



KDE Comprehensive School Improvement Plan

Simon Kenton High School
Kenton County

John Wayne Popham, Principal
11132 Madison Pike
Independence, KY 41051

TABLE OF CONTENTS

Introduction.....	1
-------------------	---

Executive Summary

Introduction.....	3
-------------------	---

Description of the School.....	4
--------------------------------	---

School's Purpose.....	5
-----------------------	---

Notable Achievements and Areas of Improvement.....	6
--	---

Additional Information.....	7
-----------------------------	---

2015-2016 CSIP

Overview.....	9
---------------	---

Goals Summary.....	10
--------------------	----

Goal 1: Tell-Survey- Collaboration.....	11
---	----

Goal 2: Program Reviews Arts and Humanities.....	11
--	----

Goal 3: Increase the overall achievement of the non-duplicated gap group in reading.....	11
--	----

Goal 4: Increase the 5 year adjusted graduation rate from 93.9% in 2014 to 95%.....	12
---	----

Goal 5: Program Review PLCS.....	14
----------------------------------	----

Goal 6: Program Review Writing.....	14
-------------------------------------	----

Goal 7: Increase student achievement for all students at Simon Kenton High School.....	14
--	----

Goal 8: Increase the percentage of students who are college and career ready by September 30, 2016 as measured by the School Report Card.....	19
---	----

Goal 9: Wellness Plan.....	20
----------------------------	----

Goal 10: Decrease the number of novice students in reading.....	21
---	----

Activity Summary by Funding Source.....	22
---	----

KDE Needs Assessment

Introduction 28

Data Analysis 29

Areas of Strengths 30

Opportunities for Improvement 31

Conclusion 32

KDE Compliance and Accountability - Schools

Introduction 34

Planning and Accountability Requirements 35

KDE Assurances - School

Introduction 43

Assurances 44

The Missing Piece

Introduction 50

Stakeholders 51

Relationship Building 52

Communications 53

Decision Making 55

Advocacy 57

Learning Opportunities 58

Community Partnerships 59

Reflection..... 60

Report Summary..... 61

Improvement Plan Stakeholder Involvement

Introduction..... 63

Improvement Planning Process..... 64

School Safety Report

Introduction..... 66

School Safety Requirements..... 67

Equitable Access Diagnostic

Introduction..... 70

Needs Assessment..... 71

Equitable Access Strategies..... 72

Questions..... 74

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 1775. 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 277 MOS certificates earned by students. The number of Career Ready students increased from 13 to 27 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 named the District Football Coach of the year and the Coach of the Year by the Coaches Association. Simon Kenton added a bass fishing team as an opportunity for students to participate and compete this year. The volleyball, baseball team, and boys basketball teams both won the district and participated in the regional tournament. The girls Cross Country team and the girls basketball team qualified for state. The boys and girls soccer teams each won their district tournaments and participated in the regional tournament.

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 10 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 20.3 to a 20.8. 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 13 Governor's Scholars this year. SK also won the district high attendance award. The Academic team is ranked nationally. The seniors received over 3 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, Odyssey 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.

2015-2016 CSIP

Overview

Plan Name

2015-2016 CSIP

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	Tell-Survey- Collaboration	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Program Reviews Arts and Humanities	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Increase the overall achievement of the non-duplicated gap group in reading	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$2000
4	Increase the 5 year adjusted graduation rate from 93.9% in 2014 to 95%	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
5	Program Review PLCS	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Program Review Writing	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	Increase student achievement for all students at Simon Kenton High School	Objectives: 5 Strategies: 8 Activities: 21	Organizational	\$4000
8	Increase the percentage of students who are college and career ready by September 30, 2016 as measured by the School Report Card	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$1200
9	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
10	Decrease the number of novice students in reading	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

Goal 1: Tell-Survey- Collaboration

Measurable Objective 1:

collaborate to increase the percentage teachers agreeing that there is effective collaboration with colleagues from 56.1% in 2015 to 75% by 05/31/2017 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 as well as during the school day.

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	08/19/2015	05/31/2017	\$0	No Funding Required	All teachers, administration

Goal 2: Program Reviews Arts and Humanities

Measurable Objective 1:

collaborate to increase our school's Arts and Humanities accountability points from 8.4 in 2015 to 8.6 by 09/30/2016 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	08/19/2015	05/27/2016	\$0	No Funding Required	Arts/Humanities Teachers, Administration

Goal 3: Increase the overall achievement of the non-duplicated gap group in reading

Measurable Objective 1:

collaborate to increase the percentage of students proficient or distinguished in the gap group in reading , including special education students, from 42.0% in 2015 to 56.6% by 09/30/2016 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	08/19/2015	05/31/2016	\$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	08/19/2015	05/31/2016	\$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	08/19/2015	05/31/2016	\$0	No Funding Required	Teachers, Counselors, Administrators

Goal 4: Increase the 5 year adjusted graduation rate from 93.9% in 2014 to 95%

Measurable Objective 1:

collaborate to increase the graduation rate from 93.9% in 2015 to 95% by 09/30/2016 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

KDE Comprehensive School Improvement Plan

Simon Kenton High School

gender

age

Category: Persistence 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	08/19/2015	05/27/2016	\$0	No Funding Required	Administrators, counselors, FRYSC coordinator, RBTL consultant

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	08/19/2015	05/27/2016	\$0	No Funding Required	Counselors, Administrators, FRYSC, RBTL consultant

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	08/19/2015	05/27/2016	\$0	No Funding Required	Administrators, counselors, RBTL consultant, 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	08/19/2015	05/27/2016	\$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	08/19/2015	05/27/2016	\$0	No Funding Required	Counselors

Goal 5: Program Review PLCS

Measurable Objective 1:

collaborate to increase our school's PLCS accountability points from 8.8 points in 2015 to 9 points by 09/30/2016 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	08/19/2015	09/30/2016	\$0	No Funding Required	PLCS teachers, Administrator s, FRYSC

Goal 6: Program Review Writing

Measurable Objective 1:

collaborate to increase our school's Proficient Writing accountability points from 8 points in 2015 to 8.4 points by 09/30/2016 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	08/19/2015	09/30/2016	\$0	No Funding Required	English, Science, and Social Studies teachers, and administration

Goal 7: Increase student achievement for all students at Simon Kenton High School

Measurable Objective 1:

collaborate to increase the percentage of proficient/distinguished students in math from 48.2% in 2015 to 50% by 09/30/2016 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	08/19/2015	05/27/2016	\$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	08/19/2015	05/27/2016	\$2000	Other	Department Chairperson

Activity - Lesson Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	08/19/2015	05/27/2016	\$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	08/19/2015	05/27/2016	\$0	No Funding Required	Department Chairperson

KDE Comprehensive School Improvement Plan

Simon Kenton High School

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	08/19/2015	05/27/2016	\$0	No Funding Required	Department Chairperson

Measurable Objective 2:

collaborate to increase the percentage of proficient/distinguished students in reading from 61.2% in 2015 to 68.1% by 09/30/2016 as measured by the School Report Card in Achievement..

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	08/19/2015	05/27/2016	\$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	08/19/2015	05/27/2016	\$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	08/19/2015	05/27/2016	\$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	08/19/2015	05/27/2016	\$0	No Funding Required	Department Chairpersons, lead teachers

KDE Comprehensive School Improvement Plan

Simon Kenton High School

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	08/19/2015	05/27/2016	\$0	No Funding Required	Department Chairpersons, lead teachers

Measurable Objective 3:

collaborate to increase average proficiency in all subjects from 57% in 2015 to 60% by 05/27/2016 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	08/19/2015	05/27/2016	\$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	08/19/2015	05/27/2016	\$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	08/19/2015	05/27/2016	\$0	No Funding Required	AP teachers

Measurable Objective 4:

collaborate to increase the average ACT score from 20.8 in 2015 to 21.2 by 05/27/2016 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	08/19/2015	05/27/2016	\$2000	General Fund	Administrators and teachers of juniors

KDE Comprehensive School Improvement Plan

Simon Kenton High School

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	08/19/2015	05/27/2016	\$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	08/19/2015	05/27/2016	\$0	No Funding Required	English, math and science teachers

Activity - ACT practice test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of juniors will use data from a full ACT practice test taken in November to analyze need areas for student achievement on the ACT in March.	Academic Support Program	08/19/2015	05/27/2016	\$0	No Funding Required	Teachers of juniors

Measurable Objective 5:

collaborate to increase the number of students who are college and career ready from 55% in 2015 to 70% by 09/30/2016 as measured by the School Report Card in Achievement..

Strategy 1:

College Readiness - Teachers, counselors, and administrators will collaborate to identify and provide instruction or remediation for students not at benchmark in reading, math, or English.

Category: Professional Learning & Support

Activity - Analysis of student performance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, counselors and administrators will use test data to determine students needing assistance to reach benchmark in math, reading, or English and provide opportunities for remediation for these students.	Academic Support Program	08/19/2015	05/27/2016	\$0	No Funding Required	Teachers, counselors, administrators

Activity - Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at or near benchmark will be scheduled into courses designed to emphasize the skills necessary to reach be benchmark.	Academic Support Program	08/19/2015	05/27/2016	\$0	No Funding Required	Counselors and administrators

Strategy 2:

Career Readiness - PLCS teachers will encourage and monitor student progress toward completing career pathways.

Category: Professional Learning & Support

KDE Comprehensive School Improvement Plan

Simon Kenton High School

Activity - Identify Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCS teachers and counselors will identify students with the potential to complete career pathways and encourage them to complete the pathways.	Academic Support Program	08/19/2015	05/27/2016	\$0	No Funding Required	PLCS teachers and counselors

Activity - Monitor progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCS teachers and counselors will monitor the progress of students in career pathways to ensure their completion.	Academic Support Program	08/19/2015	05/27/2016	\$0	No Funding Required	Teachers and counselors

Goal 8: Increase the percentage of students who are college and career ready by September 30, 2016 as measured by the School Report Card

Measurable Objective 1:

collaborate to increase the number of students who are college and career ready from 55% in 2015 to 70% by 09/30/2016 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 as well as encourage students to complete career pathways to increase the number of students career ready.

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	08/19/2015	05/27/2016	\$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	08/19/2015	05/27/2016	\$0	No Funding Required	Administrators, counselors, FRYSC, and department chairperson

Activity - Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Simon Kenton High School

PLCS teachers will encourage and advise students to complete career pathways through instruction of students in business classes and recruiting students during the scheduling process.	Career Preparation/Orientation	08/19/2015	05/27/2016	\$0	No Funding Required	Administrators and PLCS teachers
---	--------------------------------	------------	------------	-----	---------------------	----------------------------------

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	08/19/2015	05/27/2016	\$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	08/19/2015	05/27/2016	\$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	08/19/2015	05/27/2016	\$0	No Funding Required	Administrators, counselors, and teachers

Goal 9: 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 09/30/2016 as measured by survey results.

Strategy 1:

Wellness Policy Awareness Plan - Leadership will develop a plan to create awareness and compliance with the KCS D 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
--	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Simon Kenton High School

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	08/19/2015	09/30/2016	\$0	No Funding Required	Administrative team and PLCS department chair
--	--------------------	------------	------------	-----	---------------------	---

Goal 10: Decrease the number of novice students in reading

Measurable Objective 1:

collaborate to reduce the percentage of novice students in reading from 29.1% in 2015 to 23.9% by 09/30/2016 as measured by the school report card in achievement.

Strategy 1:

Progress Monitoring - Identify students that are novice in reading as determined by MAP testing, PLAN testing, and other data sources to provide appropriate instructional strategies 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 novice students in reading to address weaknesses in this academic area	Academic Support Program	08/19/2015	05/27/2016	\$0	No Funding Required	Teachers, counselors, administrators

Activity - Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training for all teachers in appropriate reading strategies for their content area	Academic Support Program	08/19/2015	05/27/2016	\$0	No Funding Required	Teachers and administrators

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide RTI for students identified as severely below grade level in reading preferably during SKORE.	Academic Support Program	08/19/2015	05/27/2016	\$0	No Funding Required	Teachers and administrators

Activity - Monitor progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the progress of the students identified using MAP scores, course grades, and other appropriate data sets.	Academic Support Program	08/19/2015	05/27/2016	\$0	No Funding Required	Teachers, counselors, and administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI	Provide RTI for students identified as severely below grade level in reading preferably during SKORE.	Academic Support Program	08/19/2015	05/27/2016	\$0	Teachers and administrators
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	08/19/2015	05/27/2016	\$0	Teachers
Career Pathways	PLCS teachers will encourage and advise students to complete career pathways through instruction of students in business classes and recruiting students during the scheduling process.	Career Preparation/Orientation	08/19/2015	05/27/2016	\$0	Administrators and PLCS 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	08/19/2015	09/30/2016	\$0	English, Science, and Social Studies teachers, and administration
Academic Support	Schedule courses of at risk students based on ILP data.	Academic Support Program	08/19/2015	05/27/2016	\$0	Counselors
Student follow up meeting	Follow up meeting with student every two weeks in order to check progress	Academic Support Program	08/19/2015	05/27/2016	\$0	Administrators, counselors, RBTL consultant, and FRYSC
Administration Data review	The administrative team meets monthly to review the persistence to graduate data and develop plans for student success.	Academic Support Program	08/19/2015	05/27/2016	\$0	Administrators, counselors, FRYSC coordinator, RBTL consultant
Identify students	Identify students in the gap groups to address weaknesses in academic areas.	Academic Support Program	08/19/2015	05/31/2016	\$0	Teachers, Administrators, Counselors
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	08/19/2015	05/27/2016	\$0	Administrators and teachers

KDE Comprehensive School Improvement Plan

Simon Kenton High School

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	08/19/2015	09/30/2016	\$0	Administrative team and PLCS department chair
PLCS School Health Committee	Utilize school health committee and implement HECAT and PECAT.	Academic Support Program	08/19/2015	09/30/2016	\$0	PLCS teachers, Administrators, FRYSC
Monitor progress	Monitor the progress of the identified students using course grades, MAP scores, and state assessments	Academic Support Program	08/19/2015	05/31/2016	\$0	Teachers, Counselors, Administrators
Analysis of student performance	Teachers, counselors and administrators will use test data to determine students needing assistance to reach benchmark in math, reading, or English and provide opportunities for remediation for these students.	Academic Support Program	08/19/2015	05/27/2016	\$0	Teachers, counselors, administrators
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	08/19/2015	05/27/2016	\$0	English, math and science teachers
Identify Students	Senior students not having met benchmark will be identified to determine the best path of remediation.	Academic Support Program	08/19/2015	05/27/2016	\$0	Administrators and counselors
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	08/19/2015	05/27/2016	\$0	Administrators, counselors 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	08/19/2015	05/27/2016	\$0	Administrators and freshmen teachers
Instruction	Provide training for all teachers in appropriate reading strategies for their content area	Academic Support Program	08/19/2015	05/27/2016	\$0	Teachers and administrators
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	08/19/2015	05/31/2017	\$0	All teachers, administration
Student data review	Meet with identified at risk students to implement drop out prevention strategies	Academic Support Program	08/19/2015	05/27/2016	\$0	Counselors, Administrators, FRYSC, RBTL consultant
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	08/19/2015	05/27/2016	\$0	Administrators, counselors, FRYSC, and department chairperson

KDE Comprehensive School Improvement Plan

Simon Kenton High School

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	08/19/2015	05/27/2016	\$0	Administrators and teachers
Analysis of Student Work	Teachers will collaborate to determine common misconception/skill deficits to inform adjustments to instruction.	Academic Support Program	08/19/2015	05/27/2016	\$0	Department Chairpersons, lead teachers
Identify students	Identify novice students in reading to address weaknesses in this academic area	Academic Support Program	08/19/2015	05/27/2016	\$0	Teachers, counselors, administrators
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	08/19/2015	05/27/2016	\$0	Department Chairperson
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	08/19/2015	05/27/2016	\$0	Department Chairperson
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	08/19/2015	05/27/2016	\$0	Department Chairpersons, lead teachers
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	08/19/2015	05/27/2016	\$0	Department Chairperson
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	08/19/2015	05/27/2016	\$0	Department Chairperson
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	08/19/2015	05/27/2016	\$0	Arts/Humanities Teachers, Administration
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	08/19/2015	05/27/2016	\$0	Lead teachers
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	08/19/2015	05/27/2016	\$0	Department Chairperson
Monitor progress	Monitor the progress of the students identified using MAP scores, course grades, and other appropriate data sets.	Academic Support Program	08/19/2015	05/27/2016	\$0	Teachers, counselors, and administrators
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	08/19/2015	05/27/2016	\$0	Department Chairperson
ACT practice test	Teachers of juniors will use data from a full ACT practice test taken in November to analyze need areas for student achievement on the ACT in March.	Academic Support Program	08/19/2015	05/27/2016	\$0	Teachers of juniors

KDE Comprehensive School Improvement Plan

Simon Kenton High School

Scheduling	Students at or near benchmark will be scheduled into courses designed to emphasize the skills necessary to reach be benchmark.	Academic Support Program	08/19/2015	05/27/2016	\$0	Counselors and administrators
Monitor progress	PLCS teachers and counselors will monitor the progress of students in career pathways to ensure their completion.	Academic Support Program	08/19/2015	05/27/2016	\$0	Teachers and counselors
AP Enrichment	AP Enrichment will be available during SKORE for students in all AP courses.	Academic Support Program	08/19/2015	05/27/2016	\$0	AP teachers
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	08/19/2015	05/27/2016	\$0	Administrator s, counselors, and teachers
Identify Students	PLCS teachers and counselors will identify students with the potential to complete career pathways and encourage them to complete the pathways.	Academic Support Program	08/19/2015	05/27/2016	\$0	PLCS teachers and counselors
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Acquire resources	Teachers and administrators will work together to gather resources for use in ACT preparation.	Academic Support Program	08/19/2015	05/27/2016	\$2000	Administrators and teachers of juniors
Instruction	Provide training for teachers in appropriate strategies for students in the differing gap groups.	Academic Support Program	08/19/2015	05/31/2016	\$2000	Administrators
Total					\$4000	

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	08/19/2015	05/27/2016	\$2000	Department Chairperson
Total					\$2000	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Simon Kenton High School

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	08/19/2015	05/27/2016	\$1200	Principal and Department Chairperson
					Total	\$1200

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 our data in order to see if student achievement is increasing. It is important to determine the areas we are successful in to continue the current strategies as well as determine areas where improvement is needed.

Since the 2012-2013 school year our overall accountability has risen from 63.2 to 74.3 placing us at the 87th percentile in Kentucky.

The number of students proficient or distinguished in math increased from 31.7 % to 48.2%.

The number of students proficient or distinguished in writing increased from 45.4 % to 56.7%.

ACT composite score increased from 20.3 to 20.8.

64.5% of students made typical growth in math and reading.

55% of students were college/career ready.

The number of students proficient or distinguished in math needs to increase from 48.2% to 50%.

The number of students proficient or distinguished in reading needs to increase from 61.2% to 68.1%.

The number of students college and career ready needs to increase from 55% to 70%.

Based on the TELL survey, the number of teachers that feel there is effective collaboration with colleagues needs to increase from 56% to 75%.

We are a focus school for special education students in the area of reading based on our scores from the 2013-2014 school year.

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 20.3 to 20.8.

Overall accountability score increased from 71.4 to 74.3.

Percentile in Kentucky increased from 73 to 87.

All areas of accountability increased with the largest increase of 12.3 points in achievement and 6.6 points in college and career readiness.

The number of students proficient or distinguished in math increased from 31.7 % to 48.2%.

The number of students proficient or distinguished in writing increased from 45.4 % to 56.7%.

GAP scores in math, science, social studies, writing, 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 meet to discuss current levels of students, analyze student work, align curriculum, and develop/refine instructional strategies to meet student learning needs.

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

Increase frequency in skill development for the ACT and career readiness.

Enrichment opportunities are provided at least once a week for AP classes.

Focused learning walks by administrators to provide detailed and specific feedback to teachers to improve instruction.

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 college and career ready students needs to increase from 55% to 70%.

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

The number of students proficient or distinguished in reading needs to increase from 61.2% to 68.1%.

We need to decrease the number of novice students in all areas of achievement.

Plans to improve areas of need include the following:

Students will have more opportunities to complete pathways and earn certificates in business classes to show career readiness.

In professional learning communities teachers will analyze student work to design appropriate curriculum and instructional strategies for their students.

Teachers will continue to analyze data (MAP, PLAN, ACT scores, etc.) of current students to mark progress and determine appropriate instructional strategies for their students.

Use assessment data to determine appropriate courses and interventions for students.

Provide tutoring and interventions during the school day for students who require assistance.

Restructure SKORE schedule to allow a minimum of 20 extra instructional minutes per class.

Focused learning walks by administrators to improve instruction.

Conclusion

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

Our goal for 2015-2016 is to reach 75.4 and be classified as a distinguished school. We are currently a proficient school at 74.3 so we are working diligently to gain the necessary 1.1 points to reach our goal. In order to reach this goal we have analyzed what is working for us and will continue to implement these strategies. In addition to these strategies we have identified areas of improvement and have developed departmental and school wide plans to address these. Most importantly among these is to continue to emphasize ACT preparation for our sophomores and juniors to reach college readiness. We also focused attention on seniors not college ready and strategically scheduled them in classes to emphasize skills necessary to reach college readiness. We have also streamlined courses in PLCS to produce students that will have completed pathways and be career ready. Another area of improvement is a greater emphasis on reading being taught by all departments. All improvement plans include a plan for teaching reading in that content area. We will also continue to implement intervention and enrichment opportunities to meet student learning needs. As a school we are focused and determined to become a distinguished school.

KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Tell-Survey- Collaboration

Measurable Objective 1:

collaborate to increase the percentage teachers agreeing that there is effective collaboration with colleagues from 56.1% in 2015 to 75% by 05/31/2017 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 as well as during the school day.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities	Activity Type	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	08/19/2015	05/31/2017	\$0 - No Funding Required	All teachers, administration

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

KDE Comprehensive School Improvement Plan

Simon Kenton High School

N/A (this question does not apply)

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 or distinguished in the gap group in reading , including special education students, from 42.0% in 2015 to 56.6% by 09/30/2016 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	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify students in the gap groups to address weaknesses in academic areas.	Academic Support Program	08/19/2015	05/31/2016	\$0 - No Funding Required	Teachers, Administrators, Counselors

Activity - Monitor progress	Activity Type	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	08/19/2015	05/31/2016	\$0 - No Funding Required	Teachers, Counselors, Administrators

Activity - Instruction	Activity Type	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	08/19/2015	05/31/2016	\$2000 - General Fund	Administrators

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

Goal 1:

Increase the 5 year adjusted graduation rate from 93.9% in 2014 to 95%

KDE Comprehensive School Improvement Plan

Simon Kenton High School

Measurable Objective 1:

collaborate to increase the graduation rate from 93.9% in 2015 to 95% by 09/30/2016 as measured by school report card graduation rate.

Strategy1:

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	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schedule courses of at risk students based on ILP data.	Academic Support Program	08/19/2015	05/27/2016	\$0 - No Funding Required	Counselors

Strategy2:

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

number of credits

attendance

discipline

gender

age

Category: Persistence to Graduation

Research Cited:

Activity - Commit to Graduate	Activity Type	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	08/19/2015	05/27/2016	\$0 - No Funding Required	Administrators and freshmen teachers

Activity - Administration Data review	Activity Type	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	08/19/2015	05/27/2016	\$0 - No Funding Required	Administrators, counselors, FRYSC coordinator, RBTL consultant

Activity - Student data review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet with identified at risk students to implement drop out prevention strategies	Academic Support Program	08/19/2015	05/27/2016	\$0 - No Funding Required	Counselors, Administrators, FRYSC, RBTL consultant

KDE Comprehensive School Improvement Plan

Simon Kenton High School

Activity - Student follow up meeting	Activity Type	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	08/19/2015	05/27/2016	\$0 - No Funding Required	Administrators, counselors, RBTL consultant, and FRYSC

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 September 30, 2016 as measured by the School Report Card

Measurable Objective 1:
collaborate to increase the number of students who are college and career ready from 55% in 2015 to 70% by 09/30/2016 as measured by the School Report Card.

Strategy1:
Career Readiness - Teachers in the PLCS department will increase the number of students taking certification tests and increase the number of students receiving certifications as well as encourage students to complete career pathways to increase the number of students career ready.

Category: Continuous Improvement

Research Cited:

Activity - Testing	Activity Type	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	08/19/2015	05/27/2016	\$0 - No Funding Required	Administrators, counselors, FRYSC, and department chairperson

Activity - Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCS teachers will encourage and advise students to complete career pathways through instruction of students in business classes and recruiting students during the scheduling process.	Career Preparation/ Orientation	08/19/2015	05/27/2016	\$0 - No Funding Required	Administrators and PLCS teachers

Activity - Purchase Site License	Activity Type	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	08/19/2015	05/27/2016	\$1200 - Career and Technical Education Funds	Principal and Department Chairperson

Strategy2:

KDE Comprehensive School Improvement Plan

Simon Kenton High School

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 - Identify Students	Activity Type	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	08/19/2015	05/27/2016	\$0 - No Funding Required	Administrators and counselors

Activity - Scheduling	Activity Type	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	08/19/2015	05/27/2016	\$0 - No Funding Required	Administrators, counselors, and teachers

Activity - Remediation	Activity Type	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	08/19/2015	05/27/2016	\$0 - No Funding Required	Administrators, counselors and teachers

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

Goal 1:

Program Reviews Arts and Humanities

Measurable Objective 1:

collaborate to increase our school's Arts and Humanities accountability points from 8.4 in 2015 to 8.6 by 09/30/2016 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

KDE Comprehensive School Improvement Plan

Simon Kenton High School

Activity - AH PLC	Activity Type	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	08/19/2015	05/27/2016	\$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 8.8 points in 2015 to 9 points by 09/30/2016 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	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize school health committee and implement HECAT and PECAT.	Academic Support Program	08/19/2015	09/30/2016	\$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 2015 to 8.4 points by 09/30/2016 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

KDE Comprehensive School Improvement Plan

Simon Kenton High School

Activity - LDC Module implementation	Activity Type	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	08/19/2015	09/30/2016	\$0 - No Funding Required	English, Science, and Social Studies teachers, and administration

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.	N/A		

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

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
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	N/A		

KDE Comprehensive School Improvement Plan

Simon Kenton High School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	N/A		

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

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Simon Kenton High School

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	N/A		

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

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

KDE Comprehensive School Improvement Plan

Simon Kenton High School

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Simon Kenton High School

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

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

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	N/A		

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

The Missing Piece

Introduction

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

Stakeholders

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

John Popham, Principal
Georgina Campbell, Assistant Principal
Craig Reinhart, Assistant Principal
Trent Steiner, Associate Principal
Michelle Hickey, Associate Principal
Tiffany Burris, Freshman Academy Coordinator
Susan Back, Guidance Counselor
Roy Lucas, Guidance Counselor
Shelley Sizemore, Guidance Counselor
Melissa Cross, Family Resource Center Coordinator
Sandra Boden, Math Department Chair
Micele Sturm, English Department Chair, SBDM Teacher Member, GT Coordinator
Sheryl Fischer, Science Department Chair
Megan Wilson, Special Education Department Chair, SBDM Teacher Member
Tim Mefford, Social Studies Department Chair
Laura Schneider, Arts and Humanities Department Chair
Melissa Echegaray, World Language Department Chair
Kristin Steiner, PLCS Department Chair
Amy Blythe, KTAP Coordinator
Tara Snellings, SBDM Parent Member
Jennifer Taylor, SBDM Parent Member
Amy White, SBDM Parent Member
Beth Hellmann, SBDM Parent Member
Leann Lewis, SBDM Teacher Member
Christine Hoerlein, SBDM Teacher Member
Chris Fossett, SBDM Teacher Member
Toni Moore, SBDM Teacher Member

Relationship Building

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	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
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	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
2.6	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
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 3.29

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	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
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

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

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

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	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
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

KDE Comprehensive School Improvement Plan

Simon Kenton High School

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

Decision Making

Overall Rating: 2.71

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

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

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council 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
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

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

KDE Comprehensive School Improvement Plan

Simon Kenton High School

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

Advocacy

Overall Rating: 2.83

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	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
5.2	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
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School 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
5.5	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
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	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

Overall Rating: 2.67

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	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
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	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
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

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

Community Partnerships

Overall Rating: 3.17

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

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

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

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

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

Reflection

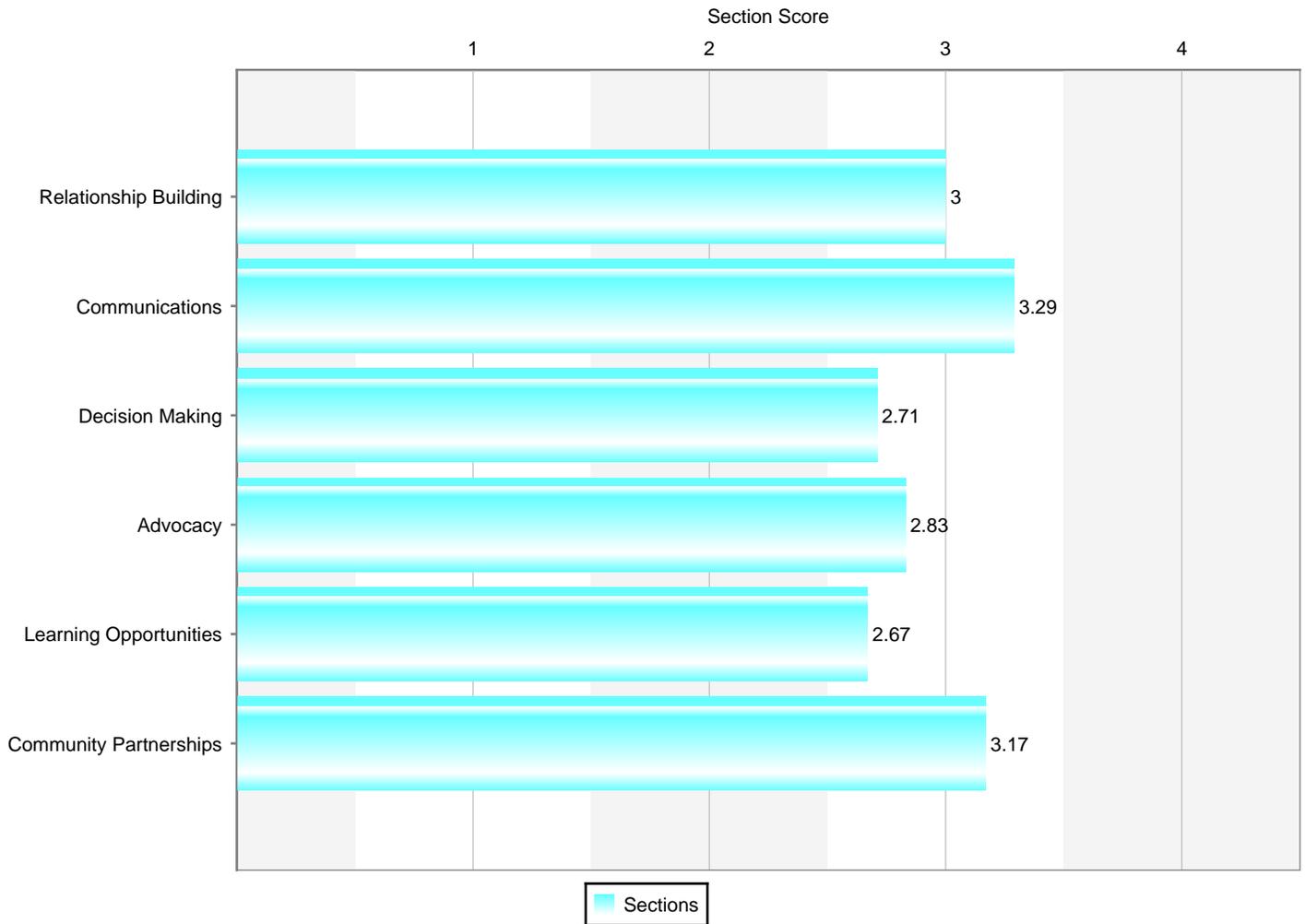
Reflect upon your responses to each of the Missing Piece objectives.

There are several areas of strength at Simon Kenton High School. At the top of the list are the programs designed to address barriers to learning. Our Family Youth Resource Center, KTAP, and community based programs are very active in seeking out ways to reduce the barriers to learning for our students. Our teachers are proficient at identifying and seeking out the resources necessary for students to be successful in their classes. Our parent-staff communication is another area of strength. Teachers use multiple methods to communicate with families including phone calls, emails, meetings, and webpages. Teachers are encouraged to communicate with families on a regular basis with both concerns and successes of their students. Parents have become proficient at using Infinite Campus to check grades and then communicate concerns to teachers.

The one area we still need to improve is parental involvement. Currently most parental involvement is on an individual basis, dealing with issues directly related to their child. We have a few exceptional parents that serve on committees and work on projects with special groups for example booster organizations or fund raising efforts for special education but we need to increase involvement across the board. We are working with parents, the district, and outside organizations to increase parental involvement but this continues to be an area of need for Simon Kenton.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Teachers 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.

School Safety Report

Introduction

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

School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	December 11, 2014	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	December 11, 2014	

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	September 17, 2015	

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 17, 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
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

KDE Comprehensive School Improvement Plan

Simon Kenton High School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	August 13, 2015	

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

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

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	September 15, 2015	

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

Equitable Access Diagnostic

Introduction

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

Needs Assessment

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

What are the barriers identified?

There was a 23% turnover in teachers last year.

What sources of data were used to determine the barriers?

TELL and working conditions data.

What are the root causes of those identified barriers?

Teachers left Simon Kenton last year for a variety of reasons including retirement, starting families, and job promotions (moving up to counselor or administrative positions).

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

Our scores continue to increase in all areas so our teachers are effective.

Equitable Access Strategies

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

Teacher placement is determined by skill level of the teacher and not the experience level.

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

Teacher placement is determined by the skill level of the teacher and matching the best fit for each class. Training is provided for teachers teaching in these areas to increase their effectiveness with these students. .

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

We are always looking for the most qualified and effective teachers when considering who to hire and who to retain as teachers.

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

Questions addressing these students are part of the interview process.

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

We try to retain effective teachers by providing a family atmosphere and making their teaching situation as enjoyable as possible.

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

The state provides an internship program to assist first year teachers. In addition, our department chairs and administrators meet frequently with inexperienced teachers to address their questions and concerns as well as provide support for their success.

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

Programs and mentoring are in place for teachers that need assistance in any of the PGES areas.

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

TELL Kentucky results are analyzed to determine areas of weakness and growth. Plans are then made by the administration address those needs.

Questions

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

TELL survey goals and all goals that include professional learning are designed to promote equitable access to all students.