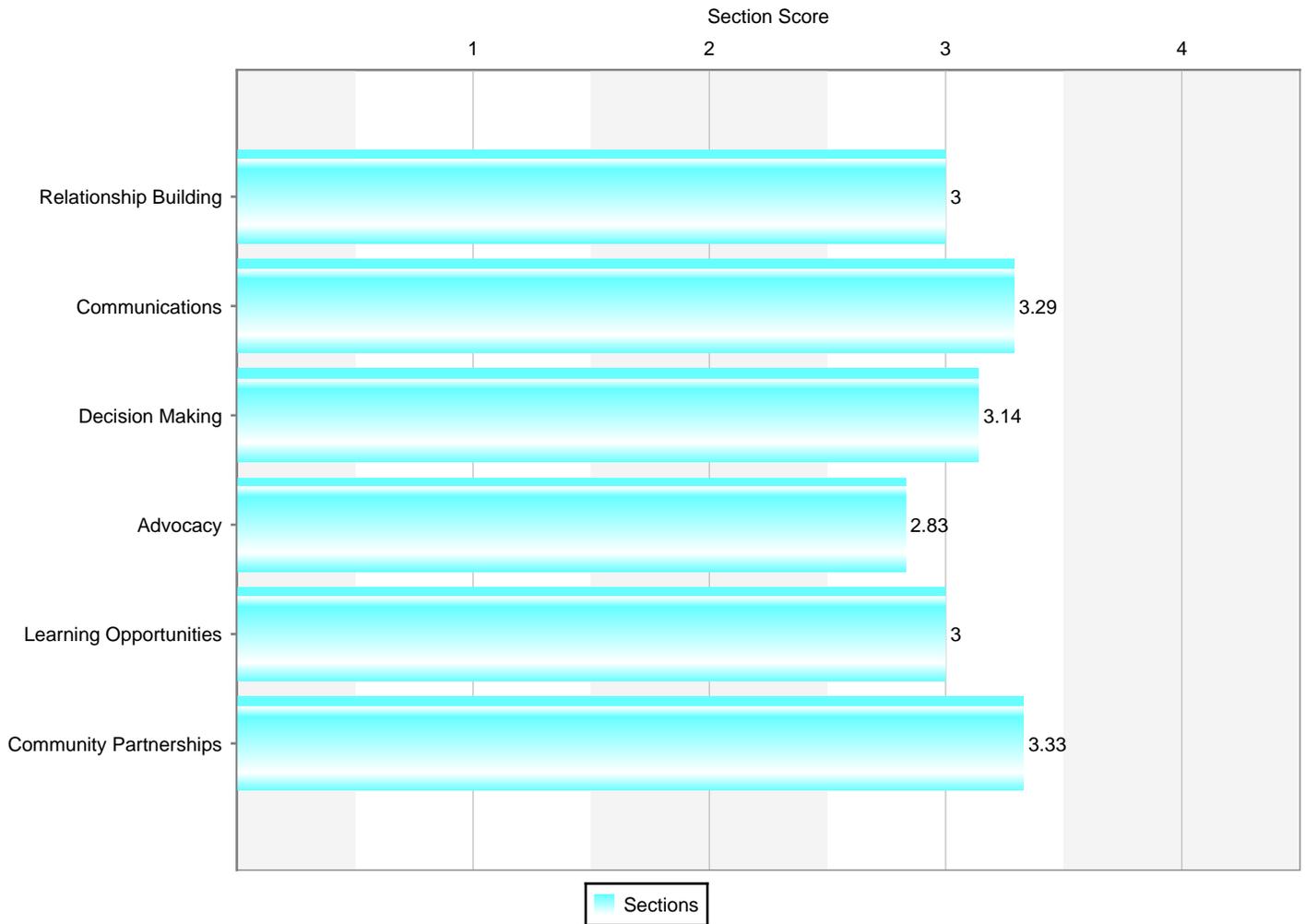
Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Teachers are given multiple opportunities to participate in the development of the school improvement plan including department meetings, test data analysis meetings, and PLC meetings. Other stakeholders including but not limited to administrators, parents, custodians, secretaries, and other staff members participated through SBDM meetings, surveys, and individual meetings. Stakeholders were selected based on their impact on the education of students and informed of their roles appropriately based on their connection to the school. Substitute teachers were used to accommodate PLC and test data analysis meetings so teachers could work during school time. Other meetings were scheduled to meet the needs of those participating.

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

Teachers worked to develop learning goals, unit plans, departmental, and individual improvement plans that contributed to the development of the school improvement plan. Other stakeholders participated in meetings and surveys to review data that also contributed to the development of the school improvement plan.

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

The final improvement plan is communicated to all stakeholders through meetings (faculty and SBDM) as well as being posted on the school and district website for review. Information on the progress of the plan is routinely shared at monthly meetings held at the school.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	Not applicable	

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	No	Not applicable	

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.	No	Not applicable	

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.	No	Not applicable	

KDE Comprehensive School Improvement Plan

Simon Kenton High School

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.	No	Not applicable	

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
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	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.	No	Not applicable	

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.	No	Not applicable	

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.	No	Not applicable	

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.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	Not applicable	

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.	No	Not applicable	

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 and linked to our district 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 specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	Not applicable	

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.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	Not applicable	

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

Compliance and Accountability - High 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 TELL KY Survey results.

Goal 1:

Tell-Survey- Collaboration

Measurable Objective 1:

collaborate to increase the percentage teachers agreeing that there is effective collaboration with colleagues from 66% in 2013 to 75% by 05/30/2015 as measured by the TELL survey.

Strategy1:

Implement Professional Learning Communities - Teachers will be given the opportunity for collaboration meet in PLC's monthly after school.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet regularly in content specific professional learning communities to analyze student work and develop re-teaching activities.	Academic Support Program			08/14/2013	05/29/2015	$0 - No Funding Required	All teachers, administration

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the overall achievement of the non-duplicated gap group in reading

Measurable Objective 1:

collaborate to increase the percentage of students proficient and distinguished in the gap group in reading , including special education students, from 51.4% in 2014 to 58.2% by 10/01/2015 as measured by school report card delivery targets.

Strategy1:

Progress Monitoring - Identify students in the gap groups to provide appropriate instructional strategies in order to increase achievement for these students.

Category: Continuous Improvement

Research Cited:

Activity - Identify students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify students in the gap groups to address weaknesses in academic areas.	Academic Support Program			08/13/2014	05/29/2015	$0 - No Funding Required	Teachers, Administrators, Counselors

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training for teachers in appropriate strategies for students in the differing gap groups.	Academic Support Program			08/13/2014	05/29/2015	$2000 - General Fund	Administrators

Activity - Monitor progress	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the progress of the identified students using course grades, MAP scores, and state assessments	Academic Support Program			08/13/2014	05/29/2015	$0 - No Funding Required	Teachers, Counselors, Administrators

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

Goal 1:

Increase the 5 year adjusted graduation rate from 91.2% in 2014 to 92.1%

Measurable Objective 1:

collaborate to increase the graduation rate from 91.2% in 2014 to 92.1% by 10/01/2015 as measured by school report card graduation rate.

Strategy1:

District drop out prevention - Discuss strategies to prevent drop outs

Category: Persistance to Graduation

Research Cited:

Activity - Student follow up meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet with students to implement strategies developed from district drop out prevention monthly meeting	Academic Support Program			08/13/2014	05/29/2015	$0 - No Funding Required	Administrators, FRYSC

Activity - Drop out prevention meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District leaders and high school principals meet monthly to review at risk students and discuss possible drop out prevention strategies for each student.	Policy and Process			08/13/2014	05/29/2015	$0 - No Funding Required	School Administration

Strategy2:

Persistence to graduation - The persistence data includes the following information to identify at risk students:

number of credits

attendance

discipline

gender

age

Category: Persistance to Graduation

Research Cited:

Activity - Student follow up meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow up meeting with student every two weeks in order to check progress	Academic Support Program			08/13/2014	05/29/2015	$0 - No Funding Required	Administrators, counselors, and FRYSC

Activity - Commit to Graduate	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshman students will participate in the "Commit to Graduate" ceremony and begin to make plans for the next four years and commit to success in high school.	Academic Support Program			08/13/2014	05/29/2015	$0 - No Funding Required	Administrators and freshmen teachers

Activity - Administration Data review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team meets monthly to review the persistence to graduate data and develop plans for student success.	Academic Support Program			08/13/2014	05/29/2015	$0 - No Funding Required	Administrators, counselors, FRYSC coordinator

Activity - Student data review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet with identified at risk students to implement drop out prevention strategies	Academic Support Program			08/13/2014	05/29/2015	$0 - No Funding Required	Counselors, Administrators, FRYSC

Strategy3:

Targeted intervention - Counselors will identify at risk students and schedule courses targeting their Individual Learning Plan

Category: Continuous Improvement

Research Cited:

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schedule courses of at risk students based on ILP data.	Academic Support Program			08/13/2014	05/29/2015	$0 - No Funding Required	Counselors

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

Goal 1:

Program Reviews Arts and Humanities

Measurable Objective 1:

collaborate to increase our school's Arts and Humanities acountability points from 8.4 in 2014 to 9 by 05/29/2015 as measured by Program Review State Report.

Strategy1:

AH Collaboration - Collaborate to align and implement the district-wide K-12 KCAS standard based curriculum and instructional strategies that result in consistently high level student performance.

Category: Continuous Improvement

Research Cited: KDE/NAFME

Activity - AH PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Arts/Humanities teachers will collaborate with teachers in the district to complete and implement the district wide KCAS standard based curriculum for all classes offered including end of course assessments for each grade level.	Academic Support Program			06/02/2014	05/29/2015	$0 - No Funding Required	Arts/Humanities Teachers, Administration

Goal 2:

Program Review PLCS

Measurable Objective 1:

collaborate to increase our school's PLCS accountability points from 8.7 points in 2014 to 9 points by 05/29/2015 as measured by Program Review State Report.

Strategy1:

PLCS School Health Committee - Utilize School Health Committee to implement activities to promote a healthy lifestyle for students and

staff.

Category: Continuous Improvement

Research Cited: KDE

Activity - PLCS School Health Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize school health committee and implement HECAT and PECAT.	Academic Support Program			06/02/2014	05/29/2015	$0 - No Funding Required	PLCS teachers, Administrators, FRYSC

Goal 3:

Program Review Writing

Measurable Objective 1:

collaborate to increase our school's Proficient Writing accountability points from 8 points in 2014 to 9 points   by 05/29/2015 as measured by

Program Review State Report.

Strategy1:

Literacy By Design - Best Practices - Teachers will collaborate with all schools and district consultants to implement KCAS literacy

instruction.

Category: Continuous Improvement

Research Cited: Research in action

Activity - LDC Module implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in English, Science, and Social Studies will incorporate writing activities into their classroom lesson and will have students produce content based pieces.	Academic Support Program			06/02/2014	05/29/2015	$0 - No Funding Required	English, Science, and Social Studies teachers, and administration

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

Goal 1:

Increase the percentage of students who are college and career ready by October 1, 2015 as measured by the School Report Card

Measurable Objective 1:

collaborate to increase the number of students who are college and career ready from 52.5% in 2014 to 60% by 10/01/2015 as measured by

the School Report Card.

Strategy1:

College Readiness - Students that have not reached benchmark as determined by ACT will have the opportunity to remediate during their

senior year and reach benchmark by taking the ACT, Compass, or KYOTE test.

Category: Continuous Improvement

Research Cited:

Activity - Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who need a little help to reach benchmark will be provided with materials to improve their skills as well as the opportunity to attend tutoring to prepare for the ACT, KYOTE, and Compass test.	Academic Support Program			08/13/2014	05/29/2015	$0 - No Funding Required	Administrators, counselors and teachers

Activity - Identify Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Senior students not having met benchmark will be identified to determine the best path of remediation.	Academic Support Program			08/13/2014	05/29/2015	$0 - No Funding Required	Administrators and counselors

Activity - Scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing more intense remediation will be placed in a math class (MCCR) or an English class designed to provide the skills necessary to reach benchmark.	Academic Support Program			08/13/2014	05/29/2015	$0 - No Funding Required	Administrators, counselors, and teachers

Strategy2:

Career Readiness - Teachers in the PLCS department will increase the number of students taking certification tests and increase the number

of students receiving certifications.

Category: Continuous Improvement

Research Cited:

Activity - Testing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have the opportunity and are encouraged to take the career tests and ASVAB in order to earn career readiness points.	Academic Support Program			08/13/2014	05/29/2015	$0 - No Funding Required	Administrators, counselors, and department chairperson, FRYSC

Activity - Purchase Site License	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Simon Kenton will purchase a website license for certification tests such as MOS to increase the number of these tests available to students.	Career Preparation/ Orientation			08/13/2014	05/29/2015	$1200 - Career and Technical Education Funds	Principal and Department Chairperson

School Safety Diagnostic

Introduction

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

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	Sept. 19, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	Sept. 19, 2013	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	April 17, 2014	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 11, 2014	

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

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

Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	August 10, 2014	

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

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

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		