



Comprehensive School Improvement Plan

Simon Kenton High School
Kenton County School District

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

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 1670. The demographics of the school population mirrors the Independence community. 95.4% of our students are white, 1.9% of our students are African American, 0.3% of our students are Asian, 1.4% of our students are Hispanic, and 0.1% of our students are Alaska Native. Our staff and administrators take great pride in providing a quality 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 communit-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, and Informatics. Students may also join the Success Academy if they are interested in pursuing a career in Military Science. 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.

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.

Simon Kenton has an award winning band program. Band students may participate in marching band, jazz band, percussion, and color guard.

The Simon Kenton athletic program is stellar. Each team competes with school pride and achieves at extremely high levels.

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 8 teachers that are National Board certified and 100% of the staff are certified in their teaching area. The faculty and administrative staff win awards often such as the Kentucky Teacher of the Year (Ms. Laura Schneider) and Kentucky Art Administrator of the year (Ms. Martha Setters).

Assessment scores show steady growth over the past three years. Our main achievement goal is to increase the number of college and career ready graduates. We are making progress toward this goal as our ACT score has improved from 19.2 to a 19.8. In addition, Simon Kenton had 10 Commonwealth diploma recipients last year and will have 18 Commonwealth recipients this year. The students attaining this elite diploma have met the high standards set forth by the state of Kentucky. Students who have scored a 3 or higher on an Advanced Placement Exam is an average of 61%. 52 percent of Simon Kenton graduates attend a four year colleges/universities. Twenty percent attend two year or technical/vocational college/universities. Approximately, two percent of our student body joins the military. 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 the within the building 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. These include SOAR advisory/leadership, 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, Student council, Cappies, 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.

KDE Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

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

PLAN scores increased from 17.4 to 17.8

ACT scores increased from 19.2 to 19.8

EOC science scores were the highest in the district and 24th in the state

76% of students in the 10th grade are at benchmark in English

The combined Reading and Math percentage of proficient and distinguished was 44.8

52.5% of students are college and career ready

The number of students proficient in math needs to increase from 23.9 to 31.5

The number of students proficient in reading needs to increase from 40.3 to 46.3

The number of students college and career ready needs to increase from 52% to 58%.

We are a focus school for special education students in the area of language mechanics

42.1% of students are proficient in social studies

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:

-PLAN scores increased from 17.4 to 17.8

- ACT scores increased from 19.2 to 19.8

-Science score 24th in the state

-76% of students in the 10th grade are at benchmark in English

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

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

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

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

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

Opportunities for Improvement

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

Areas in need of improvement include:

- The number of students who are college and career ready needs to increase from 52% to 58%
- Special education students need to improve skills in writing language mechanics in Read 360

Plans to improve areas of need include the following:

- Students will have more opportunities to earn certificates in business classes to show career readiness
- In professional learning communities, teachers analyze student work, review curriculum, and develop instructional strategies to meet student learning needs
- Utilize Compass and KYOTE for additional opportunities to show college and career readiness
- Utilize intervention classes such as ALEKS for math and Read 180 for Reading for students not meeting benchmark in reading and math.
- Increase frequency in skill development for the ACT/PLAN and career readiness in all classes
- Provide enrichment during the school day for students in accelerated classes
- Provide tutoring during the school day for students who need additional help
- Utilize Foundations of Math Design class to develop college readiness math skills

Conclusion

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

Our goal from 2012-2013 is to reach 58 which is proficiency. Currently, we are at 56.2. We must have more students college and career ready by graduation. The primary emphasis is for the sophomores and juniors to develop college and career readiness skills for the PLAN and ACT. Math, science, English, and social studies will follow the Quality Core curriculum. Each department has developed an aligned improvement plan from grades 9-12 to meet the skills required for the assessment at each grade and subject area. In addition, the PLCS department is giving more certification tests in order to show career readiness and earn bonus points. Student have the opportunity and are encouraged to take the ASVAB. We will continue to implement intervention and enrichment opportunities to meet student learning needs.

Response for Required Action: Freshman Graduation Rates

Overview

Plan Name

Response for Required Action: Freshman Graduation Rates

Plan Rationale

Addresses Required Action

Statement

Freshman Graduation Rates

Description

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

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	Measurable Objective	Total Funding
1	Increase the average freshman graduation rate from 80.3% in 2012 to 81.9% in 2013.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	Collaborate to increase the graduation rate from 80.3% in 2012 to 81.9% in 2013 by 10/01/2013 as measured by school report card graduation rate.	\$0

Goal 1: Increase the average freshman graduation rate from 80.3% in 2012 to 81.9% in 2013.

Measurable Objective 1:

Collaborate to increase the graduation rate from 80.3% in 2012 to 81.9% in 2013 by 10/01/2013 as measured by school report card graduation rate.

Strategy 1:

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

number of credits

attendance

discipline

gender

age

Activity - Administration Data review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team meets to review the persistence to graduate data	Academic Support Program	08/15/2012	05/31/2013	\$0	No Funding Required	Administrators, counselors, FRYSC coordinator

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	08/15/2012	05/31/2013	\$0	No Funding Required	Administrators and freshmen teachers

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	08/15/2012	05/31/2013	\$0	No Funding Required	Administrators, counselors, and FRYSC

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	08/15/2012	05/31/2013	\$0	No Funding Required	Counselors, Administrators, FRYSC

Strategy 2:

District drop out prevention - Discuss strategies to prevent drop outs

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Activity - Student follow up meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet with students to implement strategies developed from district drop out prevention monthly meeting	Academic Support Program	08/15/2012	05/31/2013	\$0	No Funding Required	Administrators, FRYSC
Activity - Drop out prevention meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders and high school principals meet monthly to review at risk students and discuss possible drop out prevention strategies for each student.	Policy and Process	08/15/2012	05/31/2013	\$0	No Funding Required	School Administration

Strategy 3:

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

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	08/01/2012	05/31/2013	\$0	No Funding Required	Counselors

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
Student data review	Meet with identified at risk students to implement drop out prevention strategies	Academic Support Program	08/15/2012	05/31/2013	\$0	Counselors, Administrators, FRYSC
Student follow up meeting	Follow up meeting with student every two weeks in order to check progress	Academic Support Program	08/15/2012	05/31/2013	\$0	Administrators, counselors, and FRYSC
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	08/15/2012	05/31/2013	\$0	Administrators and freshmen teachers
Administration Data review	The administrative team meets to review the persistence to graduate data	Academic Support Program	08/15/2012	05/31/2013	\$0	Administrators, counselors, FRYSC coordinator
Drop out prevention meeting	District leaders and high school principals meet monthly to review at risk students and discuss possible drop out prevention strategies for each student.	Policy and Process	08/15/2012	05/31/2013	\$0	School Administration
Academic Support	Schedule courses of at risk students based on ILP data.	Academic Support Program	08/01/2012	05/31/2013	\$0	Counselors
Student follow up meeting	Meet with students to implement strategies developed from district drop out prevention monthly meeting	Academic Support Program	08/15/2012	05/31/2013	\$0	Administrators, FRYSC
Total					\$0	

Response for Required Action: Achievement Gaps

Overview

Plan Name

Response for Required Action: Achievement Gaps

Plan Rationale

Addresses Required Action

Statement

Achievement Gaps

Description

The school identified specific strategies to address subgroup achievement gaps.

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	Measurable Objective	Total Funding
1	Increase the achievement of students with disabilities	Objectives: 1 Strategies: 1 Activities: 3	Organizational	Collaborate to increase the percent proficient for students with disabilities in the areas of language mechanics from 11.4% in 2012 to 20.26% by 10/01/2013 as measured by the school report card..	\$0
2	Increase the overall achievement of the non-duplicated gap group	Objectives: 1 Strategies: 1 Activities: 4	Organizational	Collaborate to increase the percentage of students proficient and distinguished in the gap group from 32.7% in 2012 to 39.43% by 10/01/2013 as measured by school report card delivery targets.	\$4000

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3	Increase student achievement for all students at Simon Kenton High School	Objectives: 4 Strategies: 6 Activities: 17	Organizational	Collaborate to increase the percent of proficient students in math from 34.6% in 2012 to 41.4% by 10/01/2013 as measured by the School Report Card in Achievement., Collaborate to increase the average ACT score from 19.8 in 2012 to 20.3 by 05/30/2013 as measured by ACT scores., Collaborate to increase average proficiency in all subjects from 47.7% in 2012 to 52.93% by 05/30/2013 as measured by failure rates, proficiency on EOCs and AP tests., Collaborate to increase the percent of proficient students in reading/English from 55% in 2012 to 59.5% by 10/01/2013 as measured by EOC and by the number of students who reach college readiness benchmarks.	\$3000
4	Increase the percentage of students who are college and career.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	Collaborate to increase the number of students who are college and career ready from 41% in 2012 to 70% by 05/30/2013 as measured by the Unbridled Learning Formula.	\$1200

Goal 1: Increase the achievement of students with disabilities

Measurable Objective 1:

Collaborate to increase the percent proficient for students with disabilities in the areas of language mechanics from 11.4% in 2012 to 20.26% by 10/01/2013 as measured by the school report card..

Strategy 1:

Progress Monitoring - Identify students with disabilities to address weaknesses in language mechanics.

Activity - Identify students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify students with disabilities in grades 9 through 11 to address weaknesses in language mechanics	Academic Support Program	08/15/2012	05/30/2013	\$0	No Funding Required	English teachers, Special Education teachers, Administrators
Activity - Monitor progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the progress of identified students using MAP scores and PLAN data.	Academic Support Program	08/15/2012	05/30/2013	\$0	No Funding Required	English teachers, Special Education teachers, Administrators
Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide instruction for students with disabilities to address the weaknesses in language mechanics.	Academic Support Program	08/15/2012	05/30/2013	\$0	No Funding Required	English teachers, Special Education teachers, Administrators

Goal 2: Increase the overall achievement of the non-duplicated gap group

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Measurable Objective 1:

Collaborate to increase the percentage of students proficient and distinguished in the gap group from 32.7% in 2012 to 39.43% by 10/01/2013 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.

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	08/15/2012	05/30/2013	\$0	No Funding Required	Teachers, Administrators, Counselors

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	08/15/2012	05/30/2013	\$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 teachers in appropriate strategies for students in the differing gap groups.	Academic Support Program	08/15/2012	05/30/2013	\$4000	General Fund	Administrators

Activity - Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide differentiated instruction appropriate for the identified students from the gap groups.	Academic Support Program	08/15/2012	05/30/2013	\$0	No Funding Required	Teachers, Administrators

Goal 3: Increase student achievement for all students at Simon Kenton High School

Measurable Objective 1:

Collaborate to increase the percent of proficient students in math from 34.6% in 2012 to 41.4% by 10/01/2013 as measured by the School Report Card in Achievement.

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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 and KCAS instructional strategies.

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 and use the data gathered to inform instructional shifts called for in the KCAS.	Academic Support Program	08/15/2012	05/30/2013	\$0	No Funding Required	Department Chairperson

Activity - Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SK developed a new math class for freshman called Foundations of Math Design for students not ready to take Algebra 1.	Academic Support Program	08/15/2012	05/30/2013	\$0	No Funding Required	Administrators, counselors, and teachers

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	08/15/2012	05/30/2013	\$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	08/15/2012	05/30/2013	\$2000	Other	Department Chairperson

Strategy 2:

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.

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	08/15/2012	05/30/2013	\$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 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	08/15/2012	05/30/2013	\$0	No Funding Required	Department Chairperson

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Measurable Objective 2:

Collaborate to increase the average ACT score from 19.8 in 2012 to 20.3 by 05/30/2013 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.

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	08/15/2012	05/30/2013	\$0	No Funding Required	English, math and science teachers
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	08/15/2012	05/30/2013	\$1000	General Fund	Administrators and teachers of juniors
Activity - Skill Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of juniors will collaborate with other teachers to develop lessons to teach and improve student skills necessary to be successful on the ACT.	Academic Support Program	08/15/2012	05/30/2013	\$0	No Funding Required	Teachers

Measurable Objective 3:

Collaborate to increase average proficiency in all subjects from 47.7% in 2012 to 52.93% by 05/30/2013 as measured by failure rates, proficiency on EOCs and AP tests.

Strategy 1:

Enrichment - Simon Kenton will implement an intervention and enrichment period called SKORE (Simon Kenton Opportunity to Reach Excellence) for all students each day.

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	08/15/2012	05/30/2013	\$0	No Funding Required	AP teachers
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	08/15/2012	05/30/2013	\$0	No Funding Required	Administrators and teachers

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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	08/15/2012	05/30/2013	\$0	No Funding Required	Administrators and teachers

Measurable Objective 4:

Collaborate to increase the percent of proficient students in reading/English from 55% in 2012 to 59.5% by 10/01/2013 as measured by EOC and by the number of students who reach college readiness benchmarks.

Strategy 1:

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.

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	08/15/2012	05/30/2013	\$0	No Funding Required	Department Chairpersons, lead teachers

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	08/15/2012	05/30/2013	\$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 and use the data gathered to inform instructional shifts called for in the KCAS.	Academic Support Program	08/15/2012	05/30/2013	\$0	No Funding Required	Department Chairpersons, lead teachers

Strategy 2:

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.

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	08/15/2012	05/30/2013	\$0	No Funding Required	Department Chairperson

Activity - Use of Content Specific Walk Reflection Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use the content specific reflection tool for planing, peer observation, and reflection on instructional strategies.	Academic Support Program	08/15/2012	05/30/2013	\$0	No Funding Required	Department Chairperson
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Goal 4: Increase the percentage of students who are college and career.

Measurable Objective 1:

Collaborate to increase the number of students who are college and career ready from 41% in 2012 to 70% by 05/30/2013 as measured by the Unbridled Learning Formula.

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.

Activity - Purchase Site License	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Simon Kenton will purchase a site license for tests to increase the number of tests available to students.	Career Preparation/Orientation	08/15/2012	05/30/2013	\$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	08/15/2012	05/30/2013	\$0	No Funding Required	Administrators, counselors, and department chairperson, FRYSC

Strategy 2:

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

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	08/15/2012	05/30/2013	\$0	No Funding Required	Administrators, counselors, and teachers

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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	08/15/2012	05/30/2013	\$0	No Funding Required	Administrators, counselors and teachers
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	08/15/2012	05/30/2013	\$0	No Funding Required	Administrators and counselors

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
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	08/15/2012	05/30/2013	\$0	Administrators, counselors, and teachers
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	08/15/2012	05/30/2013	\$0	Administrators and 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	08/15/2012	05/30/2013	\$0	Department Chairperson
Monitor progress	Monitor the progress of identified students using MAP scores and PLAN data.	Academic Support Program	08/15/2012	05/30/2013	\$0	English teachers, Special Education teachers, Administrators
Identify students	Identify students in the gap groups to address weaknesses in academic areas.	Academic Support Program	08/15/2012	05/30/2013	\$0	Teachers, Administrators, Counselors
Implementation of KCAS based LDC modules	Teachers will implement one to two LDC modules and use the data gathered to inform instructional shifts called for in the KCAS.	Academic Support Program	08/15/2012	05/30/2013	\$0	Department Chairpersons, lead teachers
AP Enrichment	AP Enrichment will be available during SKORE for students in all AP courses.	Academic Support Program	08/15/2012	05/30/2013	\$0	AP teachers
Scheduling	SK developed a new math class for freshman called Foundations of Math Design for students not ready to take Algebra 1.	Academic Support Program	08/15/2012	05/30/2013	\$0	Administrators, counselors, and teachers
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	08/15/2012	05/30/2013	\$0	Administrators and 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	08/15/2012	05/30/2013	\$0	Department Chairperson

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Identify students	Identify students with disabilities in grades 9 through 11 to address weaknesses in language mechanics	Academic Support Program	08/15/2012	05/30/2013	\$0	English teachers, Special Education teachers, Administrators
Monitor progress	Monitor the progress of the identified students using course grades, MAP scores, and state assessments	Academic Support Program	08/15/2012	05/30/2013	\$0	Teachers, Counselors, Administrators
Differentiated Instruction	Provide instruction for students with disabilities to address the weaknesses in language mechanics.	Academic Support Program	08/15/2012	05/30/2013	\$0	English teachers, Special Education teachers, 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	08/15/2012	05/30/2013	\$0	Department Chairperson
Skill Development	Teachers of juniors will collaborate with other teachers to develop lessons to teach and improve student skills necessary to be successful on the ACT.	Academic Support Program	08/15/2012	05/30/2013	\$0	Teachers
Implementation of formative assessment lessons	Teachers will implement 5 to 10 formative assessment lessons and use the data gathered to inform instructional shifts called for in the KCAS.	Academic Support Program	08/15/2012	05/30/2013	\$0	Department Chairperson
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	08/15/2012	05/30/2013	\$0	Lead teachers
Analysis of Student Work	Teachers will collaborate to determine common misconception/skill deficits to inform adjustments to instruction.	Academic Support Program	08/15/2012	05/30/2013	\$0	Department Chairpersons, lead teachers
Remediation	Students who need a little help to reach benchmark will be provided with materials to improve their skills as well as the opportunity to attend tutoring to prepare for the ACT, KYOTE, and Compass test.	Academic Support Program	08/15/2012	05/30/2013	\$0	Administrators, counselors and teachers
Analysis of Student Work	English, math, and science teachers of juniors will assess skills required on the ACT on Fridays, analyze the scores, and re-teach the necessary skills.	Academic Support Program	08/15/2012	05/30/2013	\$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	08/15/2012	05/30/2013	\$0	Administrators and counselors
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	08/15/2012	05/30/2013	\$0	Department Chairperson

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Instruction	Provide differentiated instruction appropriate for the identified students from the gap groups.	Academic Support Program	08/15/2012	05/30/2013	\$0	Teachers, 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	08/15/2012	05/30/2013	\$0	Department Chairperson
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	08/15/2012	05/30/2013	\$0	Administrators, counselors, and department chairperson, FRYSC
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Analysis of Student Work	Teachers will collaborate to determine common misconceptions of students to inform next step instruction.	Academic Support Program	08/15/2012	05/30/2013	\$2000	Department Chairperson
Total					\$2000	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase Site License	Simon Kenton will purchase a site license for tests to increase the number of tests available to students.	Career Preparation/Orientation	08/15/2012	05/30/2013	\$1200	Principal and Department Chairperson
Total					\$1200	

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	08/15/2012	05/30/2013	\$1000	Administrators and teachers of juniors
Instruction	Provide training for teachers in appropriate strategies for students in the differing gap groups.	Academic Support Program	08/15/2012	05/30/2013	\$4000	Administrators
Total					\$5000	

Response for Required Action: TELL Survey

Overview

Plan Name

Response for Required Action: TELL Survey

Plan Rationale

Addresses Required Action

Statement

TELL Survey

Description

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

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	Measurable Objective	Total Funding
1	Tell-Survey- Collaboration	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase the percentage teachers agreeing that there is effective collaboration with colleagues from 48.3% in 2011 to 60% by 05/29/2013 as measured by TELL survey.	\$0

Goal 1: Tell-Survey- Collaboration

Measurable Objective 1:

Collaborate to increase the percentage teachers agreeing that there is effective collaboration with colleagues from 48.3% in 2011 to 60% by 05/29/2013 as measured by TELL survey.

Strategy 1:

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

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given to opportunity to meet in professional learning communities every other week during SKORE.	Academic Support Program	01/07/2013	05/31/2013	\$0	No Funding Required	All teachers, administration

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
Professional Learning Communities	Teachers will be given to opportunity to meet in professional learning communities every other week during SKORE.	Academic Support Program	01/07/2013	05/31/2013	\$0	All teachers, administration
Total					\$0	

Response for Required Action: Program Reviews

Overview

Plan Name

Response for Required Action: Program Reviews

Plan Rationale

Addresses Required Action

Statement

Program Reviews

Description

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

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	Measurable Objective	Total Funding
1	Program Review Writing	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase our school's Proficient Writing standards by 5% by 05/31/2013 as measured by Program Review State Report.	\$0
2	Program Reviews Arts and Humanities	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase our school's Arts and Humanities proficient standards by 5% by 05/31/2013 as measured by Program Review State Report.	\$0
3	Program Review PLCS	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase our school's PLCS average proficient standards by 5% by 05/31/2013 as measured by Program Review State Report.	\$0

Goal 1: Program Review Writing

Measurable Objective 1:

Collaborate to increase our school's Proficient Writing standards by 5% by 05/31/2013 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.

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	08/13/2012	05/31/2013	\$0	No Funding Required	English, Science, and Social Studies teachers, and administration

Goal 2: Program Reviews Arts and Humanities

Measurable Objective 1:

Collaborate to increase our school's Arts and Humanities proficient standards by 5% by 05/31/2013 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.

Research Cited: KDE/NAFME

Activity - AH PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Arts/Humanities teachers will collaborate with teachers in the district to complete and implement the district wide KCAS standard based curriculum for all classes offered including end of course assessments for each grade level.	Academic Support Program	06/08/2012	05/31/2013	\$0	No Funding Required	Arts/Humanities Teachers, Administration

Goal 3: Program Review PLCS

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Measurable Objective 1:

Collaborate to increase our school's PLCS average proficient standards by 5% by 05/31/2013 as measured by Program Review State Report.

Strategy 1:

PLCS School Health Committee - Develop School Health Committee

Research Cited: KDE

Activity - PLCS School Health Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement school health committee and utilize HECAT and PECAT.	Academic Support Program	03/01/2013	05/31/2013	\$0	No Funding Required	PLCS teachers, Administrators, FRYSC

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
PLCS School Health Committee	Develop and implement school health committee and utilize HECAT and PECAT.	Academic Support Program	03/01/2013	05/31/2013	\$0	PLCS teachers, Administrators, FRYSC
AH PLC	All Arts/Humanities teachers will collaborate with teachers in the district to complete and implement the district wide KCAS standard based curriculum for all classes offered including end of course assessments for each grade level.	Academic Support Program	06/08/2012	05/31/2013	\$0	Arts/Humanities Teachers, Administration
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	08/13/2012	05/31/2013	\$0	English, Science, and Social Studies teachers, and administration
Total					\$0	