



# Comprehensive School Improvement Plan

Simon Kenton High School  
Kenton County School District

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> 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 1708. The demographics of the school population mirrors the Independence community. 94.4% of our students are white, 1.2% of our students are African American, 0.5% of our students are Asian, 1.6% of our students are Hispanic, and 0.1% of our students are Alaska Native. Our staff and administrators take great pride in providing a world class education for the young women and men in the Independence area.

## **School's Purpose**

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

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



## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

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. The number of Career Ready students increased from 2 to 10 this past year.

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

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

Simon Kenton is most proud of the teaching staff. They are highly qualified, continually seek professional growth opportunities, and make connections with students and families. Simon Kenton currently has 10 teachers that are National Board certified and 100% of the staff are certified in their teaching area. Many teachers have had Advanced Placement training in order to teach college level classes. Each teacher strives to meet the learning needs of his/her students. The faculty and administrative staff win awards such as Ms. Debbie Brock is 1 of 5 state finalists for the Presidential Award for Excellence in Math and Science. Ms. Laura Schneider was the Kentucky Teacher of the Year and Ms. Martha Setters won the Kentucky art Administrator of the Year.

Assessment scores show steady growth over the past three years. Our main achievement goal is to increase the number of college and career ready graduates. We are making progress toward this goal as our ACT score has improved from 19.8 to a 19.9. In addition, Simon Kenton had 18 Commonwealth diploma recipients last year and will have 18 Commonwealth recipients this year. The students attaining this elite diploma have met the high standards set forth by the state of Kentucky. Students who have scored a 3 or higher on an Advanced Placement Exam is an average of 66%. 55% of Simon Kenton graduates attend a four year colleges/universities. 18% attend two year or technical/vocational college/universities. Approximately, 4% of our student body joins the military. 19% of graduated went into the work force. Simon Kenton had 11 Governor's Scholars this year. SK also won the district high attendance award. The Academic team is ranked nationally. The seniors received over 2 million dollars in scholarship money this year.

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

## **Additional Information**

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

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

We are Respectful by providing relevant relationships that foster growth and diversity. Through work with community outreach, charities, and within the school we foster and atmosphere of understanding, compassion, and respect.

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

# **Plan for Comprehensive School Improvement Plan**

## Overview

### Plan Name

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 overall achievement of the non-duplicated gap group	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$2000
2	Increase the average freshman graduation rate from 91.8% in 2013 to 93.0%	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$0
3	Tell-Survey- Collaboration	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Program Reviews Arts and Humanities	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Program Review PLCS	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Program Review Writing	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	Increase student achievement for all students at Simon Kenton High School	Objectives: 4 Strategies: 6 Activities: 17	Organizational	\$4000
8	Increase the percentage of students who are college and career ready by October 1, 2014 as measured by the School Report Card	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$1200
9	Next Generation Professional: Percentage of Proficient Certified Staff	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0

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

### Measurable Objective 1:

collaborate to increase the percentage of students proficient and distinguished in the gap group, including special education language mechanics, from 36.2% in 2013 to 45.7% by 10/01/2014 as measured by school report card delivery targets.

### Strategy 1:

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

Activity - Identify students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify students in the gap groups to address weaknesses in academic areas.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Teachers, Administrators, Counselors
Activity - Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training for teachers in appropriate strategies for students in the differing gap groups.	Academic Support Program	08/14/2013	05/30/2014	\$2000	General Fund	Administrators
Activity - Monitor progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the progress of the identified students using course grades, MAP scores, and state assessments	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Teachers, Counselors, Administrators

## Goal 2: Increase the average freshman graduation rate from 91.8% in 2013 to 93.0%

### Measurable Objective 1:

collaborate to increase the graduation rate from 91.8% in 2013 to 93% by 10/01/2014 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

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Activity - Administration Data review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team meets monthly to review the persistence to graduate data and develop plans for student success.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Administrators, counselors, FRYSC coordinator

Activity - Student data review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet with identified at risk students to implement drop out prevention strategies	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Counselors, Administrators, FRYSC

Activity - Student follow up meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Follow up meeting with student every two weeks in order to check progress	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Administrators, counselors, and FRYSC

Activity - Commit to Graduate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freshman students will participate in the "Commit to Graduate" ceremony and begin to make plans for the next four years and commit to success in high school.	Academic Support Program	08/14/2013	05/30/2014	\$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

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	08/14/2013	05/30/2014	\$0	No Funding Required	Counselors

## Strategy 3:

District drop out prevention - Discuss strategies to prevent drop outs

Activity - Drop out prevention meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District leaders and high school principals meet monthly to review at risk students and discuss possible drop out prevention strategies for each student.	Policy and Process	08/14/2013	05/30/2014	\$0	No Funding Required	School Administration
Activity - Student follow up meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet with students to implement strategies developed from district drop out prevention monthly meeting	Academic Support Program	08/14/2013	05/01/2014	\$0	No Funding Required	Administrators, FRYSC

### Goal 3: Tell-Survey- Collaboration

#### Measurable Objective 1:

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

#### Strategy 1:

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

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet regularly in content specific professional learning communities to analyze student work and develop re-teaching activities.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	All teachers, administration

### Goal 4: Program Reviews Arts and Humanities

#### Measurable Objective 1:

collaborate to increase our school's Arts and Humanities proficient standards from 79 % in 2013 to 85% by 05/31/2014 as measured by Program Review State Report.

#### Strategy 1:

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

Research Cited: KDE/NAFME

Activity - AH PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All Arts/Humanities teachers will collaborate with teachers in the district to complete and implement the district wide KCAS standard based curriculum for all classes offered including end of course assessments for each grade level.	Academic Support Program	06/17/2013	05/31/2014	\$0	No Funding Required	Arts/Humanities Teachers, Administration
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## Goal 5: Program Review PLCS

### Measurable Objective 1:

collaborate to increase our school's PLCS average proficient standards from 75% in 2013 to 85% by 05/31/2014 as measured by Program Review State Report.

### Strategy 1:

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

Research Cited: KDE

Activity - PLCS School Health Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize school health committee and implement HECAT and PECAT.	Academic Support Program	03/01/2013	05/31/2014	\$0	No Funding Required	PLCS teachers, Administrators, FRYSC

## Goal 6: Program Review Writing

### Measurable Objective 1:

collaborate to increase our school's Proficient Writing standards from 96% in 2013 to 97% by 05/31/2014 as measured by Program Review State Report.

### Strategy 1:

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

Research Cited: Research in action

Activity - LDC Module implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers in English, Science, and Social Studies will incorporate writing activities into their classroom lesson and will have students produce content based pieces.	Academic Support Program	08/13/2012	05/31/2014	\$0	No Funding Required	English, Science, and Social Studies teachers, and administration

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

### Measurable Objective 1:

collaborate to increase the percent of proficient students in math from 33.5% in 2013 to 40% by 10/01/2014 as measured by the School Report Card in Achievement.

### Strategy 1:

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

Activity - Implementation of formative assessment lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement 5 to 10 formative assessment lessons in each course and use the data gathered to inform instructional shifts called for in the KCAS.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Department Chairperson
Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to determine common misconceptions of students to inform next step instruction.	Academic Support Program	08/14/2013	05/30/2014	\$2000	Other	Department Chairperson
Activity - Lesson Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with other teachers throughout the district at course level to teach a lesson and give/receive feedback on best practices.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Department Chairperson

### Strategy 2:

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

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	05/30/2014	\$0	No Funding Required	Department Chairperson
Activity - Use of Content Specific Walk Reflection Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will use the content specific reflection tool for planning, peer observation, and reflection on instructional strategies.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Department Chairperson
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### Measurable Objective 2:

collaborate to increase the percent of proficient students in reading/English from 60.8% in 2013 to 66% by 10/01/2014 as measured by EOC and by the number of students who reach college readiness benchmarks.

### Strategy 1:

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

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	05/30/2014	\$0	No Funding Required	Department Chairperson

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate on the analysis of student work produced on the embedded assessments and end of unit test items to determine deficit areas and adjustments to instruction.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Department Chairperson

### Strategy 2:

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

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	05/30/2014	\$0	No Funding Required	Lead teachers

Activity - Implementation of KCAS based LDC modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement one to two LDC modules in each course and use the data gathered to inform instructional shifts called for in the KCAS.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Department Chairpersons, lead teachers

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to determine common misconception/skill deficits to inform adjustments to instruction.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Department Chairpersons, lead teachers

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### Measurable Objective 3:

collaborate to increase average proficiency in all subjects from 52.9% in 2013 to 58% by 05/30/2014 as measured by failure rates, proficiency on EOCs and AP tests.

#### Strategy 1:

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

Activity - Intervention classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide instruction during SKORE in English (READ 180 and READ 360) and math (ALEKS) to provide RTI for students in math and English.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Administrators and teachers
Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring will be available for students during the school day for students failing or struggling in English, science, math, social studies, and business.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Administrators and teachers
Activity - AP Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP Enrichment will be available during SKORE for students in all AP courses.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	AP teachers

### Measurable Objective 4:

collaborate to increase the average ACT score from 19.9 in 2013 to 20.3 by 05/30/2013 as measured by ACT scores.

#### Strategy 1:

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

Activity - Acquire resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will work together to gather resources for use in ACT preparation.	Academic Support Program	08/14/2013	05/30/2014	\$2000	General Fund	Administrators and teachers of juniors
Activity - Skill Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of juniors will collaborate with other teachers to develop lessons to teach and improve student skills necessary to be successful on the ACT.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Teachers
Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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English, math, and science teachers of juniors will assess skills required on the ACT on Fridays, analyze the scores, and re-teach the necessary skills.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	English, math and science teachers
Activity - PLAN Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freshman and sophomore teachers will assess skills required for the PLAN on a regular basis, analyze the scores, and re-teach the necessary skills.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Freshman and sophomore teachers

## Goal 8: Increase the percentage of students who are college and career ready by October 1, 2014 as measured by the School Report Card

### Measurable Objective 1:

collaborate to increase the number of students who are college and career ready from 53.1% in 2013 to 65% by 10/01/2014 as measured by the School Report Card.

### Strategy 1:

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

Activity - Purchase Site License	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Simon Kenton will purchase a website license for certification tests such as MOS to increase the number of these tests available to students.	Career Preparation/Orientation	08/14/2013	05/30/2014	\$1200	Career and Technical Education Funds	Principal and Department Chairperson
Activity - Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have the opportunity and are encouraged to take the career tests and ASVAB in order to earn career readiness points.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Administrators, counselors, and department chairperson, FRYSC

### Strategy 2:

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

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Activity - Identify Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Senior students not having met benchmark will be identified to determine the best path of remediation.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Administrators and counselors

Activity - Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need a little help to reach benchmark will be provided with materials to improve their skills as well as the opportunity to attend tutoring to prepare for the ACT, KYOTE, and Compass test.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Administrators, counselors and teachers

Activity - Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing more intense remediation will be placed in a math class (MCCR) or an English class designed to provide the skills necessary to reach benchmark.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Administrators, counselors, and teachers

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

### Measurable Objective 1:

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

### Strategy 1:

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

Activity - PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the 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	05/31/2015	\$0	No Funding Required	Principal, Assistant principal

### Strategy 2:

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

Activity - Professional Learning and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	05/31/2015	\$0	No Funding Required	Principal, Assistant Principal
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## 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
Instruction	Provide training for teachers in appropriate strategies for students in the differing gap groups.	Academic Support Program	08/14/2013	05/30/2014	\$2000	Administrators
Acquire resources	Teachers and administrators will work together to gather resources for use in ACT preparation.	Academic Support Program	08/14/2013	05/30/2014	\$2000	Administrators and teachers of juniors
<b>Total</b>					<b>\$4000</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Professional Learning	01/06/2014	05/31/2015	\$0	Principal, Assistant Principal
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	08/14/2013	05/30/2014	\$0	Administrators and freshmen teachers
Implementation of formative assessment lessons	Teachers will implement 5 to 10 formative assessment lessons in each course and use the data gathered to inform instructional shifts called for in the KCAS.	Academic Support Program	08/14/2013	05/30/2014	\$0	Department Chairperson
Analysis of Student Work	English, math, and science teachers of juniors will assess skills required on the ACT on Fridays, analyze the scores, and re-teach the necessary skills.	Academic Support Program	08/14/2013	05/30/2014	\$0	English, math and science teachers
Administration Data review	The administrative team meets monthly to review the persistence to graduate data and develop plans for student success.	Academic Support Program	08/14/2013	05/30/2014	\$0	Administrators, counselors, FRYSC coordinator
PLAN Preparation	Freshman and sophomore teachers will assess skills required for the PLAN on a regular basis, analyze the scores, and re-teach the necessary skills.	Academic Support Program	08/14/2013	05/30/2014	\$0	Freshman and sophomore teachers



# Comprehensive School Improvement Plan

Simon Kenton High School

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	05/30/2014	\$0	Lead teachers
Remediation	Students who need a little help to reach benchmark will be provided with materials to improve their skills as well as the opportunity to attend tutoring to prepare for the ACT, KYOTE, and Compass test.	Academic Support Program	08/14/2013	05/30/2014	\$0	Administrators, counselors and teachers
Identify students	Identify students in the gap groups to address weaknesses in academic areas.	Academic Support Program	08/14/2013	05/30/2014	\$0	Teachers, Administrators, Counselors
Student follow up meeting	Follow up meeting with student every two weeks in order to check progress	Academic Support Program	08/14/2013	05/30/2014	\$0	Administrators, counselors, and FRYSC
LDC Module implementation	All teachers in English, Science, and Social Studies will incorporate writing activities into their classroom lesson and will have students produce content based pieces.	Academic Support Program	08/13/2012	05/31/2014	\$0	English, Science, and Social Studies teachers, and administration
AP Enrichment	AP Enrichment will be available during SKORE for students in all AP courses.	Academic Support Program	08/14/2013	05/30/2014	\$0	AP teachers
Academic Support	Schedule courses of at risk students based on ILP data.	Academic Support Program	08/14/2013	05/30/2014	\$0	Counselors
Skill Development	Teachers of juniors will collaborate with other teachers to develop lessons to teach and improve student skills necessary to be successful on the ACT.	Academic Support Program	08/14/2013	05/30/2014	\$0	Teachers
Student data review	Meet with identified at risk students to implement drop out prevention strategies	Academic Support Program	08/14/2013	05/30/2014	\$0	Counselors, Administrators, FRYSC
Testing	Students have the opportunity and are encouraged to take the career tests and ASVAB in order to earn career readiness points.	Academic Support Program	08/14/2013	05/30/2014	\$0	Administrators, counselors, and department chairperson, FRYSC
Tutoring	Tutoring will be available for students during the school day for students failing or struggling in English, science, math, social studies, and business.	Academic Support Program	08/14/2013	05/30/2014	\$0	Administrators and teachers
Drop out prevention meeting	District leaders and high school principals meet monthly to review at risk students and discuss possible drop out prevention strategies for each student.	Policy and Process	08/14/2013	05/30/2014	\$0	School Administration
PLCS School Health Committee	Utilize school health committee and implement HECAT and PECAT.	Academic Support Program	03/01/2013	05/31/2014	\$0	PLCS teachers, Administrators, FRYSC

# Comprehensive School Improvement Plan

Simon Kenton High School

Monitor progress	Monitor the progress of the identified students using course grades, MAP scores, and state assessments	Academic Support Program	08/14/2013	05/30/2014	\$0	Teachers, Counselors, Administrators
Intervention classes	Teachers will provide instruction during SKORE in English (READ 180 and READ 360) and math (ALEKS) to provide RTI for students in math and English.	Academic Support Program	08/14/2013	05/30/2014	\$0	Administrators and teachers
PGES	Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the 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	05/31/2015	\$0	Principal, Assistant 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	05/30/2014	\$0	Department Chairperson
Lesson Study	Teachers will collaborate with other teachers throughout the district at course level to teach a lesson and give/receive feedback on best practices.	Academic Support Program	08/14/2013	05/30/2014	\$0	Department Chairperson
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	05/30/2014	\$0	Department Chairperson
AH PLC	All Arts/Humanities teachers will collaborate with teachers in the district to complete and implement the district wide KCAS standard based curriculum for all classes offered including end of course assessments for each grade level.	Academic Support Program	06/17/2013	05/31/2014	\$0	Arts/Humanities Teachers, Administration
Analysis of Student Work	Teachers will collaborate to determine common misconception/skill deficits to inform adjustments to instruction.	Academic Support Program	08/14/2013	05/30/2014	\$0	Department Chairpersons, lead 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	08/14/2013	05/30/2014	\$0	All teachers, administration
Student follow up meeting	Meet with students to implement strategies developed from district drop out prevention monthly meeting	Academic Support Program	08/14/2013	05/01/2014	\$0	Administrators, FRYSC
Scheduling	Students needing more intense remediation will be placed in a math class (MCCR) or an English class designed to provide the skills necessary to reach benchmark.	Academic Support Program	08/14/2013	05/30/2014	\$0	Administrators, counselors, and teachers
Identify Students	Senior students not having met benchmark will be identified to determine the best path of remediation.	Academic Support Program	08/14/2013	05/30/2014	\$0	Administrators and counselors

## Comprehensive School Improvement Plan

Simon Kenton High School

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	05/30/2014	\$0	Department Chairperson
Analysis of Student Work	Teachers will collaborate on the analysis of student work produced on the embedded assessments and end of unit test items to determine deficit areas and adjustments to instruction.	Academic Support Program	08/14/2013	05/30/2014	\$0	Department Chairperson
Implementation of KCAS based LDC modules	Teachers will implement one to two LDC modules in each course and use the data gathered to inform instructional shifts called for in the KCAS.	Academic Support Program	08/14/2013	05/30/2014	\$0	Department Chairpersons, lead teachers
<b>Total</b>					\$0	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Analysis of Student Work	Teachers will collaborate to determine common misconceptions of students to inform next step instruction.	Academic Support Program	08/14/2013	05/30/2014	\$2000	Department Chairperson
<b>Total</b>					\$2000	

### Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase Site License	Simon Kenton will purchase a website license for certification tests such as MOS to increase the number of these tests available to students.	Career Preparation/Orientation	08/14/2013	05/30/2014	\$1200	Principal and Department Chairperson
<b>Total</b>					\$1200	

# **KDE Needs Assessment**

## **Introduction**

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

## **Data Analysis**

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

**What does the data/information not tell you?**

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

The number of students who met benchmark increased in reading and science on the PLAN

ACT composite score increased from 19.8 to 19.9

68% of students made typical growth in math and reading

60.8 % of students were proficient or distinguished in reading

53.1% of students are college and career ready

The number of students proficient or distinguished in math needs to increase from 33.5% to 40%

The number of students proficient or distinguished in reading needs to increase from 60.8% to 70%

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

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

57.7% of students are proficient in social studies

## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

Areas of strength and causes to celebrate include:

ACT composite score increased from 19.8 to 19.9

Overall score increased from 56.1 to 63.2 which is proficient and progressing

53.1% of graduates are College and Career Ready

Percentile in Kentucky increased from 60 to 87

68% of students made typical growth in math and reading

60.8% of students were Proficient or Distinguished in Reading

57.7% of students were Proficient in Social Studies

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

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

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

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

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

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

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

## **Opportunities for Improvement**

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

Areas in need of improvement include:

- The number of students who are college and career ready needs to increase from 53.1% to 58%
- Special education students need to improve skills in writing language mechanics in Read 360

Plans to improve areas of need include the following:

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



## **Conclusion**

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

Our goal from 2013-2014 is to reach 64.4 which is distinguished. Currently, we are at 63.2 which is proficient and progressing. We must have more students college and career ready by graduation. The primary emphasis is for the sophomores and juniors to develop college and career readiness skills for the PLAN and ACT. Math, science, English, and social studies will follow the Quality Core curriculum. Each department has developed an aligned improvement plan from grades 9-12 to meet the skills required for the assessment at each grade and subject area. In addition, the PLCS department is giving more certification tests in order to show career readiness and earn bonus points. Student have the opportunity and are encouraged to take the ASVAB. We will continue to implement intervention and enrichment opportunities to meet student learning needs.

## **KDE Assurances - School**

## Introduction

KDE Assurances - School

**Assurances**

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

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

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

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

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

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

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

# 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.	No	Not applicable	

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

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	Not applicable	

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	Not applicable	

# Comprehensive School Improvement Plan

Simon Kenton High School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	Not applicable	

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	No	Not applicable	

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

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

# Comprehensive School Improvement Plan

Simon Kenton High School

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	No	Not applicable	

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	Not applicable	

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

# Comprehensive School Improvement Plan

Simon Kenton High School

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	Not applicable	

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

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

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

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



# **School Safety Diagnostic**

## **Introduction**

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

School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	9/19/13	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	9/19/13	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	9/19/13 9/19/13	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	8/9/13 We reviewed as much as we had completed on the plan. Next year, as part of our policy, we will have our plan completed and will have local responders review it by July 1 and will share with staff on opening day.	

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

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

# Comprehensive School Improvement Plan

Simon Kenton High School

Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	8/25/13	

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

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

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

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

# **Compliance and Accountability - High Schools**

## **Introduction**

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

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

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## Planning and Accountability Requirements

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

**Goal 1:**

Tell-Survey- Collaboration

**Measurable Objective 1:**

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

**Strategy1:**

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

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet regularly in content specific professional learning communities to analyze student work and develop re-teaching activities.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	All teachers, administration

The school identified specific strategies to address subgroup achievement gaps.

**Goal 1:**

Increase the overall achievement of the non-duplicated gap group

**Measurable Objective 1:**

collaborate to increase the percentage of students proficient and distinguished in the gap group, including special education language mechanics, from 36.2% in 2013 to 45.7% by 10/01/2014 as measured by school report card delivery targets.

**Strategy1:**

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

Research Cited:

# Comprehensive School Improvement Plan

Simon Kenton High School

Activity - Monitor progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the progress of the identified students using course grades, MAP scores, and state assessments	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Teachers, Counselors, Administrators

Activity - Identify students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify students in the gap groups to address weaknesses in academic areas.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Teachers, Administrators, Counselors

Activity - Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training for teachers in appropriate strategies for students in the differing gap groups.	Academic Support Program	08/14/2013	05/30/2014	\$2000 - General Fund	Administrators

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

## Goal 1:

Increase the average freshman graduation rate from 91.8% in 2013 to 93.0%

## Measurable Objective 1:

collaborate to increase the graduation rate from 91.8% in 2013 to 93% by 10/01/2014 as measured by school report card graduation rate.

## Strategy1:

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

# number of credits

attendance

discipline

gender

age

Research Cited:

Activity - Commit to Graduate	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshman students will participate in the "Commit to Graduate" ceremony and begin to make plans for the next four years and commit to success in high school.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Administrators and freshmen teachers



# Comprehensive School Improvement Plan

Simon Kenton High School

Activity - Administration Data review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team meets monthly to review the persistence to graduate data and develop plans for student success.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Administrators, counselors, FRYSC coordinator

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	08/14/2013	05/30/2014	\$0 - No Funding Required	Counselors, Administrators, FRYSC

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	08/14/2013	05/30/2014	\$0 - No Funding Required	Administrators, counselors, and FRYSC

## Strategy2:

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

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	08/14/2013	05/30/2014	\$0 - No Funding Required	Counselors

## Strategy3:

District drop out prevention - Discuss strategies to prevent drop outs

Research Cited:

Activity - Student follow up meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet with students to implement strategies developed from district drop out prevention monthly meeting	Academic Support Program	08/14/2013	05/01/2014	\$0 - No Funding Required	Administrators, FRYSC

Activity - Drop out prevention meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District leaders and high school principals meet monthly to review at risk students and discuss possible drop out prevention strategies for each student.	Policy and Process	08/14/2013	05/30/2014	\$0 - No Funding Required	School Administration

# Comprehensive School Improvement Plan

Simon Kenton High School

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

## Goal 1:

Program Reviews Arts and Humanities

### Measurable Objective 1:

collaborate to increase our school's Arts and Humanities proficient standards from 79 % in 2013 to 85% by 05/31/2014 as measured by Program Review State Report.

### Strategy1:

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

Research Cited: KDE/NAFME

Activity - AH PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Arts/Humanities teachers will collaborate with teachers in the district to complete and implement the district wide KCAS standard based curriculum for all classes offered including end of course assessments for each grade level.	Academic Support Program	06/17/2013	05/31/2014	\$0 - No Funding Required	Arts/Humanities Teachers, Administration

## Goal 2:

Program Review PLCS

### Measurable Objective 1:

collaborate to increase our school's PLCS average proficient standards from 75% in 2013 to 85% by 05/31/2014 as measured by Program Review State Report.

### Strategy1:

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

Research Cited: KDE

Activity - PLCS School Health Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize school health committee and implement HECAT and PECAT.	Academic Support Program	03/01/2013	05/31/2014	\$0 - No Funding Required	PLCS teachers, Administrators, FRYSC

# Comprehensive School Improvement Plan

Simon Kenton High School

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## Goal 3:

Program Review Writing

### Measurable Objective 1:

collaborate to increase our school's Proficient Writing standards from 96% in 2013 to 97% by 05/31/2014 as measured by Program Review State Report.

### Strategy1:

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

Research Cited: Research in action

Activity - LDC Module implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in English, Science, and Social Studies will incorporate writing activities into their classroom lesson and will have students produce content based pieces.	Academic Support Program	08/13/2012	05/31/2014	\$0 - No Funding Required	English, Science, and Social Studies teachers, and administration

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

## Goal 1:

Increase student achievement for all students at Simon Kenton High School

### Measurable Objective 1:

collaborate to increase average proficiency in all subjects from 52.9% in 2013 to 58% by 05/30/2014 as measured by failure rates, proficiency on EOCs and AP tests.

### Strategy1:

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

Research Cited:

Activity - AP Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AP Enrichment will be available during SKORE for students in all AP courses.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	AP teachers

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Activity - Intervention classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction during SKORE in English (READ 180 and READ 360) and math (ALEKS) to provide RTI for students in math and English.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Administrators and teachers

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutoring will be available for students during the school day for students failing or struggling in English, science, math, social studies, and business.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Administrators and teachers

## Measurable Objective 2:

collaborate to increase the average ACT score from 19.9 in 2013 to 20.3 by 05/30/2013 as measured by ACT scores.

## Strategy1:

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

Research Cited:

Activity - PLAN Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshman and sophomore teachers will assess skills required for the PLAN on a regular basis, analyze the scores, and re-teach the necessary skills.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Freshman and sophomore teachers

Activity - Acquire resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will work together to gather resources for use in ACT preparation.	Academic Support Program	08/14/2013	05/30/2014	\$2000 - General Fund	Administrators and teachers of juniors

Activity - Skill Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of juniors will collaborate with other teachers to develop lessons to teach and improve student skills necessary to be successful on the ACT.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Teachers

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English, math, and science teachers of juniors will assess skills required on the ACT on Fridays, analyze the scores, and re-teach the necessary skills.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	English, math and science teachers

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## Measurable Objective 3:

collaborate to increase the percent of proficient students in reading/English from 60.8% in 2013 to 66% by 10/01/2014 as measured by EOC and by the number of students who reach college readiness benchmarks.

## Strategy1:

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

Research Cited:

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 on the embedded assessments and end of unit test items to determine deficit areas and adjustments to instruction.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Department Chairperson

Activity - Use of Content Specific Walk Reflection Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the content specific reflection tool for planing, peer observation, and reflection on instructional strategies.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Department Chairperson

## Strategy2:

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:

Activity - Module Development	Activity Type	Begin Date	End Date	Funding Amount & Source	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	05/30/2014	\$0 - No Funding Required	Lead teachers

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to determine common misconception/skill deficits to inform adjustments to instruction.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Department Chairpersons, lead teachers

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Activity - Implementation of KCAS based LDC modules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement one to two LDC modules in each course and use the data gathered to inform instructional shifts called for in the KCAS.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Department Chairpersons, lead teachers

## Measurable Objective 4:

collaborate to increase the percent of proficient students in math from 33.5% in 2013 to 40% by 10/01/2014 as measured by the School Report Card in Achievement.

## Strategy1:

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

Research Cited:

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	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	05/30/2014	\$0 - No Funding Required	Department Chairperson

Activity - Use of Content Specific Walk Reflection Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	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	05/30/2014	\$0 - No Funding Required	Department Chairperson

## Strategy2:

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

Research Cited:

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to determine common misconceptions of students to inform next step instruction.	Academic Support Program	08/14/2013	05/30/2014	\$2000 - Other	Department Chairperson

Activity - Implementation of formative assessment lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement 5 to 10 formative assessment lessons in each course and use the data gathered to inform instructional shifts called for in the KCAS.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Department Chairperson

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Activity - Lesson Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with other teachers throughout the district at course level to teach a lesson and give/receive feedback on best practices.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Department Chairperson

## Goal 2:

Increase the percentage of students who are college and career ready by October 1, 2014 as measured by the School Report Card

### Measurable Objective 1:

collaborate to increase the number of students who are college and career ready from 53.1% in 2013 to 65% by 10/01/2014 as measured by the School Report Card.

### Strategy1:

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

Research Cited:

Activity - Purchase Site License	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Simon Kenton will purchase a website license for certification tests such as MOS to increase the number of these tests available to students.	Career Preparation/ Orientation	08/14/2013	05/30/2014	\$1200 - Career and Technical Education Funds	Principal and Department Chairperson

Activity - Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have the opportunity and are encouraged to take the career tests and ASVAB in order to earn career readiness points.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Administrators, counselors, and department chairperson, FRYSC

### Strategy2:

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

Research Cited:

Activity - Identify Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Senior students not having met benchmark will be identified to determine the best path of remediation.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Administrators and counselors

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<b>Activity - Scheduling</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Students needing more intense remediation will be placed in a math class (MCCR) or an English class designed to provide the skills necessary to reach benchmark.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Administrators, counselors, and teachers

<b>Activity - Remediation</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Students who need a little help to reach benchmark will be provided with materials to improve their skills as well as the opportunity to attend tutoring to prepare for the ACT, KYOTE, and Compass test.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Administrators, counselors and teachers