Comprehensive School Improvement Plan

Scott High School

Kenton County School District

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Scott High School is a school of 950 students, located in the Kenton County School District. The school is located on 78 acres in the City of Taylor Mill which has an estimated population of 7000 residents. Scott High School includes one of the most economically diverse student populations in this area of the state. The school's staff includes several veteran teachers as well as several teachers early in their educational career. The staff also includes two National Board Certified teachers.

For the past several years, Scott High School has experienced a student enrollment that has declined due in part to poor community access resulting in a lack of housing and business development in the area. However currently, there is a significant amount of development in progress in the area that is scheduled for completion in the fall of 2014. Highway 16, a main thoroughfare through our community, has begun a multi-million dollar project which will transform the road from a two lane winding back road to a state of the art four lane highway. The rerouting of this new and improved road will also offer drivers an unobstructed view of Scott High School.

The new view of Scott High School from the new highway is fortuitous, as Scott High School is currently in the second phase of a four phase, multi-million dollar renovation which will result in a new state of the art high school. Phase one, completed in 2013, featured a welcoming entrance with a double door safety entrance, improved office suite, and a sport complex which has been rated as a top facility in the state. Phase two is scheduled for completion in fall 2014 and includes 28 smart classrooms, including an arts center, in a new wing. Phase three, scheduled for completion in the fall of 2015, will result in a modern library, eco-friendly kitchen/cafeteria, and college level science rooms. The final Phase of construction, currently scheduled for completion in the fall of 2016 is to complete renovation of the entire facility and result in a second auditorium, counseling center and practice gym, as well as a high performance band, chorus, and drama centers.

Being a very close knit community, once families move into the area they are very satisfied and remain residents of Taylor Mill. With the current and planned improvements to the road and our school, we are excited to watch our school and community grow.

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.

Our mission at Scott High School is to inspire students to achieve at their highest potential.

Our vision at Scott High School is an environment in which educators, staff, and community nurture students' feelings of self worth through offering opportunity for accomplishment to all. Providing a means for all students to develop a pride in self and a strong affiliation to the various social and academic groups within the school. An environment in which students are encouraged to pursue courses of study which appeal to their specific needs and abilities. Scott High School will provide such courses and opportunities in a manner which are challenging, informative, interesting, and relative to life's demands. Staff will provide a support structure to the educators and students which will ensure each has the right tools, motivation, and skills to effectively achieve success. Proficiency in basic communication, math skills, science, social studies, arts and humanities, as well as, social skills and problem-solving is the goal of Scott High School. The community will be more actively involved in the educational process of our youth.

Finally, Scott High is a place where……

-Students have an opportunity to express preferences
-Students are encouraged to succeed
-Students are challenged in academic classes
-Students have an opportunity to compete
-Students experience appropriate social interaction

1. Student Achievement
2. Research based practices, including those outlined in Kentucky's Standards and Indicators for School Improvement.
3. Community-wide participation in understanding and meeting school challenges.
4. Positive relationships that support effective teamwork and positive behavior supports.

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.

Scott High School is a school with great students who do amazing things with the help and support of our teachers, parents, and the community. The following are examples of some of the recent Notable Achievements of which are most proud.

Faculty and staff are working very hard to utilize MAP scores in classrooms to create meaningful instruction tailored to the academic needs of individual students. In addition, we are also using those scores to identify areas for improvement in order to increase PLAN and ACT scores, which play a role in each student's College and Career Readiness.

Scott currently showcases three separate P-21 initiatives, Senior Projects, World Studies, and Renaissance Academy. Senior Project is an internship type program which allow students to research, practice, and participate in an academic area of interest with the aid of a teacher and professional mentor. World Studies is a world language introduction class which utilizes Rosetta Stone software to teacher students the speaking and listening of a world language. A world language teacher facilitates the learning of culture through project based activities. Renaissance Academy is a right brain thinking academy which teaches students their core content classes in a project based environment in order to accelerate and enrich their learning.

"Scott Cares," our Positive Behavioral Support Program, is also lending a hand in the academic success of all students as we continue to recognize students when demonstrating positive behavior. Through this program, students are recognized with Eagle Cash when they exhibit extraordinary growth or performance in essential positive behaviors.

Scott is also proud to recognize five Governor's Scholars who will take part in the state's recognized program for high achieving students. We are also pleased to announce that we have two National Meriti Semi-finalist among our student body.

Scott has many strong teachers and staff which include two National Board certified teachers, ten teachers who are involved directly with the Gates sponsored Learning by Design and Math Design Collaborative. For the past two years, Scott has had a Kentucky World Language Teacher of the Year. Scott's principal is a member of the national Gates Principal Advisory Committee.

Scott has been a member of Greater Cincinnati Cappies for eight years. During that time we've been nominated many times in several categories, and was awarded 9 critics along with being in the top 5 of critic teams in the Northern Ky/Greater Cincinnati area. We also received a Lead Critic nomination this past year. We won four awards; best ensemble, best costumes, best comedic actress, and best featured actor in a play. These students demonstrate skills in analysis writing, development of the ability to question, discuss, and form opinions on theatre with peers from other schools.

Scott continues to have a strong music program. In 2013, Concert and Symphonic bands received proficient and distinguished ratings at the Northern Kentucky Concert Band Festival. They also performed at Tulane University in New Orleans, Louisiana. Scott's Symphonic Band and Concert Band had five students selected to Northern Kentucky Select Band and one selected to Kentucky All State Band. In the fall of 2013 a Scott student won the annual Kentucky Music Teacher Association bluegrass senior vocal competition.

Scott is proud of our many student athletes. Varsity Baseball had another strong season while playing a very tough schedule. We currently

have five players from last season playing at the collegiate level. Scott High School Volleyball team won the Team Academic Award (our team GPA has been about a 3.8/3.9 both years). Our girls' basketball team won their Christmas tournament and has a Gov. Scholar as a member of the team. Both Girls basketball and volleyball have recently graduated five ladies to go on to play collegiate level sports. Boy's basketball has won the District tournament, four out of the last six years. In 2013 the Boy's team made it to the Regional Final's for only the second time in school history. In the fall of 2013, Scott High School's football team completed a 7-3 season, which is the best record in the history of the school while simultaneously winning the team sportsmanship award.

Additional Information

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

Athletic Programs

Fall:

Cross Country (Boys & Girls)

Golf (Boys & Girls)

Football (Boys)

Soccer (Boys & Girls)

Volleyball (Girls)

Cheerleading (Girls)

Dance Team (Girls)

Winter:

Archery (Boys & Girls)

Basketball (Boys & Girls)

Bowling (Boys & Girls)

Swimming & Diving (Boys & Girls)

Wrestling (Boys)

Spring:

Baseball (Boys)

Fast-Pitch Softball (Girls)

Tennis (Boys & Girls)

Track (Boys & Girls)

+Scott High School - Clubs and Activities 2013-14

Academic Team

Cappies

Culinary Arts

Dance Team

Drama Club/Auditorium schedule

Environmental Club

E-Wise

FCCLA

Forensic Club

French Club

French National Honor Society

Freshmen Student Council

German Club

German National Honor Society

Gifted/Talented

Hanner's Heroes

History Club

Junior Statesmen of America

Junior Student Council

Key Club

Mock Trial Club

National Art Honor Society

National Honor Society

Philosophy Club

Poetry Club

Science Olympiad

Senior Student Council

Sophomore Student Council

Spanish Club

Spanish National Honor Society

STLP

Student Council

Teen Leadership Club

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	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.

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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.

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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 begining, 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 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

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 privatley 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

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	General Fund, School Council Funds	SWS teacher and principals.

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 5 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 Acadamies

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

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.

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

| 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 Scheduleing	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

| 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 |

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

School Council Funds

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 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.
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
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.
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
				Total	$57100	

Other

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

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	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP Testing	Students will take the MAP assessment at the begining, middle, and end of the school year.	Academic Support Program	08/14/2013	05/23/2014	$0	School testing coordinator.
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.
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.
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.
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.
Kenton County Academies of Innovation and Technology	Students may choose from one of 5 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 Acadamies
			Total		$342000	

Comprehensive School Improvement Plan

Scott High School

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	

No Funding Required

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

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.
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
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.
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
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.
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
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.
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
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

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.
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
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
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
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.
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.
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.
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.
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

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.
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
Senior Math Classs	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
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
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
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
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.
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.
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
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.

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
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.
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
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
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.
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.
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.
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
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.

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.
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.
RTI Schedueling	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
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.
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.
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
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.
				Total	$0	

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?

Our students, teachers, and staff continue to make strides toward making our good school great. We have put in place a number of initiatives which have already impacted our school greatly and we have a number of additional initiatives in planning and implementation stages to continue our transformation into a great school.

We are very proud of our improvements in the areas of Achievement and Gap in Social Studies and English. These two departments have taken full advantage of their PLC structure as well as the Gates Sponsored-Literacy Design Collaborative. They actually serve as school models for departmental collaboration. This is evidenced by our student Achievement in Social Studies and English.

It is clear to us at Scott High School that we MUST intervene with our juniors and seniors now to move them toward being college and career ready. It is also clear, that our Gap students are continuing to be unsuccessful in the classroom.

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?

Social Studies Achievement at Scott High School grew to 66.7 (7 pt above the state average) as a result of student performance on the US History End of Course exam. This seems to be due to several best practice strategies within and througout the department.

Departmental PLC and Collaboration Model:

-Aligned instruction in all grades in Social Studies.
-Introduction of best practice teaching strategies in Social Studies classes including reading, writing, and frequent utilization of primary and secondary sources-student manipulation of text
-Raised level of rigor in class assignments
-Increased quality and frequency of embedded assessments

Additional focus for Social Studies PLC's from Dept Head and District consultant
-Social Studies Department is involved in department level PLC's on an ongoing basis.
-Increased collaboration and planning across classes, focused on reading, writing, utilization of primary and secondary resources for learning.

English Achievement at Scott High School grew to 56.3 as a result of student performance on the English II End of Course exam.   This seems to be due to several best practice strategies within and througout the department.

Spring Board Curriculum and Strategies:
-Aligned instruction in all grades in English.
-Continued use of best practice teaching strategies in our English classes
-Raised the level of rigor in class assignments
-Increased quality and fidelity of embedded assessments providing additional focus for English PLC's
-Departmental PLC and Collaboration Model has aligned instruction in all grades of English.
-Introduction of additional best practice teaching strategies in English classes including reading, writing, and frequent utilization of a variety of reading materials
-Raised level of student expectations
-Additional focus for English Dept PLC's from Dept Head, Writing cluster leader, and District consultant

LDC
-Increased collaboration and planning across contents, focused on reading and writing for learning.
-National model teachers designing and implementing best practice instruction through collaboration with district consultant and lead teachers throughout the district
-Students reading, writing and manipulating text in English, Social Studies, and Science

In the 2012-2013 Scott High School implemented the Renaissance Academy. This is a student choice academy for freshman and sophomores at Scott High School in 2012-2013 there were approximately 60 freshman and 60 sophomores enrolled in this academy. Students in the Renaissance Academy experience a set of core classes which are more project based than other classes. Renaissance Academy students work in groups more often and are expected to access their "right brain" more than in other more traditional classrooms. Students in the Renaissance Academy learn at an accelerated rate which includes 3 years of English and Social Studies within their first two years of high school. MAP data collected in 2012-2013 indicate much greater growth and achievement in math and language skills for Renaissance Academy students when compared to national averages. Plan data collected in 2013-2014 school year indicate these students are performing at a much higher level than other students taking the Plan.

**While many Renaissance Academy students took the English II End of Course Assessment, unfortunately none of these students has yet to take the ACT and thus are not reflected in this year's Scott High School Assessment Scores. Students who exited the Renaissance Academy in 2012-2013 are now taking senior and college level classes as juniors. The Renaissance Academy has continued into 2013-2014 and show similar trends in data and performance.

Additionally, we have made great strides in improving our teacher's perceptions of leadership at Scott High School. Our goal these past two years was to 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 as measured in the Kentucky Tell Teacher Survey. We are pleased to report that we greatly surpassed this goal. Overall the percentage from 2011 to 2013 in the area of School Leadership increased from 53% agree to 78% agree.

Opportunities for Improvement

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

What happens in the classroom is the key. We are continuing to hold teachers and students accountable for increased rigor and engagement in the classroom.

According to 2012 English II End of Course Assessment, 47.5% of sophomores performed below proficient in English. According to the 2012 Algebra II End of Course Assessment, 80% of students preformed below proficient in Math. According to 2012 ACT, only 47.8% of Scott High School Seniors were College and Career Ready. In order to address these deficiencies as early as possible, we are implementing RTI classes for freshman and sophomores who have not yet reached reading and math benchmarks according to MAP assessments. . That is, any freshman and/or sophomore who is not performing above benchmark in reading and/or math according to their most recent MAP assessment, are receiving an additional 72 hours of instruction in the target area(s)

Scott Universal Instructional Goals (Best Practices).
After a detailed review of YouthTruth Surveys, Kentucky Tell Survey, and a District Team School Audit, Scott High School leadership developed a list of best practices (from the PPR and Quality Instruction Leverage Points) which should be implemented/utilized school wide.

-Youth Truth Survey: Every single reported area on the Youth Truth survey reported improved student perceptions of Scott High School by an average of 20 percentile. These results included the areas of Student Engagement, School Culture, Relationships with Teachers, and Rigor of Classes. In particular in the area so "Personal Support from Teachers" student perceptions increased from the 25th percentile to the 80th percentile. These increases however only get us to an average level nationally.

-Kentucky Tell Survey results indicated improvement in all areas, but only to an average state level.
Overall the percentage from 2011 to 2013 in the area of School Leadership increased from 53% agree to 78% agree.
Specific Questions:
o47% Agree the faculty and leadership have a shared vision.(up from 26% in 2011)
o47% agree there is an atmosphere of trust and mutual respect in this school. (up from 19.6% in 2011)
o42% Agree teachers feel comfortable raising issues and concerns that are important to them. (up from 27.5% in 2011)
o98% Agree teachers are held to high professional standards for delivering instruction. (up from 76% in 2011)
o47% agree the school leadership consistently supports teachers. (up from 36% in 2011)
o39% agree the school leadership makes a sustained effort to address teacher concerns about managing student conduct. (up from 34% in 2011)

-District Team School Audit indicated improvement needed in key areas based on multiple qualitative observations
o Student Expectations
o Increased Rigor
o Student engagement
o Best Practice Instructional Strategies

Our professional development and classroom walks have been and will continue to be focused around these best practices to support improvement in all of these identified areas.

-Improved course selection and prerequisites for classes

-Targeted intervention with Seniors who as of yet have not meet benchmarks on ACT and a School Wide Recognition Program for College and Career Ready Students (According to 2012 ACT, only 47.8% of Scott High School Seniors were College and Career Ready)

-Targeting of Seniors who are At-Risk of Graduating (87.9% Freshman Graduation Rate in 2013)

-Reading and/or Writing in every classroom every day, linked with ACT goals and strategies. (ACT 11th Grade in 2013; 19.1-Reading)

-Specific training for teacher to differentiate instruction in the classroom as well as provide accommodations and modifications to students (According to the 2012 Algebra II End of Course Assessment, only 12.2% of GAP Students performed at or above a proficient level in Math. According to the 2012 English II End of Course Assessment, only 41% of GAP Students performed at or above a proficient level in English.

Conclusion

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

Even though Scott High School met our AMO (our AMO for 2012 - 52.3, we scored 52.9), we are not satisfied with the overall score or classification of "Needs Improvement". We are, however, happy to see improvement and plan to continue this trend. This report confirms for us the areas of needed improvement and will help us continue to focus our efforts on priority needs we have already begun to address.

It is clear to us at Scott High School that we MUST intervene with our juniors and seniors now to move them toward being college and career ready. It is also clear, that our Gap students are continuing to be unsuccessful in the classroom. The following strategies MUST implement to address the needs of our juniors and seniors, as well as our Gap students, at Scott High School.

Targeted intervention with Seniors who as of yet have not meet benchmarks on ACT
(Seniors who meet bench mark in 2013-44%; 2014 seniors currently at benchmark 36%)
oSBDM has added additional staff in the areas of English and Math (.5 position in each department) in order to work with students in small group and one on one in order to raise their performance level above ACT benchmarks.
oAdministrators will hold small group and individual discussions with students below the ACT benchmarks in order to assure understanding and by in from students.
oSenior level math teachers will receive training in the curriculum, instructional strategies, identifying and targeting skill deficits, as well as testing procedures related to the KYOTE assessment.
oSenior level English teachers will receive training in the curriculum, instructional strategies, identifying and targeting skill deficits, as well as testing procedures related to the Compass assessment and the English KYOTE.
oAll teachers and administrators will regularly review and intervene with seniors who are not college ready.
oMentors will be assigned to specific students who have influence and opportunity to aid students in reaching ACT bench marks.

Targeting of At-Risk Seniors
(Graduation rate in 2013-87.9%)
oWeekly meeting will be held with the administrative team, senior counselor, and senior administrator to review all at risk seniors as identified by grades, bench mark indicators, and the persistence to graduate instrument.
oSchool within a school setting will continue to be available for all students who are behind and/or need an alternative setting for instruction. Weekly progress monitoring will be implemented in this setting. Students who are not being successful will receive additional intervention.

Reading and/or Writing in every classroom every day, linked with ACT goals and strategies. (ACT 11th Grade in 2013; 19.1-Reading)
oAll classrooms will read and/or write in their classroom in their content area on a daily basis.
oTeachers will receive multiple trainings and supports in locating appropriate grade level passages and developing ACT quality questions

School Wide Progress Monitoring of Student Performance in the areas of English and Math (ACT 11th Grade in 2013; 19.1-Reading; 19.5 Math)
oAll core ELA and Math classes will design and utilize ACT like assessment at least three specific times over each 12 week period
Week one (Pretest)
Mid-term (Formative)
Week 12 (Summative, and then formative for next class)

oNon-ELA/Math classes, will utilize reading/writing strategies or data/math type ACT activities each day.

oACT like assessments will be utilized to discover each student's specific skills deficits. Instruction will then be adjusted in classrooms to address these deficits.

oData for each student, class, and the school from each assessment will be shared electronically among all staff and monitored by the department heads and principal. This organization and sharing of data will allow for all teachers to access current student performance indicators for each student.

School Wide Recognition Program for College and Career Ready Students
(CCR 2013-44%)

oStudents who have previously achieved College Ready Status will be recognized in a celebration at Scott High School, on the walls of the commons, and digitally on presentation screens throughout the school.

oAs other student achieve College Ready Status they will be celebrated as well as recognition added to the walls of the commons and digitally on presentation screens throughout the school

Specific training for teacher to differentiate instruction in the classroom as well as provide accommodations and modifications to students (GAP 2013-24.7%)

oSpecific PLC's will be dedicated to training staff on strategies for developing and implementing accommodations and modifications in the classroom

oDocumentation procedures and administrative walks will be utilized to monitor implementation, feedback, and data collection around the implementation of providing students with appropriate accommodations and modifications

Application for Co-Teaching for Gap Closure (CT4GC)

oScott High School's newest assistant principal in collaboration with central office staff are completely reconfiguring our special education department and are conducting regular trainings and interventions with our teachers

oOur goal is co-teaching models completely implemented in Math and English classes

oScott High School in conjunction with Central office will be applying for the Co-Teaching for Gap Closure (CT4GC)Grant

oThe Co-Teaching for Gap Closure Grant involves

 2 to 3 years of staff training

 Off site and embedded trainings with SHS staff and KDE consultants

 Collaboration with school wide professional development

Walkthroughs and Evaluations

Each principal will be in 5 to 10 classroom each day. Lead teacher in each department will perform at least 5 classroom walks each week. Teachers will receive regular feedback and coaching on how to increase the rigor and engagement in their classrooms. Teachers who are not being successful will receive a higher level of intervention and support.

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	N/A	

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

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

Label	Assurance	Response	Comment	Attachment
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	N/A	

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	N/A	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	No	N/A	

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	N/A	

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	N/A	

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

Label	Assurance	Response	Comment	Attachment
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	N/A	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	No	N/A	

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	N/A	

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

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	No	N/A	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	N/A	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	N/A	

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	9/10/13	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	9/10/13	

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	9/5/13 - Representatives from Scott High School, Woodland Middle School, Taylor Mill Police Department, Taylor Mill Fire Department, and Taylor Mill Public Works Department met to develo9p the plan together. 9/10/13 - SBDM Council Review	

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	8/13/13 - We reveiwed as much as we had completed on the plan. Next year, we will have our plan completed and reviewed (by local authorities) by July 1 and reviewed on opening day.	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	9/5/13 - Met with local law enforcement and fire officials to discuss full development of our plan	

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		

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	9/5/13 - Local fire officials approved of our Emergency Plans and Procedures, including our plan for severe weather. Plans are posted in all classrooms.	

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes	8/13/13 - Earthquake Emergency Plan was reviewed with staff prior to school starting. Earthquake Emergency Plan practice occurred within the first of school. Three additional practices will be held throughout the course of the school year.	

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	All access doors to the building are locked throughout the school day with the exception of the front entrance door leading into our front office. Visitors are required to sign in at the front office and wear an easily identifiable Visitor tag while in our school building. All visitors have limited access to our building. Pre-Approved visitors include Kenton County Central Office employees, Police Department, and Fire Department. Visitors who will be approved upon request include legal guardians, members of the Armed Services with a purpose for entering, Best Partners, and Social Workers.	

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 Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	8/19/13 - Fire Emergency Drill 8/27/13 - Fire Emergency Drill 8/30/13 - Lockdown, Secure In Place Drill 9/11/13 - Earthquake Emergency Drill 9/11/13 - Severe Weather, Tornado Drill 9/30/13 - Fire Emergency Drill	

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes	8/19/13 - Fire Emergency Drill 8/27/13 - Fire Emergency Drill 8/30/13 - Lockdown, Secure In Place Drill 9/11/13 - Earthquake Emergency Drill 9/11/13 - Tornado, Severe Weather Emergency Drill 9/30/13 - Fire Emergency Drill All emergency drills for the remainder of the year are planned using our Emergency Drill Schedule. All drills are scheduled in compliance with state regulations and will continue to be recorded on our Drill Schedule and Log.	

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.

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 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.

Strategy1:

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	Funding Amount & Source	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

Strategy2:

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.
Research Cited:

Activity - Principal-Teacher Interactions	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Funding Amount & Source	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	Funding Amount & Source	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

Activity - Opening Day	Activity Type	Begin Date	End Date	Funding Amount & Source	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

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

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..

Strategy1:

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 Schedueling	Activity Type	Begin Date	End Date	Funding Amount & Source	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.

Strategy1:

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	Funding Amount & Source	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

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

Goal 1:

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.

Strategy1:

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 - Commit to Graduate	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - PASS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	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 - FLY Advisor/Advisee	Activity Type	Begin Date	End Date	Funding Amount & Source	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 - Mentors	Activity Type	Begin Date	End Date	Funding Amount & Source	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 - Very Important Eagles	Activity Type	Begin Date	End Date	Funding Amount & Source	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.

Measurable Objective 2:

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

Strategy1:

Response to Behavior - When students display disruptive and/or non-empathetic behavior, adults will respond politely, professionally, and privatley 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 - FLY Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	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.

Activity - Teacher Training and PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	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

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.

Strategy1:

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

Activity - Off-site Dual Credit Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Dual Credit Courses at Scott	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Strategy2:

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.
Research Cited:

Activity - SWS/Edgenuity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 - General Fund $10100 - School Council Funds	SWS teacher and principals.

Strategy3:

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

Research Cited:

Activity - Renaissance Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Funding Amount & Source	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.

Activity - Kenton County Academies of Innovation and Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students may choose from one of 5 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 Acadamies

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

Goal 1:

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.

Strategy1:

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	Funding Amount & Source	Staff Responsible
Teachers will implement one to two LDC modules and use the data gathered to inform instructional shifts called for in the KCAS.	Academic Support Program	08/14/2013	05/23/2014	$0 - No Funding Required	Department heads, lead teachers, and district consultants.

Strategy2:

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

Research Cited:

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Funding Amount & Source	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

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Goal 2:

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.

Strategy1:

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

Research Cited:

Activity - A/H Documentation and Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Funding Amount & Source	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 - Curriculum Update and Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	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 3:

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.

Strategy1:

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

Research Cited:

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	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.

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Funding Amount & Source	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.

Strategy2:

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 - Advisor Training	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - FLY Curriculum Development	Activity Type	Begin Date	End Date	Funding Amount & Source	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

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

Goal 1:

College and Career Readiness

Measurable Objective 1:

collaborate to increase the 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.

Strategy1:

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	Funding Amount & Source	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	Funding Amount & Source	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	Funding Amount & Source	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

Strategy2:

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 - Manipulation and Interactions with Text	Activity Type	Begin Date	End Date	Funding Amount & Source	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.

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	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.

Strategy3:

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 - Manipulation and Interactions with Mathematics and Data	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	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.