Comprehensive School Improvement

Plan

Simon Kenton High School

Kenton County

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

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Executive Summary

Introduction

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

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf
Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf
Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf
Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf
Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf
Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

Simon Kenton has a good balance of veteran teachers (more than 4 years experience) and younger teachers (less than 3 years experience). Teachers are paired with classes based on what is best for the students. Younger teachers are not automatically assigned to the most difficult classes or the lower level classes. We believe that the newer teachers we have hired are quality teachers with great potential to become excellent educators. We have a mentor program in place to help foster our young teachers development.

We have a large number of gap students (free reduced lunch, IEP, etc.) which we are making strides at identifying and getting them the assistance they need to be successful in school. These targeted interventions will help these students as well as our accountability.

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

The most significant barrier we face is support from home when working with our gap students. There are a variety of reasons for this lack of support but in the end as a school we must find a way to overcome these barriers and help students achieve to the best of their abilities. One of the ways to overcome these barriers will be to make better use of our community resources. We must be willing to seek out the services and resources necessary to assist these students and their families. We are already doing this in a number of areas but definitely expand in this area.

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

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

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

OR

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

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

Goal 1:
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 - PLC subs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will provide subs when appropriate for teachers to collaborate in content and non-content PLC's during the school day.	Professional Learning	08/19/2015	05/31/2017	$1000 - General Fund	Administrators Teachers

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

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given the opportunity for collaboration in monthly PLC's after school as well as during the school day.	Professional Learning	08/19/2015	05/31/2017	$0 - No Funding Required	Administrators Teachers

Goal 2:

Increase the number of points in achievement from 70 to 75 by 9/30/2017 as measured by the School Report Card in achievement.

Measurable Objective 1:

collaborate to increase the overall accountability from 74.6 in 2016 to 75.4 thus making Simon Kenton a Distinguished school by 09/30/2017 as measured by the School Report Card.

Strategy1:

Professional Development - Teachers will collaborate throughout the year with other teachers, administrators, and district consultants to increase quality instruction at Simon Kenton High School.

Category: Professional Learning & Support

Research Cited:

Activity - School Improvement Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, administrators, and SBDM members work collaboratively to develop the school improvement plan with each department and teacher having an investment in the plan and improvement.	Professional Learning	08/17/2016	05/17/2017	$0 - No Funding Required	Teachers Administrators SBDM members

Activity - Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are provided training in appropriate strategies for students at all levels of achievement (IEP, AP, ESL, etc.)	Professional Learning	08/17/2016	05/31/2017	$1000 - General Fund	Administrators District Consultants

Activity - Learning walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and district staff will complete learning walks in teacher classrooms to provide feedback (positive and improvement) on quality instruction to teachers.	Professional Learning	08/17/2016	05/31/2017	$0 - No Funding Required	Administrators District staff

Activity - Analysis of student work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate on the analysis of student work produced in a variety of areas (common assessments, writing, CERT, etc.) to determine deficit areas and adjustments to instruction.	Professional Learning	08/17/2016	05/31/2017	$0 - No Funding Required	Teachers Administrators District consultants

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend PLC's throughout the year to increase their knowledge and ability to present quality instruction to the students of Simon Kenton High School.	Professional Learning	08/17/2016	05/31/2017	$0 - No Funding Required	Teachers Administrators District Consultants

Activity - Acquire resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, administrators, and district staff will work together to gather resources for a variety of purposes (ACT prep, reading strategies, etc.) to improve instruction and achievement of students.	Professional Learning	08/17/2016	05/31/2017	$3000 - General Fund	Teachers Administrators District staff

Strategy2:

Staff Morale - Administrators will continue to implement activities to keep staff morale high and the environment at Simon Kenton a positive one.

Category: Professional Learning & Support

Research Cited:

Activity - Mentor program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All first year teachers at Simon Kenton are paired with a teacher from a different discipline to serve as a mentor.	Professional Learning	08/17/2016	05/31/2017	$0 - No Funding Required	Teachers Administrators

Activity - Staff Pioneer Coupons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff member reward other staff members with Pioneer coupons for outstanding work or going over and above. These coupons are entered into prize drawings at monthly faculty meetings.	Professional Learning	08/17/2016	05/31/2017	$0 - No Funding Required	Teachers Administrators

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

John Popham, Principal

Georgina Campbell, Assistant Principal

Craig Reinhart, Assistant Principal

Trent Steiner, Associate Principal

Michelle Hickey, Associate Principal

Tiffany Burris, Freshaman Academy Coordinator

Susan Back, Guidance Counselor

Roy Lucas, Guidance Counselor

Shelley Sizemore, Guidance Counselor

Melissa Cross, Family Resource Center Coordinator

Reta Vann, Math Department Chair

Micele Sturm, English Department Chair, SBDM Teacher Member, GT Coordinator

Sheryl Fischer, Science Department Chair

Bridget Dugan, Special Education Department Chair

Tim Mefford, Social Studies Department Chair

Laura Schneider, Arts and Humanities Department Chair

Christina Warner, World Language Department Chair

Kristin Steiner, PLCS Department Chair

Amy Blythe, KTAP Coordinator

Tara Snellings, SBDM Parent Member

Jennifer Taylor, SBDM Parent Member

Kris Wicklund, 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

Kristina Slusser, 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: 3.14

	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

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

Decision Making

Overall Rating: 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

	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 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

Section Score

1	2	3	4

Relationship Building — 3

Communications — 3.14

Decision Making — 2.71

Advocacy — 2.83

Learning Opportunities — 2.67

Community Partnerships — 3.17
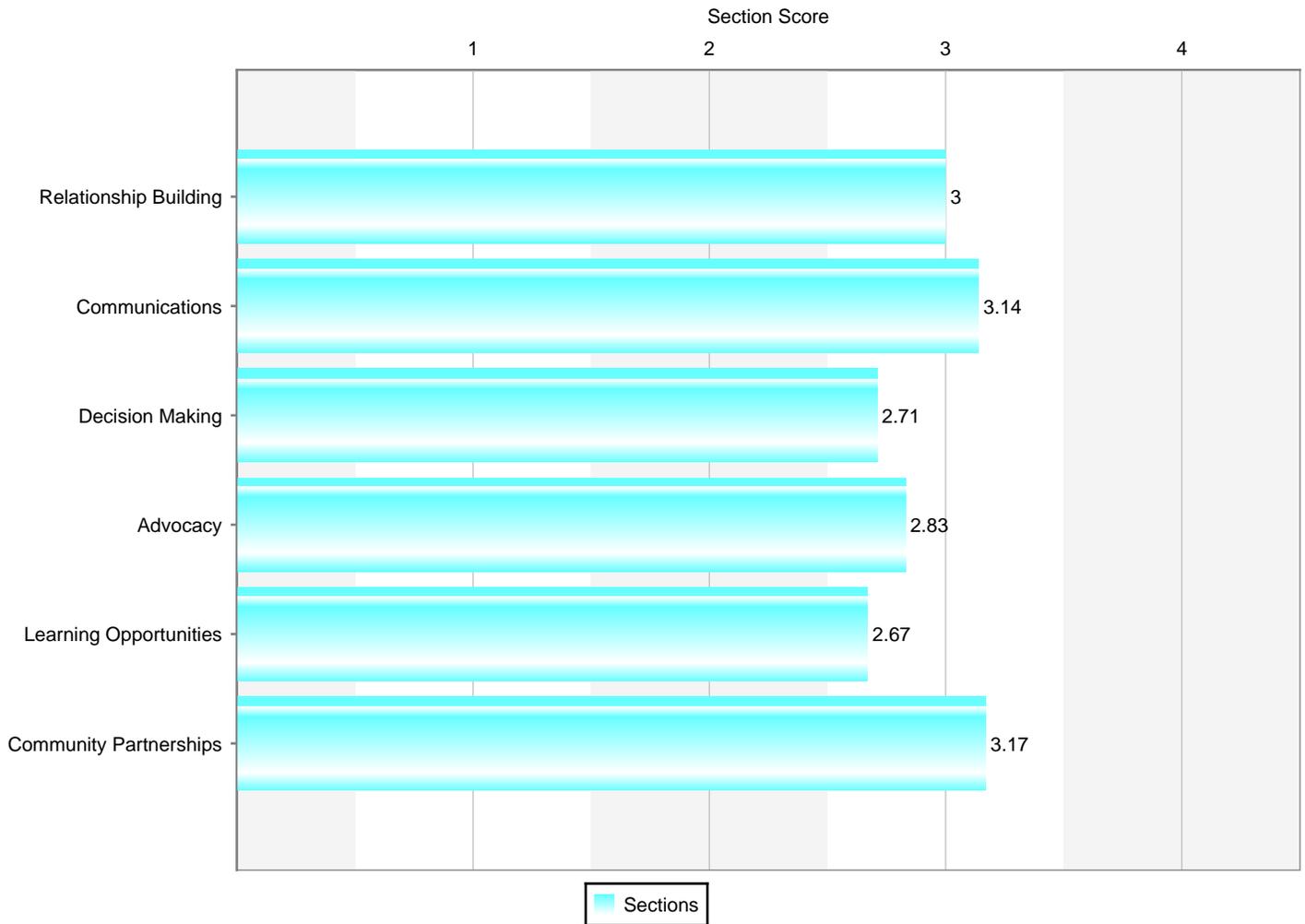
Sections

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, and departmental 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.

Phase I - Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

We are analyzing our data in order to address the following questions:

1. What are the strengths of Simon Kenton High School?

We are very proud to continue to improve our overall accountability score. The data shows our CCR and graduation rate scores to be major areas of strength. The individual areas of reading, science, and writing are all performing well above the state average. Another major strength of Simon Kenton is the faculty and staff that care about kids and their success. At Simon Kenton students are treated as individuals and the success of the individual is at the forefront of everything we do.

2. What areas do we need to improve upon to become a distinguished high school?

The data shows we must improve in the areas of achievement and gap in order to become a distinguished school. Overall we have improved in these areas of the last three years but we must increase our success in these areas to reach our goal of becoming a distinguished school.

Unfortunately the data does not provide enough specific information to evaluate the effectiveness of individual school programs such as SKORE. We will continue to implement these programs as well as look for ways to effectively evaluate them.

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:

Overall accountability score increased from 74.3 to 74.6.

Our CCR score increased from 61.5 to 71.2.

The graduation rate improved from 93.9 to 95.9.

The number of students proficient or distinguished in reading increased from 61.2 % to 68%.

GAP scores in reading, science, and writing 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 KYOTE for additional opportunities to show college and career readiness.

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

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:

We need to increase the number of students proficient/distinguished in all areas but especially in math and writing.

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

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

Plans to improve areas of need include the following:

All teachers are involved in the development and monitoring of the CSIP.

Teachers will continue to analyze data (EOC, CERT, 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.

Continue to use SKORE to address deficiencies of students.

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 2016 - 2017 is to reach 75.4 and be classified as a distinguished school. We are currently a proficient school at 74.6 so we are working diligently to gain the necessary .8 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 streamlined all improvement plans so they are incorporated into the CSIP. 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.

2016 - 2017 Plan for Comprehensive School Improvement Plan

Overview

Plan Name

2016 - 2017 Plan for Comprehensive School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the number of points in Gap from 35.3 in 2016 to 50 by 9/30/2017 as measured by the School Report Card.	Objectives: 5 Strategies: 5 Activities: 16	Organizational	$0
2	Graduation Rate	Objectives: 1 Strategies: 2 Activities: 5	Organizational	$0
3	Tell-Survey- Collaboration	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$1000
4	Program Review	Objectives: 1 Strategies: 3 Activities: 5	Organizational	$0
5	Increase the number of points in achievement from 70 to 75 by 9/30/2017 as measured by the School Report Card in achievement.	Objectives: 7 Strategies: 8 Activities: 27	Organizational	$4000
6	College and Career Readiness	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$3000
7	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
8	Collaborate to increase the number of Novice Reduction points from 33.4 in 2016 to 40 by 9/30/2017 as measured by the School Report Card.	Objectives: 2 Strategies: 3 Activities: 10	Organizational	$0

Goal 1: Increase the number of points in Gap from 35.3 in 2016 to 50 by 9/30/2017 as measured by the School Report Card.

Measurable Objective 1:

collaborate to increase percentage of proficient or distinguished students from the non-duplicated gap group in reading from 50.9% in 2016 to 62.1% by 09/30/2017 as measured by school report card delivery targets.

Strategy 1:

Classroom instruction - All teachers will have specific classroom instruction in reading designed towards student learning needs.

Category: Continuous Improvement

Activity - Lesson planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use specialized reading instruction strategies (such as Read/Write) as well as deliberate lesson planning and bell ringers to create lessons that are designed towards building students' reading ability and skills.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Teachers, Administrators

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pair readers of different reading abilities to increase skills.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Teachers Administrators

Activity - SKORE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use SKORE and study skills for 1 on 1 reading assistance and specific pullout by disability.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Special Education teachers

Activity - VPA instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement multi-levels of differentiation with VPA reading assignments and target specialized vocabulary in the arts that may appear in reading material outside of VPA content area	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	VPA teachers

Activity - CERT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use CERT to review and reteach, to also build reading fluency and skills as well as determine which students need assistance with reading.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Teachers Administrators

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with sophomore ELA teachers to determine where coursework intersects Springboard curriculum and build upon cross-curricular connections	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Teachers Administrators

Measurable Objective 2:

collaborate to increase percentage of proficient or distinguished students from the non-duplicated gap group in writing from 35.1% in 2016 to 54.2 by 09/30/2017 as measured by school report card delivery targets..

Strategy 1:

Writing Strategies - Teachers will implement appropriate writing strategies for students in the non-duplicated gap group in all courses.

Category: Continuous Improvement

Activity - Writing instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review writing structure, break down rubrics, and give exemplars and analyze them with students.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	All teachers Administrators

Activity - Writing skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give extensive feedback to students and allow them to revise writing pieces to increase writing skills.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	All teachers Administrators

Activity - Writing preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students on using outlines, graphic organizers and close reading to break down prompts as well as scaffold writing skills.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	All teachers Administrators

Measurable Objective 3:

collaborate to increase percentage of proficient or distinguished students in the math non-duplicated gap group from 19.6% in 2016 to 46.5% by 09/30/2017 as measured by school report card delivery targets..

Strategy 1:

Instructional Strategies - Teachers will implement instructional strategies to reach struggling students.

Category: Continuous Improvement

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

| Teachers will use the following strategies to assist struggling students:
• Scaffolding Rigor/ Formative assessments using whiteboards for immediate feedback
• Reinforce vocabulary and action words (accountable talk) in Algebra 2 to better prepare students for EOC type questions.
• Incorporate reading and writing strategies to help improve student understanding such as -mark the text for important vocabulary and action words skim & scan for important
• Implement chunking and diversity in the strategies used to teach the content to better reach struggling students
• Create Common EOC like questions | Academic Support Program | 08/17/2016 | 05/31/2017 | $0 | No Funding Required | Math Teachers Administrators District Consultants |

Activity - Student support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use peer tutors and peer mentors to assist struggling students in class as well as make positive home contacts to encourage students.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Math teachers

Measurable Objective 4:

collaborate to increase the percentage of proficient or distinguished students in the biology EOC non-duplicated gap group from 33.5% in 2016 to 56.5% by 09/30/2017 as measured by school report card delivery targets..

Strategy 1:

Science instruction - Teachers will implement strategies to assist struggling students.

Category: Continuous Improvement

Activity - SKORE usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Struggling students will be pulled during SKORE for additional review by another biology teacher	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Science teachers

Activity - Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Include a review section of previous material on each test to keep concepts current and show how they connect and build on each other.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Science teachers

Activity - Manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop more manipulatives to target specific content areas where students struggle	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Science teachers

Measurable Objective 5:

collaborate to increase the percentage of proficient or distinguished students in the US History EOC non-duplicated gap group from 46.2% in 2016 to 59.9% by 09/30/2017 as measured by school report card delivery targets.

Strategy 1:

Social Studies Instruction - Teachers will implement teaching strategies to assist struggling students

Category: Continuous Improvement

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use and analyze common assessments to move students from Novice to Apprentice	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Social Studies teachers

Activity - SKORE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use flashback Reviews during SKORE to keep material fresh in students minds.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Social Studies teachers

Goal 2: Graduation Rate

Measurable Objective 1:

collaborate to increase the graduation rate from 95.9% in 2016 to 97% by 09/30/2017 as measured by school report card graduation rate.

Strategy 1:

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

number of credits

attendance

discipline

gender

age

Category: Persistance to Graduation

Activity - SAT review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SAT team meets bi-weekly to review the persistence to graduate data and develop plans for student success.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Administrators, counselors, FRYSC coordinator, SAT consultant, SAT team members

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	08/17/2016	05/31/2017	$0	No Funding Required	Counselors, Administrators, FRYSC, SAT consultant, 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	08/17/2016	05/31/2017	$0	No Funding Required	Administrators, counselors, SAT consultant, teachers, 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	08/17/2016	05/31/2017	$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	08/17/2016	05/31/2017	$0	No Funding Required	Counselors

Goal 3: 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

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given the opportunity for collaboration in monthly PLC's after school as well as during the school day.	Professional Learning	08/19/2015	05/31/2017	$0	No Funding Required	Administrators Teachers

Activity - PLC subs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will provide subs when appropriate for teachers to collaborate in content and non-content PLC's during the school day.	Professional Learning	08/19/2015	05/31/2017	$1000	General Fund	Administrators Teachers

Goal 4: Program Review

Measurable Objective 1:

collaborate to increase the average percentage of Program Review points from 68% in 2016 to 75% by 09/30/2017 as measured by Program Review State Report.

Strategy 1:

PLCS - Collaborate to increase the percentage of PLCS points earned on the program review from 73% in 2016 to 80% by 9/30/2017 as measured by the School Report Card.

Category: Professional Learning & Support

Activity - PLCS Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evidence will be updated and increased switching from a crate to an electronic format using Schoology.	Professional Learning	08/17/2016	05/31/2017	$0	No Funding Required	PLCS Teachers Administrators

Strategy 2:

VPA   - Collaborate to increase the percentage of VPA points earned on the program review from 68% in 2016 to 75% by 9/30/2017 as measured by the School Report Card.

Category: Professional Learning & Support

Activity - Data Collection and Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department will maintain a common dropbox to collect evidence from all VPA areas and review the date monthly.	Professional Learning	08/17/2016	05/31/2017	$0	No Funding Required	VPA Teachers Administrators

Activity - Dance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to incorporate dance into the curriculum as much as possible and continue to bring in outside experts to work with our students	Professional Learning	08/17/2016	05/31/2017	$0	No Funding Required	VPA Teachers Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with teachers in other content areas as well as other department members to focus on drama, dance, and other visual and performing arts content.	Professional Learning	08/17/2016	05/31/2017	$0	No Funding Required	VPA Teachers Administrators

Strategy 3:

World Language Assurances - Collaborate to effectively complete the World Language assurances for the 2017 school year and prepare for the 2018 program review.

Category: Professional Learning & Support

Activity - Matrix	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The department will distribute the Global Competence Matrix and checklist to each department and assign a World Language member as a point of contact for each department to organize and extract the information.	Professional Learning	08/17/2016	05/31/2017	$0	No Funding Required	World Language Teachers Administrators

Goal 5: Increase the number of points in achievement from 70 to 75 by 9/30/2017 as measured by the School Report Card in achievement.

Measurable Objective 1:

collaborate to increase the percentage of proficient or distinguished students in reading from 68% in 2016 to 72.1% by 09/30/2017 as measured by the School Report Card on the English 2 EOC..

Strategy 1:

Reading Strategies - Teachers will use a variety of reading strategies for specific purposes in all courses.

Category: Continuous Improvement

Activity - English Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will use opening activities to work on skills such as making inferences and continue to build student vocabulary.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Department Chairperson English teachers

Activity - Science Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will require students to read and summarize 3 science articles per quarter over a variety of topics.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Department Chairperson Science Teachers

Activity - Art Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate reading of Scholastic Art Magazine in Art 1 & 2 classes, photography classes and humanities classes with appropriate related work associated with reading activities at least once monthly throughout the school year or broken up into multiple reading activities per month. [Incorporates core standards (ELA/Reading)	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Department Chairperson Art Teachers

Activity - Music Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate reading of In Tune music magazine in chorus and band classes with appropriate related work associated with reading activities at least once per month, or broken up into multiple reading activities per month. [Magazine is aligned with both the nationals arts standards and core standards (ELA/Reading)]	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Department Chairperson Music teachers

Activity - CERT Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will collaborate with other teachers and consultants to examine CERT data to identify deficient areas as well as provide deliberate instruction and review for students based on this data. | Academic Support Program | 08/17/2016 | 05/31/2017 | $0 | No Funding Required | Teachers Administrators District Consultants |

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished students in Writing from 47.9% in 2016 to 52% by 09/30/2017 as measured by the School Report Card from On-Demand scores.

Strategy 1:

Writing Strategies - All teachers will use a variety of writing strategies and rubrics for specific purposes in all courses.

Category: Continuous Improvement

Activity - On-Demand Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will give three full On-Demand practice tests, which are scored and given back to students to edit.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Department Chairperson English teachers

Activity - Writing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase student success with writing by using outlines and breaking down prompts so students write with a given purpose while expressing sufficient details and examples.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Department Chairperson English teachers

Activity - Science writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students to use clear evidence and justification as framework for writing scientific arguments.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Department Chairperson Science teachers

Activity - Visual Art writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All visual art classes will incorporate reflective writing in the context of personal artwork or project work within every unit. This may include, but is not limited to, artist's statements, self-critique, peer review, etc.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Department Chairperson Visual art teachers

Activity - Performance Art Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All students in performance classes will engage in reflective writing for each public performance and / or adjudicated performance immediately after the event or performance.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Department Chairperson Performance art teachers

Measurable Objective 3:

collaborate to increase the percentage of proficient and distinguished students in Language Mechanics from 59.1% in 2016 to 61% by 09/30/2017 as measured by the School Report Card from the ACT subscore.

Strategy 1:

ACT preparation - English teachers will prepare students for the ACT.

Category: Continuous Improvement

Activity - ACT preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will use ACT bellringers, short practice ACT tests, and full practice ACT tests (go over answers, students annotate grammar notes and rules grammar instruction built into these reviews)	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Administrators and teachers

Measurable Objective 4:

collaborate to increase the percent of proficient and distinguished in math from 40.9% in 2016 to 53.3% by 09/30/2017 as measured by the School Report Card on the Algebra 2 EOC.

Strategy 1:

Math Proficiency - Math teachers will plan, implement, and monitor strategies to increase math proficiency.

Category: Continuous Improvement

Activity - EOC instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement EOC type questions throughout the course in Algebra 2 as well as bell ringers, during SKORE, and on common assessments in Algebra 1 and Geometry.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Department Chairperson Math Teachers

Activity - Math teaching strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement chunking and diversity in strategies used to better assist struggling students as well as using formative assessments and pre and post tests for each unit to increase achievement.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Department Chairperson Math Teachers

Measurable Objective 5:

collaborate to to increase the percentage of proficient or distinguished students in science from 51.8% in 2016 to 54.2% by 09/30/2017 as measured by the School Report Card on the biology EOC. .

Strategy 1:

Science proficiency - Teachers will implement and monitor teaching strategies to increase proficiency in science.

Category: Continuous Improvement

Activity - SKORE usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Struggling students will be pulled during SKORE for additional review by another biology teacher	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Science teachers

Activity - Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include a review section of previous material on each test to keep concepts current and show how they connect and build on each other.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Science teachers

Activity - Manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will develop more manipulatives to target specific content areas where students struggle.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Science teachers

Measurable Objective 6:

collaborate to increase the percentage of proficient or distinguished in Social Studies from 60.9% in 2016 to 63.8% by 09/30/2017 as measured by the School Report Card on the US History EOC.

Strategy 1:

Social Studies proficiency - Teachers will implement and monitor strategies to increase social studies proficiency

Category: Continuous Improvement

Activity - Pretest	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give cumulative pretest twice before EOC and analyze results for reteaching purposes.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Social Studies teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use common assessments to move students from Novice to Apprentice.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Social Studies teachers

Activity - Supplemental instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will use flashback reviews in SKORE as well as videos, music, and art to supplement instruction.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Social Studies Teachers

Measurable Objective 7:

collaborate to increase the overall accountability from 74.6 in 2016 to 75.4 thus making Simon Kenton a Distinguished school by 09/30/2017 as measured by the School Report Card.

Strategy 1:

Professional Development - Teachers will collaborate throughout the year with other teachers, administrators, and district consultants to increase quality instruction at Simon Kenton High School.

Category: Professional Learning & Support

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend PLC's throughout the year to increase their knowledge and ability to present quality instruction to the students of Simon Kenton High School.	Professional Learning	08/17/2016	05/31/2017	$0	No Funding Required	Teachers Administrators District Consultants

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are provided training in appropriate strategies for students at all levels of achievement (IEP, AP, ESL, etc.)	Professional Learning	08/17/2016	05/31/2017	$1000	General Fund	Administrators District Consultants

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 in a variety of areas (common assessments, writing, CERT, etc.) to determine deficit areas and adjustments to instruction.	Professional Learning	08/17/2016	05/31/2017	$0	No Funding Required	Teachers Administrators District consultants

Activity - Learning walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and district staff will complete learning walks in teacher classrooms to provide feedback (positive and improvement) on quality instruction to teachers.	Professional Learning	08/17/2016	05/31/2017	$0	No Funding Required	Administrators District staff

Activity - Acquire resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers, administrators, and district staff will work together to gather resources for a variety of purposes (ACT prep, reading strategies, etc.) to improve instruction and achievement of students.	Professional Learning	08/17/2016	05/31/2017	$3000	General Fund	Teachers Administrators District staff

Activity - School Improvement Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, administrators, and SBDM members work collaboratively to develop the school improvement plan with each department and teacher having an investment in the plan and improvement.	Professional Learning	08/17/2016	05/17/2017	$0	No Funding Required	Teachers Administrators SBDM members

Strategy 2:

Staff Morale - Administrators will continue to implement activities to keep staff morale high and the environment at Simon Kenton a positive one.

Category: Professional Learning & Support

Activity - Mentor program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All first year teachers at Simon Kenton are paired with a teacher from a different discipline to serve as a mentor.	Professional Learning	08/17/2016	05/31/2017	$0	No Funding Required	Teachers Administrators

Activity - Staff Pioneer Coupons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff member reward other staff members with Pioneer coupons for outstanding work or going over and above. These coupons are entered into prize drawings at monthly faculty meetings.	Professional Learning	08/17/2016	05/31/2017	$0	No Funding Required	Teachers Administrators

Goal 6: College and Career Readiness

Measurable Objective 1:

collaborate to increase the number of College and Career Ready points from 65.3 in 2016 to 70 by 09/30/2017 as measured by the School Report Card.

Strategy 1:

College and Career Readiness - Teachers will use a variety of strategies to prepare students to become college and/or career ready.

Category: Continuous Improvement

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

Students will take the CERT test 3 times a year and teachers and students will use the results as well as the CERT exam room to reteach and reinforce ACT skills.	Academic Support Program	08/17/2016	05/31/2017	$3000	General Fund	All Teachers Administrators Counselors District Consultants

Activity - ACT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments will focus on ACT preparation through the following: • ACT English bell ringers • Use short practice ACT tests and full ACT tests (go over answers, students annotate grammar notes and rules, grammar instruction built into these reviews) • Pre-Calculus teachers will focus on getting students to meet benchmark on the ACT by incorporating ACT style questions on formative and summative assessments for existing content. • Use Natural Science ACT reading passages for practice in science classes. • Use Social Studies ACT reading passages for practice in social studies classes.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	All Teachers Administrators Counselors District Consultants

Activity - KYOTE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing intense remediation will be placed in a math (MCCR) class or an English class where teachers will prepare senior students to take the KYOTE test to reach benchmark.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	All Teachers Administrators Counselors District Consultants

Activity - Career Ready	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will improve communication with students about career pathways encouraging them to take the ASVAB test, KOSSA test, and/or industry certification test. Students will also be encouraged to complete career pathways during their junior year.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	All Teachers Administrators Counselors District Consultants

Activity - Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers will recognize students who are college and/or career ready with incentives such as graduation cords, recognition at Honor's Night, bulletin boards, etc.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Teachers Administrators Counselors

Goal 7: 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 09/30/2017 as measured by survey results.

Strategy 1:

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

Category: Professional Learning & Support

Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and SBDMI wellness policy.	Policy and Process	08/17/2016	09/30/2017	$0	No Funding Required	Administrative team and PLCS department chair

Goal 8: Collaborate to increase the number of Novice Reduction points from 33.4 in 2016 to 40 by 9/30/2017 as measured by the School Report Card.

Measurable Objective 1:

collaborate to decrease the percentage of novice students from the non-duplicated gap group in reading from 39.1% in 2016 to 34% by 09/30/2017 as measured by the school report card in achievement.

Strategy 1:

Classroom instruction - Teachers will use specific classroom instruction designed towards students in the non-duplicated gap group.

Category: Continuous Improvement

Activity - Lesson planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create lessons that are designed towards building students' reading ability using specialized reading instruction and strategies (such as Read/Write) as well as bell ringers to build skills, i.e. making inferences.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	All teachers Administrators

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

| Use CERT to review and reteach, to also build reading fluency and skill. | Academic Support Program | 08/17/2016 | 05/31/2017 | $0 | No Funding Required | Teachers and administrators |

Activity - VPA instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement multi-levels of differentiation in VPA reading assignments and target specialized vocabulary in the arts that may appear in reading material outside of VPA content area.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Teachers and administrators

Strategy 2:

Supports - Teachers will provide modifications and supports for those students struggling in reading.

Category: Continuous Improvement

Activity - Modification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Modify reading assignments and strategies for students in the non-duplicated gap group	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Special Education teachers

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiate for lower-level readers using tweets/twitter associated with assignments	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Teachers Administrators

Activity - Pairing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pair readers based on levels (higher-level reader with a lower-level reader) to ensure understanding of material	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Teachers Administrators

Activity - Test taking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will appropriately use their testing taking strategies as taught throughout the year (i.e. behavior strategies, extended time, etc.)	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Teachers

Measurable Objective 2:

collaborate to decrease the percentage of novice students in the non-duplicated gap group in math from 41.2% in 2016 to 37.08% by 09/30/2017 as measured by School Report Card.

Strategy 1:

Math Instruction - Math teachers will use specific strategies to assist students in the non-duplicated gap group in math.

Category: Continuous Improvement

Activity - CERT data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CERT data to address deficient skills and use problem sets on google drive	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Math Teachers District Consultants

Activity - Practice test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer practice timed test on ACT/EOC style questions	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Math teachers

Activity - Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide instruction in annotation of questions (test taking skills, boxing, circling underling etc.) and implement chunking and diversity in the strategies used to teach the content to better reach struggling students	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	Math teachers District Consultants

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CERT	Students will take the CERT test 3 times a year and teachers and students will use the results as well as the CERT exam room to reteach and reinforce ACT skills.	Academic Support Program	08/17/2016	05/31/2017	$3000	All Teachers Administrators Counselors District Consultants
Training	Teachers are provided training in appropriate strategies for students at all levels of achievement (IEP, AP, ESL, etc.)	Professional Learning	08/17/2016	05/31/2017	$1000	Administrators District Consultants
PLC subs	Administrators will provide subs when appropriate for teachers to collaborate in content and non-content PLC's during the school day.	Professional Learning	08/19/2015	05/31/2017	$1000	Administrators Teachers
Acquire resources	Teachers, administrators, and district staff will work together to gather resources for a variety of purposes (ACT prep, reading strategies, etc.) to improve instruction and achievement of students.	Professional Learning	08/17/2016	05/31/2017	$3000	Teachers Administrators District staff
				Total	$8000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
On-Demand Practice	English teachers will give three full On-Demand practice tests, which are scored and given back to students to edit.	Academic Support Program	08/17/2016	05/31/2017	$0	Department Chairperson English teachers
SKORE usage	Struggling students will be pulled during SKORE for additional review by another biology teacher	Academic Support Program	08/17/2016	05/31/2017	$0	Science teachers
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 SBDMI wellness policy.	Policy and Process	08/17/2016	09/30/2017	$0	Administrative team and PLCS department chair

Art Instruction	Incorporate reading of Scholastic Art Magazine in Art 1 & 2 classes, photography classes and humanities classes with appropriate related work associated with reading activities at least once monthly throughout the school year or broken up into multiple reading activities per month. [Incorporates core standards (ELA/Reading)	Academic Support Program	08/17/2016	05/31/2017	$0	Department Chairperson Art Teachers
Differentiation	Pair readers of different reading abilities to increase skills.	Academic Support Program	08/17/2016	05/31/2017	$0	Teachers Administrators
Manipulatives	Science teachers will develop more manipulatives to target specific content areas where students struggle.	Academic Support Program	08/17/2016	05/31/2017	$0	Science teachers
Writing skills	Teachers will give extensive feedback to students and allow them to revise writing pieces to increase writing skills.	Academic Support Program	08/17/2016	05/31/2017	$0	All teachers Administrators
Analysis of student work	Teachers will collaborate on the analysis of student work produced in a variety of areas (common assessments, writing, CERT, etc.) to determine deficit areas and adjustments to instruction.	Professional Learning	08/17/2016	05/31/2017	$0	Teachers Administrators District consultants
School Improvement Plan	Teachers, administrators, and SBDM members work collaboratively to develop the school improvement plan with each department and teacher having an investment in the plan and improvement.	Professional Learning	08/17/2016	05/17/2017	$0	Teachers Administrators SBDM members
Career Ready	Teachers will improve communication with students about career pathways encouraging them to take the ASVAB test, KOSSA test, and/or industry certification test. Students will also be encouraged to complete career pathways during their junior year.	Academic Support Program	08/17/2016	05/31/2017	$0	All Teachers Administrators Counselors District Consultants
Lesson planning	Teachers will use specialized reading instruction strategies (such as Read/Write) as well as deliberate lesson planning and bell ringers to create lessons that are designed towards building students' reading ability and skills.	Academic Support Program	08/17/2016	05/31/2017	$0	Teachers, Administrators
Math teaching strategies	Teachers will implement chunking and diversity in strategies used to better assist struggling students as well as using formative assessments and pre and post tests for each unit to increase achievement.	Academic Support Program	08/17/2016	05/31/2017	$0	Department Chairperson Math 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	08/17/2016	05/31/2017	$0	Administrators and freshmen teachers
Review	Teachers will include a review section of previous material on each test to keep concepts current and show how they connect and build on each other.	Academic Support Program	08/17/2016	05/31/2017	$0	Science teachers

Differentiation	Differentiate for lower-level readers using tweets/twitter associated with assignments	Academic Support Program	08/17/2016	05/31/2017	$0	Teachers Administrators
Learning walks	Administrators and district staff will complete learning walks in teacher classrooms to provide feedback (positive and improvement) on quality instruction to teachers.	Professional Learning	08/17/2016	05/31/2017	$0	Administrators District staff
English Instruction	English teachers will use opening activities to work on skills such as making inferences and continue to build student vocabulary.	Academic Support Program	08/17/2016	05/31/2017	$0	Department Chairperson English teachers
Pairing	Pair readers based on levels (higher-level reader with a lower-level reader) to ensure understanding of material	Academic Support Program	08/17/2016	05/31/2017	$0	Teachers Administrators
Dance	Continue to incorporate dance into the curriculum as much as possible and continue to bring in outside experts to work with our students	Professional Learning	08/17/2016	05/31/2017	$0	VPA Teachers Administrators
Lesson planning	Teachers will create lessons that are designed towards building students' reading ability using specialized reading instruction and strategies (such as Read/Write) as well as bell ringers to build skills, i.e. making inferences.	Academic Support Program	08/17/2016	05/31/2017	$0	All teachers Administrators
Mentor program	All first year teachers at Simon Kenton are paired with a teacher from a different discipline to serve as a mentor.	Professional Learning	08/17/2016	05/31/2017	$0	Teachers Administrators
Recognition	Administrators and teachers will recognize students who are college and/or career ready with incentives such as graduation cords, recognition at Honor's Night, bulletin boards, etc.	Academic Support Program	08/17/2016	05/31/2017	$0	Teachers Administrators Counselors
Writing preparation	Teachers will instruct students on using outlines, graphic organizers and close reading to break down prompts as well as scaffold writing skills.	Academic Support Program	08/17/2016	05/31/2017	$0	All teachers Administrators
Data Collection and Review	Department will maintain a common dropbox to collect evidence from all VPA areas and review the date monthly.	Professional Learning	08/17/2016	05/31/2017	$0	VPA Teachers Administrators
Manipulatives	Develop more manipulatives to target specific content areas where students struggle	Academic Support Program	08/17/2016	05/31/2017	$0	Science teachers
CERT Instruction	Teachers will collaborate with other teachers and consultants to examine CERT data to identify deficient areas as well as provide deliberate instruction and review for students based on this data.	Academic Support Program	08/17/2016	05/31/2017	$0	Teachers Administrators District Consultants
PLC	Teachers will be given the opportunity for collaboration in monthly PLC's after school as well as during the school day.	Professional Learning	08/19/2015	05/31/2017	$0	Administrators Teachers

SKORE	Teachers will use flashback Reviews during SKORE to keep material fresh in students minds.	Academic Support Program	08/17/2016	05/31/2017	$0	Social Studies teachers
PLCS Improvement	Evidence will be updated and increased switching from a crate to an electronic format using Schoology.	Professional Learning	08/17/2016	05/31/2017	$0	PLCS Teachers Administrators
Common Assessments	Teachers will use common assessments to move students from Novice to Apprentice.	Academic Support Program	08/17/2016	05/31/2017	$0	Social Studies teachers
Performance Art Writing	All students in performance classes will engage in reflective writing for each public performance and / or adjudicated performance immediately after the event or performance.	Academic Support Program	08/17/2016	05/31/2017	$0	Department Chairperson Performance art teachers
Music Instruction	Incorporate reading of In Tune music magazine in chorus and band classes with appropriate related work associated with reading activities at least once per month, or broken up into multiple reading activities per month. [Magazine is aligned with both the nationals arts standards and core standards (ELA/Reading)]	Academic Support Program	08/17/2016	05/31/2017	$0	Department Chairperson Music teachers
Matrix	The department will distribute the Global Competence Matrix and checklist to each department and assign a World Language member as a point of contact for each department to organize and extract the information.	Professional Learning	08/17/2016	05/31/2017	$0	World Language Teachers Administrators
Staff Pioneer Coupons	Staff member reward other staff members with Pioneer coupons for outstanding work or going over and above. These coupons are entered into prize drawings at monthly faculty meetings.	Professional Learning	08/17/2016	05/31/2017	$0	Teachers Administrators
Instruction	Use CERT to review and reteach, to also build reading fluency and skill.	Academic Support Program	08/17/2016	05/31/2017	$0	Teachers and administrators
EOC instruction	Teachers will implement EOC type questions throughout the course in Algebra 2 as well as bell ringers, during SKORE, and on common assessments in Algebra 1 and Geometry.	Academic Support Program	08/17/2016	05/31/2017	$0	Department Chairperson Math Teachers
Supplemental instruction	Teachers will use flashback reviews in SKORE as well as videos, music, and art to supplement instruction.	Academic Support Program	08/17/2016	05/31/2017	$0	Social Studies Teachers
Student support	Teachers will use peer tutors and peer mentors to assist struggling students in class as well as make positive home contacts to encourage students.	Academic Support Program	08/17/2016	05/31/2017	$0	Math teachers
Student follow up meeting	Follow up meeting with student every two weeks in order to check progress	Academic Support Program	08/17/2016	05/31/2017	$0	Administrators, counselors, SAT consultant, teachers, and FRYSC

CERT data	Teachers will use CERT data to address deficient skills and use problem sets on google drive	Academic Support Program	08/17/2016	05/31/2017	$0	Math Teachers District Consultants
CERT	Use CERT to review and reteach, to also build reading fluency and skills as well as determine which students need assistance with reading.	Academic Support Program	08/17/2016	05/31/2017	$0	Teachers Administrators
ACT	Departments will focus on ACT preparation through the following: • ACT English bell ringers • Use short practice ACT tests and full ACT tests (go over answers, students annotate grammar notes and rules, grammar instruction built into these reviews) • Pre-Calculus teachers will focus on getting students to meet benchmark on the ACT by incorporating ACT style questions on formative and summative assessments for existing content. • Use Natural Science ACT reading passages for practice in science classes. • Use Social Studies ACT reading passages for practice in social studies classes.	Academic Support Program	08/17/2016	05/31/2017	$0	All Teachers Administrators Counselors District Consultants
ACT preparation	English teachers will use ACT bellringers, short practice ACT tests, and full practice ACT tests (go over answers, students annotate grammar notes and rules grammar instruction built into these reviews)	Academic Support Program	08/17/2016	05/31/2017	$0	Administrators and teachers
Science writing	Teachers will instruct students to use clear evidence and justification as framework for writing scientific arguments.	Academic Support Program	08/17/2016	05/31/2017	$0	Department Chairperson Science teachers
Professional Development	Work with teachers in other content areas as well as other department members to focus on drama, dance, and other visual and performing arts content.	Professional Learning	08/17/2016	05/31/2017	$0	VPA Teachers Administrators
Review	Include a review section of previous material on each test to keep concepts current and show how they connect and build on each other.	Academic Support Program	08/17/2016	05/31/2017	$0	Science teachers
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
Collaboration	Collaborate with sophomore ELA teachers to determine where coursework intersects Springboard curriculum and build upon cross-curricular connections	Academic Support Program	08/17/2016	05/31/2017	$0	Teachers Administrators
SKORE usage	Struggling students will be pulled during SKORE for additional review by another biology teacher	Academic Support Program	08/17/2016	05/31/2017	$0	Science teachers

PLC	Teachers will attend PLC's throughout the year to increase their knowledge and ability to present quality instruction to the students of Simon Kenton High School.	Professional Learning	08/17/2016	05/31/2017	$0	Teachers Administrators District Consultants
Test taking	Students will appropriately use their testing taking strategies as taught throughout the year (i.e. behavior strategies, extended time, etc.)	Academic Support Program	08/17/2016	05/31/2017	$0	Teachers
Academic Support	Schedule courses of at risk students based on ILP data.	Academic Support Program	08/17/2016	05/31/2017	$0	Counselors
Writing instruction	Teachers will review writing structure, break down rubrics, and give exemplars and analyze them with students.	Academic Support Program	08/17/2016	05/31/2017	$0	All teachers Administrators
Strategies	Teachers will provide instruction in annotation of questions (test taking skills, boxing, circling underling etc.) and implement chunking and diversity in the strategies used to teach the content to better reach struggling students	Academic Support Program	08/17/2016	05/31/2017	$0	Math teachers District Consultants
VPA instruction	Implement multi-levels of differentiation in VPA reading assignments and target specialized vocabulary in the arts that may appear in reading material outside of VPA content area.	Academic Support Program	08/17/2016	05/31/2017	$0	Teachers and administrators
Writing Strategies	Teachers will increase student success with writing by using outlines and breaking down prompts so students write with a given purpose while expressing sufficient details and examples.	Academic Support Program	08/17/2016	05/31/2017	$0	Department Chairperson English teachers
Student data review	Meet with identified at risk students to implement drop out prevention strategies	Academic Support Program	08/17/2016	05/31/2017	$0	Counselors, Administrators, FRYSC, SAT consultant, Teachers
Modification	Modify reading assignments and strategies for students in the non-duplicated gap group	Academic Support Program	08/17/2016	05/31/2017	$0	Special Education teachers
KYOTE	Students needing intense remediation will be placed in a math (MCCR) class or an English class where teachers will prepare senior students to take the KYOTE test to reach benchmark.	Academic Support Program	08/17/2016	05/31/2017	$0	All Teachers Administrators Counselors District Consultants
Science Instruction	Science teachers will require students to read and summarize 3 science articles per quarter over a variety of topics.	Academic Support Program	08/17/2016	05/31/2017	$0	Department Chairperson Science Teachers

SAT review	The SAT team meets bi-weekly to review the persistence to graduate data and develop plans for student success.	Academic Support Program	08/17/2016	05/31/2017	$0	Administrators, counselors, FRYSC coordinator, SAT consultant, SAT team members
SKORE	Use SKORE and study skills for 1 on 1 reading assistance and specific pullout by disability.	Academic Support Program	08/17/2016	05/31/2017	$0	Special Education teachers
Pretest	Teachers will give cumulative pretest twice before EOC and analyze results for reteaching purposes.	Academic Support Program	08/17/2016	05/31/2017	$0	Social Studies teachers
Practice test	Teachers will administer practice timed test on ACT/EOC style questions	Academic Support Program	08/17/2016	05/31/2017	$0	Math teachers
Common Assessments	Teachers will use and analyze common assessments to move students from Novice to Apprentice	Academic Support Program	08/17/2016	05/31/2017	$0	Social Studies teachers
Strategies	Teachers will use the following strategies to assist struggling students: • Scaffolding Rigor/ Formative assessments using whiteboards for immediate feedback • Reinforce vocabulary and action words (accountable talk) in Algebra 2 to better prepare students for EOC type questions. • Incorporate reading and writing strategies to help improve student understanding such as -mark the text for important vocabulary and action words skim & scan for important • Implement chunking and diversity in the strategies used to teach the content to better reach struggling students • Create Common EOC like questions	Academic Support Program	08/17/2016	05/31/2017	$0	Math Teachers Administrators District Consultants
Visual Art writing	All visual art classes will incorporate reflective writing in the context of personal artwork or project work within every unit. This may include, but is not limited to, artist's statements, self-critique, peer review, etc.	Academic Support Program	08/17/2016	05/31/2017	$0	Department Chairperson Visual art teachers
VPA instruction	Implement multi-levels of differentiation with VPA reading assignments and target specialized vocabulary in the arts that may appear in reading material outside of VPA content area	Academic Support Program	08/17/2016	05/31/2017	$0	VPA teachers
				Total	$0	

Phase II - KDE Assurances - Schools

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		

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		

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		

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		

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		

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

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 - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given the opportunity for collaboration in monthly PLC's after school as well as during the school day.	Professional Learning	08/19/2015	05/31/2017	$0 - No Funding Required	Administrators Teachers

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

Activity - PLC subs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will provide subs when appropriate for teachers to collaborate in content and non-content PLC's during the school day.	Professional Learning	08/19/2015	05/31/2017	$1000 - General Fund	Administrators Teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the number of points in Gap from 35.3 in 2016 to 50 by 9/30/2017 as measured by the School Report Card.

Measurable Objective 1:

collaborate to increase percentage of proficient or distinguished students from the non-duplicated gap group in writing from 35.1% in 2016 to 54.2 by 09/30/2017 as measured by school report card delivery targets..

Strategy1:

Writing Strategies - Teachers will implement appropriate writing strategies for students in the non-duplicated gap group in all courses.

Category: Continuous Improvement

Research Cited:

Activity - Writing instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review writing structure, break down rubrics, and give exemplars and analyze them with students.	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	All teachers Administrators

Activity - Writing preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct students on using outlines, graphic organizers and close reading to break down prompts as well as scaffold writing skills.	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	All teachers Administrators

Activity - Writing skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give extensive feedback to students and allow them to revise writing pieces to increase writing skills.	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	All teachers Administrators

Measurable Objective 2:

collaborate to increase percentage of proficient or distinguished students in the math non-duplicated gap group from 19.6% in 2016 to 46.5% by 09/30/2017 as measured by school report card delivery targets..

Strategy1:

Instructional Strategies - Teachers will implement instructional strategies to reach struggling students.

Category: Continuous Improvement

Research Cited:

Activity - Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the following strategies to assist struggling students: • Scaffolding Rigor/ Formative assessments using whiteboards for immediate feedback • Reinforce vocabulary and action words (accountable talk) in Algebra 2 to better prepare students for EOC type questions. • Incorporate reading and writing strategies to help improve student understanding such as - mark the text for important vocabulary and action words skim & scan for important • Implement chunking and diversity in the strategies used to teach the content to better reach struggling students • Create Common EOC like questions	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	Math Teachers Administrators District Consultants

Activity - Student support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use peer tutors and peer mentors to assist struggling students in class as well as make positive home contacts to encourage students.	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	Math teachers

Measurable Objective 3:

collaborate to increase percentage of proficient or distinguished students from the non-duplicated gap group in reading from 50.9% in 2016 to 62.1% by 09/30/2017 as measured by school report card delivery targets.

Strategy1:

Classroom instruction - All teachers will have specific classroom instruction in reading designed towards student learning needs.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Simon Kenton High School

Activity - SKORE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use SKORE and study skills for 1 on 1 reading assistance and specific pullout by disability.	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	Special Education teachers

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with sophomore ELA teachers to determine where coursework intersects Springboard curriculum and build upon cross-curricular connections	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	Teachers Administrators

Activity - VPA instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement multi-levels of differentiation with VPA reading assignments and target specialized vocabulary in the arts that may appear in reading material outside of VPA content area	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	VPA teachers

Activity - CERT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use CERT to review and reteach, to also build reading fluency and skills as well as determine which students need assistance with reading.	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	Teachers Administrators

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pair readers of different reading abilities to increase skills.	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	Teachers Administrators

Activity - Lesson planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use specialized reading instruction strategies (such as Read/Write) as well as deliberate lesson planning and bell ringers to create lessons that are designed towards building students' reading ability and skills.	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	Teachers, Administrators

Measurable Objective 4:

collaborate to increase the percentage of proficient or distinguished students in the US History EOC non-duplicated gap group from 46.2% in 2016 to 59.9% by 09/30/2017 as measured by school report card delivery targets.

Strategy1:

Social Studies Instruction - Teachers will implement teaching strategies to assist struggling students

Category: Continuous Improvement

Research Cited:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use and analyze common assessments to move students from Novice to Apprentice	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	Social Studies teachers

Activity - SKORE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use flashback Reviews during SKORE to keep material fresh in students minds.	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	Social Studies teachers

Measurable Objective 5:

collaborate to increase the percentage of proficient or distinguished students in the biology EOC non-duplicated gap group from 33.5% in 2016 to 56.5% by 09/30/2017 as measured by school report card delivery targets..

Strategy1:

Science instruction - Teachers will implement strategies to assist struggling students.

Category: Continuous Improvement

Research Cited:

Activity - SKORE usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling students will be pulled during SKORE for additional review by another biology teacher	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	Science teachers

Activity - Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Include a review section of previous material on each test to keep concepts current and show how they connect and build on each other.	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	Science teachers

Activity - Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop more manipulatives to target specific content areas where students struggle	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	Science teachers

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

Goal 1:

Graduation Rate

Measurable Objective 1:

collaborate to increase the graduation rate from 95.9% in 2016 to 97% by 09/30/2017 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	08/17/2016	05/31/2017	$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: Persistance to Graduation

Research Cited:

Activity - SAT review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SAT team meets bi-weekly to review the persistence to graduate data and develop plans for student success.	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	Administrators, counselors, FRYSC coordinator, SAT consultant, SAT team members

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	08/17/2016	05/31/2017	$0 - No Funding Required	Counselors, Administrators, FRYSC, SAT consultant, Teachers

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	08/17/2016	05/31/2017	$0 - No Funding Required	Administrators, counselors, SAT consultant, teachers, and FRYSC

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	08/17/2016	05/31/2017	$0 - No Funding Required	Administrators and freshmen teachers

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

Goal 1:

College and Career Readiness

Measurable Objective 1:

collaborate to increase the number of College and Career Ready points from 65.3 in 2016 to 70 by 09/30/2017 as measured by the School Report Card.

Strategy1:

College and Career Readiness - Teachers will use a variety of strategies to prepare students to become college and/or career ready.

Category: Continuous Improvement

Research Cited:

Activity - Career Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will improve communication with students about career pathways encouraging them to take the ASVAB test, KOSSA test, and/or industry certification test. Students will also be encouraged to complete career pathways during their junior year.	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	All Teachers Administrators Counselors District Consultants

Activity - CERT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the CERT test 3 times a year and teachers and students will use the results as well as the CERT exam room to reteach and reinforce ACT skills.	Academic Support Program	08/17/2016	05/31/2017	$3000 - General Fund	All Teachers Administrators Counselors District Consultants

Activity - KYOTE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing intense remediation will be placed in a math (MCCR) class or an English class where teachers will prepare senior students to take the KYOTE test to reach benchmark.	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	All Teachers Administrators Counselors District Consultants

Activity - Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and teachers will recognize students who are college and/or career ready with incentives such as graduation cords, recognition at Honor's Night, bulletin boards, etc.	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	Teachers Administrators Counselors

Activity - ACT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments will focus on ACT preparation through the following: • ACT English bell ringers • Use short practice ACT tests and full ACT tests (go over answers, students annotate grammar notes and rules, grammar instruction built into these reviews) • Pre-Calculus teachers will focus on getting students to meet benchmark on the ACT by incorporating ACT style questions on formative and summative assessments for existing content. • Use Natural Science ACT reading passages for practice in science classes. • Use Social Studies ACT reading passages for practice in social studies classes.	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	All Teachers Administrators Counselors District Consultants

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

Goal 1:

Program Review

Measurable Objective 1:

collaborate to increase the average percentage of Program Review points from 68% in 2016 to 75% by 09/30/2017 as measured by Program Review State Report.

Strategy1:

PLCS - Collaborate to increase the percentage of PLCS points earned on the program review from 73% in 2016 to 80% by 9/30/2017 as measured by the School Report Card.

Category: Professional Learning & Support

Research Cited:

Activity - PLCS Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence will be updated and increased switching from a crate to an electronic format using Schoology.	Professional Learning	08/17/2016	05/31/2017	$0 - No Funding Required	PLCS Teachers Administrators

Strategy2:

World Language Assurances - Collaborate to effectively complete the World Language assurances for the 2017 school year and prepare for the 2018 program review.

Category: Professional Learning & Support

Research Cited:

Activity - Matrix	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The department will distribute the Global Competence Matrix and checklist to each department and assign a World Language member as a point of contact for each department to organize and extract the information.	Professional Learning	08/17/2016	05/31/2017	$0 - No Funding Required	World Language Teachers Administrators

Strategy3:

VPA   - Collaborate to increase the percentage of VPA points earned on the program review from 68% in 2016 to 75% by 9/30/2017 as measured by the School Report Card.

Category: Professional Learning & Support

Research Cited:

Activity - Dance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to incorporate dance into the curriculum as much as possible and continue to bring in outside experts to work with our students	Professional Learning	08/17/2016	05/31/2017	$0 - No Funding Required	VPA Teachers Administrators

Activity - Data Collection and Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Department will maintain a common dropbox to collect evidence from all VPA areas and review the date monthly.	Professional Learning	08/17/2016	05/31/2017	$0 - No Funding Required	VPA Teachers Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with teachers in other content areas as well as other department members to focus on drama, dance, and other visual and performing arts content.	Professional Learning	08/17/2016	05/31/2017	$0 - No Funding Required	VPA Teachers Administrators

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. 94.9% of our students are white,1% of our students are African American, 0.5% of our students are Asian, 1.9% of our students are Hispanic, 0.1% of our students are Alaska Native, 0.2% of our students are Native Hawaiian or Pacific Islander and 2.5% 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. Students 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 choose from several academies while remaining part of the Simon Kenton student body. 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 288 MOS certificates earned by students. We also had 2 students win scholarships at NKU FBLA events. Simon Kenton has an award winning band program. Band students may participate in marching band, jazz band, percussion, and color guard. The band qualified for and participated in a Disney parade. The chorus had several students participate in all state choir. Students are able to participate in a minimum of 2 school plays and 1 school musical.

The Simon Kenton athletic program is stellar. Many athletes receive athletic scholarships for college. Each team competes with school pride and achieves at extremely high levels. The football team was undefeated in the regular season and Coach Jeff Marksberry was name the District Football Coach of the year and the Coach of the Year by the Coaches Association. The volleyball, baseball team, girls basketball team and boys basketball teams all won the district and participated in the regional tournament. The girls Cross Country team and the girls soccer team qualified for state. The boys soccer team won their district tournament 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 11 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.Kim Girard being awarded the Excellence in Education 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 maintained an average of 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 14 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, Science club, 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.