

CSIP Updated 1-7-14

Scott High School

Kenton County School District

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Overview

Plan Name

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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	Student Achievement	Objectives: 3 Strategies: 11 Activities: 22	Organizational	\$2000
2	Freshman Graduation Rate	Objectives: 3 Strategies: 5 Activities: 13	Organizational	\$387100
3	Tell Survey Goal	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
4	Writing Program	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
5	Arts and Humanities Program	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$25000
6	Practical Living and Vocational Studies Programs	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$7000
7	College and Career Readiness	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$25000
8	GAP Goal	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0
9	Next Generation Professionals: Percentage of Proficient Certified Staff	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0

Goal 1: Student Achievement

Measurable Objective 1:

collaborate to increase the combined percentage of reading and math proficiency for all students from 36.3% to 47.6% by 10/01/2014 as measured by EOC assessments in Math and Reading.

Strategy 1:

Math Design Collaborative Strategies-Best Practices - Math teachers will collaborate throughout the year with all schools in the district and a district level consultant to implement formative assessment lessons and KCAS instructional strategies

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to determine common misconceptions of students to inform next step in instruction.	Academic Support Program	08/14/2013	05/23/2014	\$2000	Other, No Funding Required	Department head

Activity - Implementation of KCAS formative assessment lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement 5 to 10 formative assessment lessons and use the data gathered to inform instructional shifts called for in the KCAS.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Department Head

Activity - Lesson Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with other teachers throughout the district at course level to teach a lesson and give/receive feedback on best practice.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Department head

Strategy 2:

Utilizing ACT Practice Tests - Students will take practice ACT tests in order to identify skills which need to be targeted.

Activity - ACT Practice Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in core classes will take practice ACT test. Teachers will analyze results to identify gaps in each student's skill base. Teachers will design lessons/activities to improve identified deficient areas. Students will set goals for improvement. Students will take an additional practice ACT after skill deficiencies have been addressed.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Department heads and teachers.

Strategy 3:

Utilizing MAP Data - Teachers will use MAP data to motivate and differentiate instruction within the classroom.

Activity - Goal Setting and Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share scores from regular MAP assessments and assist students in setting appropriate goals for improvement. Teachers will then use the results from MAP assessments to design and differentiate lessons in classes.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	School testing coordinator, department heads, and teachers.

Activity - MAP Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the MAP assessment at the beginning, middle, and end of the school year.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	School testing coordinator.

Strategy 4:

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

Activity - Use of Content Specific Walk Reflection Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the content specific reflection tool for planning, peer observation, and reflection on instructional strategies.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Department head.

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate around the analysis of student work produced on the embedded assessments and end of unit test items to determine deficit areas and adjustments to instruction.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Department head.

Measurable Objective 2:

collaborate to increase the percentage of proficiency for GAP students in reading from 41.0% to 44.7% by 10/01/2014 as measured by EOC in English II.

Strategy 1:

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

Research Cited: CCSSO

Activity - Module Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with other teachers in the building and throughout the district at course level to design and refine standards based modules.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Lead teachers and district consultants.

Activity - Implementation of KCAS based LDC modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will adjust and implement one to two LDC modules as well as utilize the data gathered to inform instructional shifts called for in the KCAS	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Department heads, lead teachers, and district consultants.

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to determine common misconceptions/skill deficits to inform adjustments to instruction.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Department heads, lead teachers, and district consultants.

Strategy 2:

Springboard Program Best Practices - English teachers will collaborate throughout the year with all schools in the district and district level consultant to implement KCAS strategies and align curriculum.

Activity - Use of Content Specific Walk Reflection Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the content specific reflection tool for planning, peer observation, and reflection on instructional strategies.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Department head and district consultant.

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate around the analysis of student work produced on the embedded assessments and end of unit test items to determine deficit areas and adjustments to instruction.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Department heads and district consultants.

Strategy 3:

Utilizing ACT Practice Tests - Students will take practice ACT tests in order to identify skills which need to be targeted.

Activity - ACT Practice Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in core classes will take practice ACT test. Teachers will analyze results to identify gaps in each student's skill base. Teachers will design lessons/activities to improve identified deficient areas. Students will set goals for improvement. Students will take an additional practice ACT after skill deficiencies have been addressed.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Department heads and teachers.

Strategy 4:

Utilizing MAP Data - Teachers will use MAP data to motivate and differentiate instruction within the classroom.

Activity - MAP Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the MAP assessment at the beginning, middle, and end of the school year.	Academic Support Program	08/14/2013	05/23/2014	\$0	District Funding	School testing coordinator.

Activity - Goal Setting and Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share scores from regular MAP assessments and assist students in setting appropriate goals for improvement. Teachers will then use the results from MAP assessments to design and differentiate lessons in classes.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	School testing coordinator, department heads, and teachers.

Strategy 5:

Response to Intervention Classes-Reading - Incoming freshmen, who are predicted to be performing below proficient in reading according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of English instruction during their freshman year.

Upcoming sophomores, who are predicted to be performing below proficient in reading according to each student's MAP assessment, will be placed in an additional 12 weeks (72 hours) of English instruction during their sophomore year.

Research Cited: The amount of time a student spends studying/working on a specific skill is correlated with the level of performance the student exhibits.

Activity - RTI Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student's performance on MAP will determine placement into classes specific to their current performance level.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Department heads, counselors, SBDM, and principal

Activity - Curriculum Development and Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work within the school and with district consultants to plan and execute the needed curriculum or RTI classes.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Department Heads

Measurable Objective 3:

collaborate to increase the percentage of proficiency for GAP students in math from 12.2% to 41.7% by 10/20/2013 as measured by as measured by EOC in Algebra II.

Strategy 1:

Utilizing MAP Data - Teachers will use the results from MAP assessments and information from Descartes to design and differentiate lessons in classes.

Activity - MAP Data and Descartes Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive multiple trainings and PLC work to learn how to access and utilize MAP data in order to adjust instruction within the classroom.	Academic Support Program	08/15/2012	05/30/2013	\$0	No Funding Required	Assistant Principal and School MAP testing coordinator.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the results from MAP assessments to design and differentiate lessons in classes.	Academic Support Program	08/15/2012	05/30/2013	\$0	No Funding Required	Assistant Principal, School MAP coordinator, Department heads, and teachers.

Strategy 2:

Response to Intervention Classes-Math - Incoming freshmen, who are predicted to be performing below proficient in math according to each student's MAP assessment, will be placed in and additional 12 weeks (72 hours) of math instruction during their freshman year.

Upcoming sophomores, who are predicted to be performing below proficient in math according to each student's MAP assessment, will be placed in and additional 12 weeks (72 hours) of math instruction during their sophomore year.

Research Cited: Additional time in a class is associated with the performance of a student in the specific area.

Activity - RTI Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student's performance on MAP will determine placement into classes specific to their current performance level.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Department heads, counselors, SBDM, and principal

Activity - Curriculum Development and Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work within the school and with district consultants to plan and execute the needed curriculum or RTI classes.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Dept heads

Goal 2: Freshman Graduation Rate

Measurable Objective 1:

collaborate to increase Freshman Graduation Rate from 87.9% to 89% by 08/20/2013 as measured by Freshman Graduation Rate.

Strategy 1:

Scott Cares - Teachers and staff will work together to mentor and monitor at risk students. Teachers will meet with identified students to monitor grades, attendance, and behavior. These adults will also serve as advocates for the student while at school and assist with the challenges teenagers face today.

Research Cited: PBIS and Check & Connect provided by the University of Minnesota.

Activity - Mentors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be assigned a group of grade specific students to monitor grades, attendance, and behavior. Teachers will meet with these students on a weekly basis to provide an adult connection to high school.	Behavioral Support Program	08/14/2013	05/23/2014	\$5000	Other	Assistant Principal, FLY Coordinators, and FRYSC.

Activity - FLY Advisor/Advisee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisor/Advisee period to meet with students regularly with the primary function of building a strong, positive, trusting relationship between students and adults in the building. Advisor will be responsible for checking students' grades and attendance weekly. Advisory groups will also focus on character/morality, college and career readiness, daily living skills, life skills, and financial planning.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Assistant Principal and FRYSC.

Activity - PASS Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inclusion program for students with behavior disorders that focuses on a positive approach to student success. This program includes three days of PASS training for administrators and SPED teachers in charge of the program. All teachers will receive training and coaching throughout the year on the implementation and evaluation of this program.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	PASS coordinator and assistant principal.

Activity - Very Important Eagles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4 Students from each grade level are identified to inform all new students that enroll at our school all the details of what happens at our school on a daily basis.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Assistant Principal, Counselors and Support Staff.

Activity - Commit to Graduate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As freshman, students will assemble in order to discuss with their principal the importance of graduating. This assembly will end with each student with a formal commitment to graduate in four years College and Career Ready. Students will sign a pledge card with their FLY advisor as well as sign a banner to be hung in the school.	Behavioral Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Principal, Freshman Counselor, and FRYSC

Measurable Objective 2:

collaborate to improve the overall culture and student expectations by 05/30/2013 as measured by student surveys (Youth Truth).

Strategy 1:

Response to Behavior - When students display disruptive and/or non-empathetic behavior, adults will respond politely, professionally, and privately each and every time. Also, the school's "Student Voice/PBIS" committee will be reviewing monthly behavior reports generated by Infinite Campus to create the Scott Cares lessons that will be taught to all students by all teachers to address the most often seen behavioral concerns throughout the school.

Research Cited: PBIS

Activity - Teacher Training and PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on and exposure to interactions with at-risk students. These trainings will include activities at faculty meetings, monthly PLC's, and specially designed experiences throughout the year.	Behavioral Support Program	08/15/2012	05/23/2014	\$2000	School Council Funds	Principal

Activity - FLY Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided lesson plans created from the Student Voice/PBIS and FLY Coordinators to teach all students appropriate behavioral expectations at during class and weekly during advisor/advisee period.	Behavioral Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Assistant Principal, Teachers, FLY Coordinators, and FRYSC.

Measurable Objective 3:

collaborate to provide varied/multiple opportunities for academically unsuccessful students to improve skills and recover credits by 05/30/2013 as measured by failure rate.

Strategy 1:

School within a School - Students who fail classes and/or do not function well within a traditional classroom will be analyzed individually and experience specific interventions tailored to each student's specific needs.

Activity - SWS/Edgenuity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students who do not function well in a traditional classroom will be considered for possible credit recovery through SWS and/or computer assisted instruction.	Academic Support Program	08/14/2013	05/23/2014	\$50100	School Council Funds, General Fund	SWS teacher and principals.
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Strategy 2:

Alternative Placement Programs - Students will be provided the option of attending innovative school programs on and off campus.

Activity - Kenton County Academies of Innovation and Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students may choose from one of 6 academies from which they will experience career specific/integrated instruction. Media Arts; Informatics; Pre-engineering; Biomedical; High Performance Production Technology; Sustainable Energy Technology Engineering Academy	Academic Support Program	08/15/2012	05/23/2014	\$30000	District Funding	Director of Academies

Activity - Renaissance Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students may choose to take core classes within an academy which bases instruction around "whole brain" teaching and learning.	Academic Support Program	08/15/2012	05/23/2014	\$0	No Funding Required	Renaissance Academy teachers and Principal.

Activity - Success Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students may choose to attend school in a Military based academy.	Academic Support Program	08/15/2012	05/23/2014	\$300000	District Funding	Success Academy principal.

Strategy 3:

Dual Credit Courses - Students will have the option to enroll in dual credit courses with colleges, universities and other accredited institutions.

Activity - Dual Credit Courses at Scott	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students may choose to take college level dual credit courses at Scott High School taught by adjunct and/or visiting professors.	Academic Support Program	08/14/2013	05/23/2014	\$0	Other	Qualified teachers Counselors

Activity - Off-site Dual Credit Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to enroll in dual credit courses at local colleges, universities, and other accredited institutions.	Academic Support Program	08/01/2012	05/14/2014	\$0	No Funding Required	Counselors

Goal 3: Tell Survey Goal

Measurable Objective 1:

collaborate to increase the percentage of teachers who agree within each component of school leadership by 5% through increasing the knowledge, consistency, and execution of a school wide Positive Behavior Instructional System by 05/31/2015 as measured by the Leadership Components with in the Kentucky Tell Teacher Survey.

Strategy 1:

Teacher Training and PLC - Teachers will receive training on and exposure to interactions with at-risk students. These trainings will include activities at faculty meetings, monthly PLC's, and specially designed experiences throughout the year.

Research Cited: PBIS

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and teachers will meet twice each month in PLC's to discuss PBIS techniques, progress, and needed adjustments.	Behavioral Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Principal

Strategy 2:

School Wide PBIS - A new strategy/philosophy of discipline will be implemented in the school. This approach to discipline will draw from KYCID and Love and Logic. It will be taught, practiced, and adjusted regularly with staff and students.

Activity - Opening Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will experience introduction, practice, and discussion on PBIS and its implementation at Scott High School	Behavioral Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Principal

Activity - Principal-Teacher Interactions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will regularly intervene, discuss, and make recommendations to PBIS procedures when appropriate/needed.	Behavioral Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Principals

Activity - Student Voice Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee of teachers and students will meet monthly to review and discuss PBIS/discipline related data. This committee will report regularly to the principal and SBDM as well as make recommendations.	Behavioral Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Assistant Principal

Activity - Scott Universal Instructional Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration will collaborate to develop, define, and implement common instructional and behavioral goals to be used by all teachers.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Principal

Goal 4: Writing Program

Measurable Objective 1:

collaborate to improve the quality of student writing from 79% proficiency in May 2013 to 84% proficiency by 05/23/2014 as measured by writing program review.

Strategy 1:

PLC and Collaboration - Teachers will receive training and collaboration on developing and implementing high quality writing and writing assignments in the classroom.

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be involved in regular PLC meetings to receive training on the development and implementation of writing within the classroom.	Professional Learning	08/14/2013	05/23/2014	\$0	No Funding Required	Writing Cluster Leader

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing cluster leader, district consultants, and teachers throughout the district will meet two to three times throughout the year to discuss, develop, and review writing assignments.	Professional Learning	08/14/2013	05/23/2014	\$0	No Funding Required	Department heads, lead teachers, and district consultants.

Activity - Writing Documentation and Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will document writing assignments which are being utilized in their classes. Writing Cluster leader and principals will regularly review and provide feedback to teachers on these assignments.	Professional Learning	08/14/2013	05/23/2014	\$0	No Funding Required	Writing Cluster Leader and Principal

Strategy 2:

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

Research Cited: CCSSO

Activity - Implementation of KCAS based LDC modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will implement one to two LDC modules and use the data gathered to inform instructional shifts called for in the KCAS.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Department heads, lead teachers, and district consultants.
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Goal 5: Arts and Humanities Program

Measurable Objective 1:

collaborate to improve performance on the Arts and Humanities program review from 91% proficiency in May 2013 to 95% proficiency by 05/30/2013 as measured by Arts and Humanities Program Review.

Strategy 1:

PLC and Collaboration - Teachers will receive training and collaboration on developing and implementing high quality arts and humanities assignments in the classroom.

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specialty teachers and some core teachers will be involved in regular PLC meetings to receive training on the development and implementation of providing arts and humanity experiences, classes, and extracurricular activities that will increase the frequency, exposure, and access of students to arts and humanities.	Academic Support Program	08/14/2013	05/23/2014	\$20000	School Council Funds	Arts and humanities dept head, A/H program review coordinator, principal, A/H specialty teachers, and district consultant.

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A/H Program Review Director, specialty teacher, principal, and district consultant will meet two to three times throughout the year to discuss, develop, and implement arts and humanity experiences and opportunities for students.	Professional Learning	08/14/2013	05/23/2014	\$5000	District Funding	Principal, A/H Program review director, specialty teachers, and district consultant.

Activity - A/H Documentation and Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will document assignments and opportunities which are available to our students. A/H Program Review Director and principals will regularly review and provide feedback to teachers on these assignments and opportunities.	Professional Learning	08/14/2013	05/23/2014	\$0	No Funding Required	Principal and A/H Program Review Director.
Activity - Curriculum Update and Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Arts and Humanities course will be analyzed and mapped to current state and national standards. All A/H lessons will include regular manipulations of related text as well as the review, evaluation, and synthesis of artistic products.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Principal and A/H teachers.

Goal 6: Practical Living and Vocational Studies Programs

Measurable Objective 1:

collaborate to improve student performance in Practical Living and Vocational Studies from 39% proficiency in May 2013 to 50% proficiency by 05/23/2014 as measured by the Practical Living and Vocational Studies Program Review.

Strategy 1:

PLC and Collaboration - Teachers will receive training and collaboration on developing and providing high quality experiences to students in Practical Living and Vocational Studies.

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specialty teachers and some core teachers will be involved in regular PLC meetings to receive training on the development and implementation of providing PL/CS experiences, classes, and extracurricular activities that will increase the frequency, exposure, and access of students to Practical Living and Career Studies.	Professional Learning	08/14/2013	05/23/2014	\$2000	District Funding	PLCS program review coordinator, principal, PLCS specialty teachers, and district consultant.
Activity - A/H Documentation and Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will document assignments and opportunities which are available to our students. PLCS Program Review Coordinator and principals will regularly review and provide feedback to teachers on these assignments and opportunities.	Professional Learning	08/14/2013	05/23/2014	\$0	No Funding Required	PLCS review coordinator and principals.

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCS Program Review Director, specialty teachers, principal, and professionals will meet two to three times throughout the year to discuss, develop, and implement PLCS experiences and opportunities for students.	Professional Learning	08/14/2013	05/23/2014	\$5000	District Funding	Principal, PLCS Program review director, and specialty teachers.

Strategy 2:

Advisor/Advisee Program - Students will be organized into grade specific groups and assigned a teacher. Each advisory group will meet at least once a week. All advisors will individually meet with each student in their group twice a trimester to go over grades and attendance and see if the student has any needs they can assist with. Each advisor will complete the final check for student’s ILPs. Each grade level has a separate, meaningful curriculum, that is appropriate and relevant for students. The focus of our freshman curriculum is on Character and Morality. The sophomore curriculum focuses on an extension of Character and Morality along with School Success skills. Junior curriculum emphasizes College and Career Readiness. The Senior curriculum focuses on Daily Living and Life Skills. All advisors integrate team building, leadership, and group support activities as well as other meaningful topics.

Research Cited: •Covey, Sean. (1998). 7 Habits of Highly Effective Teens

•Foster, Chad. (2009). Teenagers Preparing For the Real World

•Kentucky Department of Education Advising Toolkit

Activity - FLY Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee of teachers, administrators and counselors will work together develop a comprehensive, detailed curriculum for use within the FLY period by teachers and students.	Behavioral Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Assistant Principal, FRYSC, Counselors, FLY coordinators

Activity - Advisor Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FLY committee will provide lesson plans, materials and training to all advisors for use with all students during the advisor/advisee period.	Behavioral Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Fly committee and FRYSC

Goal 7: College and Career Readiness

Measurable Objective 1:

collaborate to increase the percentage of seniors who achieve College and Career Readiness from 43.8% to 65.2% by 06/30/2014 as measured by the College and Career Readiness calculation on the School Report Card.

Strategy 1:

ELA and Math KYOTE - Teachers will receive training in all aspects of the ELA and Math KYOTE. Individuals and small groups of students who have not reached CCR status will receive targeted instruction in increase their skill level. Students will be encouraged and allowed to take the ELA KYOTE assessments during their senior year.

Research Cited: KYOTE

Activity - Senior ELA Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Senior English classes will conduct specific interventions targeted at student's specific deficiencies based on classroom ACT like assessments.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Counselor, Department heads.

Activity - Senior Math Classs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Senior Math classes will conduct specific interventions targeted at student's specific deficiencies based on classroom ACT like assessments.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Counselor and Department Heads

Activity - Individual and Small Group Response to Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The English and math departments will receive additional teacher allocations from SBDM in order to provide time for one on one and small group interventions with students based on past levels of performance in order to assist each student in reaching CCR status.	Academic Support Program	11/11/2013	05/23/2014	\$25000	School Council Funds	Principal, SBDM, and department heads

Strategy 2:

Reading Strategies - Each department throughout the school will receive specific training on locating, choosing, and utilizing content specific text in order to aid students in improving their reading skills. At least one a week, each class will utilize and ACT like reading with an ACT like assessment.

Research Cited: ACT

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments will receive training in relation to using quality text specific to the content area which they teach.	Academic Support Program	11/12/2013	05/23/2014	\$0	No Funding Required	Principal, Department Heads, and District Level Consultants.

Activity - Manipulation and Interactions with Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each class will interact with text daily. At least once a week, each class will interact with a text equivalent to the level and complexity of text necessary to become College and Career Ready.	Academic Support Program	11/11/2013	05/23/2014	\$0	No Funding Required	Department Heads and District Level consultants.

Strategy 3:

Numeracy Practice and Assessment - Math and Science teachers throughout the school will receive specific training on locating, choosing, and utilizing content specific data and mathematical concepts in order to aid students in improving their mathematics skills. At least one a week, each class will utilize and ACT like mathematical task with an ACT like assessment.

Research Cited: ACT

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science and Math teachers will receive training in relation to using quality mathematical problems specific to the content area which they teach.	Academic Support Program	11/12/2013	05/23/2014	\$0	No Funding Required	Principal, Department Heads, District Level Consultants.

Activity - Manipulation and Interactions with Mathematics and Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math and Science classes will interact with data and/or math problems daily. At least once a week, each class will interact with a data and/or set of math problems equivalent to the level and complexity necessary to become College and Career Ready.	Academic Support Program	11/11/2013	05/23/2014	\$0	No Funding Required	Department Heads and District Level Consultants

Goal 8: GAP Goal

Measurable Objective 1:

collaborate to increase the percentage of proficiency for GAP students in reading from 41.0% in May 2013 to 44.7% by 05/23/2014 as measured by EOC in English II..

Strategy 1:

Response to Intervention Classes-Reading - Incoming freshmen, who are predicted to be performing below proficient in reading according to each student's MAP assessment, will be placed in and additional 12 weeks (72 hours) of english instruction during their freshman year.

Upcoming sophomores, who are predicted to be performing below proficient in reading according to each student's MAP assessment, will be placed in and additional 12 weeks (72 hours) of english instruction during their sophomore year.

Research Cited: The amount of time a student spends studying/working on a specific skill is correlated with the level of performance the student exhibits.

Activity - RTI Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student's performance on MAP will determine placement into classes specific to their current performance level.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Department heads, counselors, SBDM, and principal

Measurable Objective 2:

collaborate to increase the percentage of proficiency for GAP students in math from 12.2% in May 2013 to 41.7% by 05/23/2014 as measured by by EOC in Algebra II.

Strategy 1:

Response to Intervention Classes-Math - Incoming freshmen, who are predicted to be performing below proficient in math according to each student's MAP assessment, will be placed in and additional 12 weeks (72 hours) of math instruction during their freshman year.

Upcoming sophomores, who are predicted to be performing below proficient in math according to each student's MAP assessment, will be placed in and additional 12 weeks (72 hours) of math instruction during their sophomore year.

Research Cited: Additional time in a class is associated with the performance of a student in the specific area.

Activity - RTI Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student's performance on MAP will determine placement into classes specific to their current performance level.	Academic Support Program	08/14/2013	05/23/2014	\$0	No Funding Required	Department heads, counselors, SBDM, and principal

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

Measurable Objective 1:

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

Strategy 1:

Strategy 1-PGES - Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the next 2 school years for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations

Research Cited: PGES

Activity - PGES Introduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the next 2 school years for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations	Professional Learning	01/06/2014	08/18/2014	\$0	No Funding Required	Principal
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Strategy 2:

Strategy 2-Professional Learning and Support - Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.

Research Cited: PGES

Activity - PGES Implementation Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Professional Learning	01/06/2014	08/18/2014	\$0	No Funding Required	Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC	Specialty teachers and some core teachers will be involved in regular PLC meetings to receive training on the development and implementation of providing PL/CS experiences, classes, and extracurricular activities that will increase the frequency, exposure, and access of students to Practical Living and Career Studies.	Professional Learning	08/14/2013	05/23/2014	\$2000	PLCS program review coordinator, principal, PLCS specialty teachers, and district consultant.
Collaboration	A/H Program Review Director, specialty teacher, principal, and district consultant will meet two to three times throughout the year to discuss, develop, and implement arts and humanity experiences and opportunities for students.	Professional Learning	08/14/2013	05/23/2014	\$5000	Principal, A/H Program review director, specialty teachers, and district consultant.
Collaboration	PLCS Program Review Director, specialty teachers, principal, and professionals will meet two to three times throughout the year to discuss, develop, and implement PLCS experiences and opportunities for students.	Professional Learning	08/14/2013	05/23/2014	\$5000	Principal, PLCS Program review director, and specialty teachers.
Success Academy	Students may choose to attend school in a Military based academy.	Academic Support Program	08/15/2012	05/23/2014	\$300000	Success Academy principal.
MAP Testing	Students will take the MAP assessment at the beginning, middle, and end of the school year.	Academic Support Program	08/14/2013	05/23/2014	\$0	School testing coordinator.
Kenton County Academies of Innovation and Technology	Students may choose from one of 6 academies from which they will experience career specific/integrated instruction. Media Arts; Informatics; Pre-engineering; Biomedical; High Performance Production Technology; Sustainable Energy Technology Engineering Academy	Academic Support Program	08/15/2012	05/23/2014	\$30000	Director of Academies
Total					\$342000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mentors	Teachers will be assigned a group of grade specific students to monitor grades, attendance, and behavior. Teachers will meet with these students on a weekly basis to provide an adult connection to high school.	Behavioral Support Program	08/14/2013	05/23/2014	\$5000	Assistant Principal, FLY Coordinators, and FRYSC.
Dual Credit Courses at Scott	Students may choose to take college level dual credit courses at Scott High School taught by adjunct and/or visiting professors.	Academic Support Program	08/14/2013	05/23/2014	\$0	Qualified teachers Counselors
Analysis of Student Work	Teachers will collaborate to determine common misconceptions of students to inform next step in instruction.	Academic Support Program	08/14/2013	05/23/2014	\$2000	Department head
Total					\$7000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PGES Implementation Procedures	Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Professional Learning	01/06/2014	08/18/2014	\$0	Principal
Analysis of Student Work	Teachers will collaborate around the analysis of student work produced on the embedded assessments and end of unit test items to determine deficit areas and adjustments to instruction.	Academic Support Program	08/14/2013	05/23/2014	\$0	Department head.
A/H Documentation and Feedback	Teachers will document assignments and opportunities which are available to our students. A/H Program Review Director and principals will regularly review and provide feedback to teachers on these assignments and opportunities.	Professional Learning	08/14/2013	05/23/2014	\$0	Principal and A/H Program Review Director.
Implementation of KCAS based LDC modules	Teachers will adjust and implement one to two LDC modules as well as utilize the data gathered to inform instructional shifts called for in the KCAS	Academic Support Program	08/14/2013	05/23/2014	\$0	Department heads, lead teachers, and district consultants.
ACT Practice Test	Students in core classes will take practice ACT test. Teachers will analyze results to identify gaps in each student's skill base. Teachers will design lessons/activities to improve identified deficient areas. Students will set goals for improvement. Students will take an additional practice ACT after skill deficiencies have been addressed.	Academic Support Program	08/14/2013	05/23/2014	\$0	Department heads and teachers.

FLY Advisor/Advisee	Advisor/Advisee period to meet with students regularly with the primary function of building a strong, positive, trusting relationship between students and adults in the building. Advisor will be responsible for checking students' grades and attendance weekly. Advisory groups will also focus on character/morality, college and career readiness, daily living skills, life skills, and financial planning.	Academic Support Program	08/14/2013	05/30/2014	\$0	Assistant Principal and FRYSC.
RTI Scheduling	Student's performance on MAP will determine placement into classes specific to their current performance level.	Academic Support Program	08/14/2013	05/23/2014	\$0	Department heads, counselors, SBDM, and principal
Curriculum Development and Alignment	Teachers will work within the school and with district consultants to plan and execute the needed curriculum or RTI classes.	Academic Support Program	08/14/2013	05/23/2014	\$0	Department Heads
RTI Scheduling	Student's performance on MAP will determine placement into classes specific to their current performance level.	Academic Support Program	08/14/2013	05/23/2014	\$0	Department heads, counselors, SBDM, and principal
Module Development	Teachers will collaborate with other teachers in the building and throughout the district at course level to design and refine standards based modules.	Academic Support Program	08/14/2013	05/23/2014	\$0	Lead teachers and district consultants.
Lesson Study	Teachers will collaborate with other teachers throughout the district at course level to teach a lesson and give/receive feedback on best practice.	Academic Support Program	08/14/2013	05/23/2014	\$0	Department head
Renaissance Academy	Students may choose to take core classes within an academy which bases instruction around "whole brain" teaching and learning.	Academic Support Program	08/15/2012	05/23/2014	\$0	Renaissance Academy teachers and Principal.
Use of Content Specific Walk Reflection Tool	Teachers will use the content specific reflection tool for planning, peer observation, and reflection on instructional strategies.	Academic Support Program	08/14/2013	05/23/2014	\$0	Department head.
Curriculum Development and Alignment	Teachers will work within the school and with district consultants to plan and execute the needed curriculum or RTI classes.	Academic Support Program	08/14/2013	05/23/2014	\$0	Dept heads
Analysis of Student Work	Teachers will collaborate to determine common misconceptions of students to inform next step in instruction.	Academic Support Program	08/14/2013	05/23/2014	\$0	Department head
PLC	Principals and teachers will meet twice each month in PLC's to discuss PBIS techniques, progress, and needed adjustments.	Behavioral Support Program	08/14/2013	05/23/2014	\$0	Principal
MAP Data and Descartes Training	Teachers will receive multiple trainings and PLC work to learn how to access and utilize MAP data in order to adjust instruction within the classroom.	Academic Support Program	08/15/2012	05/30/2013	\$0	Assistant Principal and School MAP testing coordinator.

CSIP Updated 1-7-14

Scott High School

Curriculum Update and Alignment	Each Arts and Humanities course will be analyzed and mapped to current state and national standards. All A/H lessons will include regular manipulations of related text as well as the review, evaluation, and synthesis of artistic products.	Academic Support Program	08/14/2013	05/23/2014	\$0	Principal and A/H teachers.
Implementation of KCAS based LDC modules	Teachers will implement one to two LDC modules and use the data gathered to inform instructional shifts called for in the KCAS.	Academic Support Program	08/14/2013	05/23/2014	\$0	Department heads, lead teachers, and district consultants.
PLC	Teachers will be involved in regular PLC meetings to receive training on the development and implementation of writing within the classroom.	Professional Learning	08/14/2013	05/23/2014	\$0	Writing Cluster Leader
FLY Lessons	Teachers will be provided lesson plans created from the Student Voice/PBIS and FLY Coordinators to teach all students appropriate behavioral expectations at during class and weekly during advisor/advisee period.	Behavioral Support Program	08/14/2013	05/23/2014	\$0	Assistant Principal, Teachers, FLY Coordinators, and FRYSC.
Analysis of Student Work	Teachers will collaborate around the analysis of student work produced on the embedded assessments and end of unit test items to determine deficit areas and adjustments to instruction.	Academic Support Program	08/14/2013	05/23/2014	\$0	Department heads and district consultants.
Manipulation and Interactions with Text	Each class will interact with text daily. At least once a week, each class will interact with a text equivalent to the level and complexity of text necessary to become College and Career Ready.	Academic Support Program	11/11/2013	05/23/2014	\$0	Department Heads and District Level consultants.
PGES Introduction	Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the next 2 school years for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations	Professional Learning	01/06/2014	08/18/2014	\$0	Principal
Senior ELA Classes	Senior English classes will conduct specific interventions targeted at student's specific deficiencies based on classroom ACT like assessments.	Academic Support Program	08/14/2013	05/23/2014	\$0	Counselor, Department heads.
Analysis of Student Work	Teachers will collaborate to determine common misconceptions/skill deficits to inform adjustments to instruction.	Academic Support Program	08/14/2013	05/23/2014	\$0	Department heads, lead teachers, and district consultants.

CSIP Updated 1-7-14

Scott High School

A/H Documentation and Feedback	Teachers will document assignments and opportunities which are available to our students. PLCS Program Review Coordinator and principals will regularly review and provide feedback to teachers on these assignments and opportunities.	Professional Learning	08/14/2013	05/23/2014	\$0	PLCS review coordinator and principals.
Teacher Training	Science and Math teachers will receive training in relation to using quality mathematical problems specific to the content area which they teach.	Academic Support Program	11/12/2013	05/23/2014	\$0	Principal, Department Heads, District Level Consultants.
Goal Setting and Differentiation	Teachers will share scores from regular MAP assessments and assist students in setting appropriate goals for improvement. Teachers will then use the results from MAP assessments to design and differentiate lessons in classes.	Academic Support Program	08/14/2013	05/23/2014	\$0	School testing coordinator, department heads, and teachers.
MAP Testing	Students will take the MAP assessment at the beginning, middle, and end of the school year.	Academic Support Program	08/14/2013	05/23/2014	\$0	School testing coordinator.
Off-site Dual Credit Courses	Students will have the opportunity to enroll in dual credit courses at local colleges, universities, and other accredited institutions.	Academic Support Program	08/01/2012	05/14/2014	\$0	Counselors
RTI Scheduling	Student's performance on MAP will determine placement into classes specific to their current performance level.	Academic Support Program	08/14/2013	05/23/2014	\$0	Department heads, counselors, SBDM, and principal
Collaboration	Writing cluster leader, district consultants, and teachers throughout the district will meet two to three times throughout the year to discuss, develop, and review writing assignments.	Professional Learning	08/14/2013	05/23/2014	\$0	Department heads, lead teachers, and district consultants.
Teacher Training	Departments will receive training in relation to using quality text specific to the content area which they teach.	Academic Support Program	11/12/2013	05/23/2014	\$0	Principal, Department Heads, and District Level Consultants.
PASS Program	Inclusion program for students with behavior disorders that focuses on a positive approach to student success. This program includes three days of PASS training for administrators and SPED teachers in charge of the program. All teachers will receive training and coaching throughout the year on the implementation and evaluation of this program.	Academic Support Program	08/14/2013	05/23/2014	\$0	PASS coordinator and assistant principal.
Advisor Training	FLY committee will provide lesson plans, materials and training to all advisors for use with all students during the advisor/advisee period.	Behavioral Support Program	08/14/2013	05/23/2014	\$0	Fly committee and FRYSC

CSIP Updated 1-7-14

Scott High School

Goal Setting and Differentiation	Teachers will share scores from regular MAP assessments and assist students in setting appropriate goals for improvement. Teachers will then use the results from MAP assessments to design and differentiate lessons in classes.	Academic Support Program	08/14/2013	05/23/2014	\$0	School testing coordinator, department heads, and teachers.
Principal-Teacher Interactions	Principals will regularly intervene, discuss, and make recommendations to PBIS procedures when appropriate/needed.	Behavioral Support Program	08/14/2013	05/23/2014	\$0	Principals
Manipulation and Interactions with Mathematics and Data	Math and Science classes will interact with data and/or math problems daily. At least once a week, each class will interact with a data and/or set of math problems equivalent to the level and complexity necessary to become College and Career Ready.	Academic Support Program	11/11/2013	05/23/2014	\$0	Department Heads and District Level Consultants
ACT Practice Test	Students in core classes will take practice ACT test. Teachers will analyze results to identify gaps in each student's skill base. Teachers will design lessons/activities to improve identified deficient areas. Students will set goals for improvement. Students will take an additional practice ACT after skill deficiencies have been addressed.	Academic Support Program	08/14/2013	05/23/2014	\$0	Department heads and teachers.
RTI Scheduling	Student's performance on MAP will determine placement into classes specific to their current performance level.	Academic Support Program	08/14/2013	05/23/2014	\$0	Department heads, counselors, SBDM, and principal
Use of Content Specific Walk Reflection Tool	Teachers will use the content specific reflection tool for planning, peer observation, and reflection on instructional strategies.	Academic Support Program	08/14/2013	05/23/2014	\$0	Department head and district consultant.
Implementation of KCAS formative assessment lessons	Teachers will implement 5 to 10 formative assessment lessons and use the data gathered to inform instructional shifts called for in the KCAS.	Academic Support Program	08/14/2013	05/23/2014	\$0	Department Head
Opening Day	Teachers will experience introduction, practice, and discussion on PBIS and its implementation at Scott High School	Behavioral Support Program	08/14/2013	05/23/2014	\$0	Principal
Senior Math Class	Senior Math classes will conduct specific interventions targeted at student's specific deficiencies based on classroom ACT like assessments.	Academic Support Program	08/14/2013	05/23/2014	\$0	Counselor and Department Heads
Very Important Eagles	4 Students from each grade level are identified to inform all new students that enroll at our school all the details of what happens at our school on a daily basis.	Academic Support Program	08/14/2013	05/23/2014	\$0	Assistant Principal, Counselors and Support Staff.

CSIP Updated 1-7-14

Scott High School

Scott Universal Instructional Goals	Teachers and administration will collaborate to develop, define, and implement common instructional and behavioral goals to be used by all teachers.	Academic Support Program	08/14/2013	05/23/2014	\$0	Principal
Differentiated Instruction	Teachers will use the results from MAP assessments to design and differentiate lessons in classes.	Academic Support Program	08/15/2012	05/30/2013	\$0	Assistant Principal, School MAP coordinator, Department heads, and teachers.
Student Voice Committee	A committee of teachers and students will meet monthly to review and discuss PBIS/discipline related data. This committee will report regularly to the principal and SBDM as well as make recommendations.	Behavioral Support Program	08/14/2013	05/23/2014	\$0	Assistant Principal
Writing Documentation and Feedback	Teachers will document writing assignments which are being utilized in their classes. Writing Cluster leader and principals will regularly review and provide feedback to teachers on these assignments.	Professional Learning	08/14/2013	05/23/2014	\$0	Writing Cluster Leader and Principal
Commit to Graduate	As freshman, students will assemble in order to discuss with their principal the importance of graduating. This assembly will end with each student with a formal commitment to graduate in four years College and Career Ready. Students will sign a pledge card with their FLY advisor as well as sign a banner to be hung in the school.	Behavioral Support Program	08/14/2013	05/23/2014	\$0	Principal, Freshman Counselor, and FRYSC
FLY Curriculum Development	A committee of teachers, administrators and counselors will work together develop a comprehensive, detailed curriculum for use within the FLY period by teachers and students.	Behavioral Support Program	08/14/2013	05/23/2014	\$0	Assistant Principal, FRYSC, Counselors, FLY coordinators
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SWS/Edgenuity	Students who do not function well in a traditional classroom will be considered for possible credit recovery through SWS and/or computer assisted instruction.	Academic Support Program	08/14/2013	05/23/2014	\$40000	SWS teacher and principals.
Total					\$40000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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PLC	Specialty teachers and some core teachers will be involved in regular PLC meetings to receive training on the development and implementation of providing arts and humanity experiences, classes, and extracurricular activities that will increase the frequency, exposure, and access of students to arts and humanities.	Academic Support Program	08/14/2013	05/23/2014	\$20000	Arts and humanities dept head, A/H program review coordinator, principal, A/H specialty teachers, and district consultant.
Teacher Training and PLC	Teachers will receive training on and exposure to interactions with at-risk students. These trainings will include activities at faculty meetings, monthly PLC's, and specially designed experiences throughout the year.	Behavioral Support Program	08/15/2012	05/23/2014	\$2000	Principal
SWS/Edgenuity	Students who do not function well in a traditional classroom will be considered for possible credit recovery through SWS and/or computer assisted instruction.	Academic Support Program	08/14/2013	05/23/2014	\$10100	SWS teacher and principals.
Individual and Small Group Response to Interventions	The English and math departments will receive additional teacher allocations from SBDM in order to provide time for one on one and small group interventions with students based on past levels of performance in order to assist each student in reaching CCR status.	Academic Support Program	11/11/2013	05/23/2014	\$25000	Principal, SBDM, and department heads
Total					\$57100	