



KDE Comprehensive School Improvement Plan

Spencer County High School
Spencer County

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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 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

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?

Spencer County High School is located in Spencer County, Kentucky, approximately 20 miles southeast of Louisville. Spencer County is a rural community with most residents working in Louisville. The population was about 17,000 in the 2010 census, with 96.5 % white. Spencer County has limited diversity which the student population reflects with a very small portion of students being Hispanic or African American. The county has changed greatly over the last 20 years, in numbers of residents, education level and median income. Previously, most occupations were primarily farming or small business whereas now there are many professionals who live in the county, but work in Louisville. The county has also gone from a small, close-knit community where everybody knew each other, to a more fragmented group with more diverse backgrounds and priorities. Spencer County was the 7th fastest growing county in the United States for most of the 1990's and that trend continued right up to the beginning of the latest recession. Population growth stayed between 1 and 2 % the last few years, but the population is once again beginning a more upward climb. About 25% of the residents of the county are below 18 years of age. 83.7 % of residents are high school graduates, 16.6 % have a Bachelor's degree or higher. 88% of residents own their home with the median value of these homes being \$167,000. The county's median income is about \$59,000 with a poverty rate of less than 7%.

SCHS has about 890 students in grades 9-12, with about 40% free/reduced lunch. 55% are male, with 97 % white. At this time, we have only 4 ESL students, all Hispanic. Our school struggles with parent participation, especially in regards to academics. We are more successful in this area with athletics, band, FFA and other social events like Prom. We have one of the top 10 FFA chapters in the nation with our students winning state and national competitions on a regular basis. There are over 20 clubs available for students to participate in as well as many athletic opportunities. Our Youth Service Center is very active in meeting student needs and providing resources for teachers in understanding student situations.

SCHS had a complete renovation about 7 years ago. This gave us several new classrooms as well as a new media center, cafeteria and front office area. Our school is much more attractive inside and out than before the renovation. This has helped increase pride for students and staff. Teachers are very collaborative and close-knit. The district has "district essentials" that all teachers are responsible for. These include a specific unit and lesson planning format, flashbacks at the beginning of each class period, daily learning targets and essential questions are to be posted and referred to in the lesson and there must be an assessment of the daily learning target at the end of the lesson. Our district has spent the last 5 years creating and implementing a district learning plan and the components we feel are most effective in the classroom for student learning to occur. There has been a big focus on creating daily learning targets that are standardsbased and making sure to assess student mastery of those targets, both formatively and summatively. The student teacher ratio is 19:1 and we have 42 teachers in the building.

Our school has had several renovations so we have some classrooms which are very small and some which are very large. We have a regular 7 period day, with a 22 minute intervention/enrichment block during 5th period. All classes are to begin with a 5 minute flashback and end with an exit slip that assesses mastery of the daily learning target. The principal and the 2 assistant principals are in classrooms, the cafeteria and hallways all day long. The goal is to limit in-office time during the school day in order to create and maintain the best environment possible for teachers and students. Teachers work in department PLC's to analyze data, create and evaluate common assessments and analyze student work. Struggling students are pulled from elective courses for RTI intervention based on their MAP reading or math scores. Students also participate in RTI interventions during their enrichment time.

The average ACT composite score had increased by a little over 3 points over the last 4 years. ACT and PLAN scores this past year were above the national average in every area, as well as the composite. MAP data shows the average score for all our grade levels is above grade level in reading and math. The graduation rate is significantly above the state average. Of our 42 teachers, 4 are KTIP intern and

another is new to our school. Less than 50% of our teachers have been in our school 5 years or more. Many of our teachers have been teaching 5 years or less.

Our teachers are involved in students' lives by participating in and attending numerous extra-curricular activities.

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.

PURPOSE STATEMENT

At Spencer County High School we strive to provide a safe learning environment for all students where they are engaged in work that is meaningful and rigorous so that they may become successful adults.

BELIEF STATEMENTS

The staff, students, parents and community of Spencer County High School believe:

- * Student learning should be relevant and student-centered.
- * Student learning leads to future success.
- * Adult learners are models for life-long learning.
- * Adult learners should have relevant and job-embedded learning opportunities.
- * Positive interactions between students and teachers build trust and rapport in order to encourage and motivate students.
- * Strong relationships between students and teachers should be based on mutual respect, fairness, and equality with positive professionalism.
- * Extra-curricular and co-curricular activities connects the students to the school community and builds leadership skills and team work.
- * Academic rigor must help students meet real-world expectations.
- * Student work must be challenging.
- * Student assessments should be true reflection of what is taught and what students are expected to know; must apply to real life.
- * Policy and decision-making must be guided by administration, implemented by staff, and adopted by all.
- * Community involvement can add real-life experiences for students.
- * Schools should support community/civic events and organizations.

Mission/Vision of Spencer County High School:

Spencer County High School is a learning environment - students, parents, teachers, staff administration, and community members committed to providing excellence in educational opportunities for all students. We strive to be an exemplary high school by encouraging students:

- * To be highly motivated.
- * To possess strong character
- * To graduate as life-long learners who are ready for post-secondary opportunities and who are prepared to make valuable contributions to society.

District Mission Statement

Spencer County Schools will go the distance for ALL Students!

Spencer County High School provides an exemplary educational program for students from grades 9 through 12. There are a variety of academic offerings including before- and- after school clubs or programs and numerous extra- and co-curricular offerings.

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.

Spencer County High School is in the Proficient/Progressing category and has moved up in the rankings considerably from five years ago. Math at SCHS is above the state average for all students and Gap students according to the 2014/15 K-PREP scores. Spencer County High School scored above the state average in Achievement and Gap in reading and language mechanics. Average ACT scores for this school year were all at or above the national average. College and Career Readiness numbers improved significantly.

Areas for Improvement

ACT

ECE Student Achievement (District-wide)

Math Computation (District-wide)

Math

Science

Social Studies

Gender Gaps (variations between boys' and girls' performances in many content areas)

Additional Information

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

Spencer County Schools is ranked 7th in the "Bang for Your Bucks" Report by the Bluegrass Institute. This report compares each district's per student expenditure with their ACT score to determine which districts are being the most academically successful while using the least amount of funding.

Spencer County High School is one of only ten school districts in Kentucky to receive the College Board's 2012 AP Honor Roll Award. Specific criteria is used in determining this award including increased access to AP courses and improving performance levels when comparing the percentage of exams scoring 3 or higher from 2010 to 2012. Recently, our school became part of the Advance Kentucky grant program to increase AP course offerings and the number of students scoring a 3 or higher.

2015-16 SCHS KDE Comprehensive School Improvement Plan

Overview

Plan Name

2015-16 SCHS KDE Comprehensive School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math scores from 43.3 % to 60.0% in 2017.	Objectives: 1 Strategies: 6 Activities: 15	Organizational	\$25600
2	Increase or maintain the graduation rate from 96.4 % to 96.8 % by 2016.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$22200
3	Increase or maintain the percentage of students who are college or career ready from 70.4% to 72.5% by 2016.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$82000
4	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.0% in 2015 to 51.1 % by 2017.	Objectives: 1 Strategies: 3 Activities: 15	Organizational	\$2350
5	All areas of program review will show improvement from the previous year.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	SCHS will reduce the number of students scoring novice by 50% by 2020.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$2500

Goal 1: Increase the averaged combined reading and math scores from 43.3 % to 60.0% in 2017.

Measurable Objective 1:

collaborate to increase the combined reading and math scores from 43.3% to 54.2 % by 05/29/2015 as measured by Unbridled Learning..

Strategy 1:

Collecting and Analyzing Data through research based software program - Teachers will use Quality Core or Gradecam to create and administer formative assessments, input lesson plans and look at student data.

Category: Continuous Improvement

Activity - Formative Assessments through Gradecam or CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
50% of teachers will administer at least one formative assessment through Gradecam or some other program.	Academic Support Program	08/12/2015	05/27/2016	\$2500	School Council Funds	Principal, Assistant Principals, Instructional Coach, District TRT

Strategy 2:

Curriculum Assessment and Alignment - Staff will work together to align curriculum and assessments with Common Core and Quality Core curriculum across grade levels and courses.

Category: Continuous Improvement

Activity - Curriculum Documents and Timelines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize curriculum documents and timelines aligned with the Common Core and Quality Core Curriculums as well as collaborate regularly in order to continuously refine and improve instruction.	Academic Support Program	08/12/2015	05/27/2016	\$600	District Funding	Principal, Assistant Principals, Instructional Coach, School Instructional Leadership Team (SILT)

Activity - Curriculum Maps/Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Curriculum maps/pacing guides will be maintained in each teacher's lesson plan binder and monitored during Learning Walks and classroom visits. Pacing guides will also be given to the Instructional Coach and placed in a binder in the front office.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Principal, Assistant Principals, Instructional Coach
Activity - Quarterly Curriculum Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will conduct Quarterly Curriculum Reviews (QCRs) after each MAP assessment in order to monitor curriculum, assessment and individual student progress.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Principal, Assistant Principals
Activity - Vertical Curriculum Discussions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vertical discussions will be held with teachers to eliminate gaps and overlaps in the curriculum, refine instruction and assessment, and share information on individual students.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Principal, Assistant Principals, Department Chairs

Strategy 3:

Literacy Initiative - Teachers will continue to receive professional development in literacy strategies and these will be implemented school wide.

Category: Continuous Improvement

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement the Common Core Literacy Standards with various strategies learned through job-embedded and focused professional development. These strategies will include reading and writing opportunities in all content areas.	Academic Support Program	08/12/2015	05/27/2016	\$500	District Funding	Principal, Assistant Principals, Instructional Coach, SILT
Activity - Vocabulary Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement vocabulary strategies and teach specific vocabulary.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Principal, Assistant Principals, Instructional Coach, SILT, English department chair
Activity - Writing Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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SCHS will initiate a schoolwide writing instruction program, with a specific procedure and graphic organizer. Teachers will be trained on using this.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	SILT, English and Social Studies departments, Instructional Coach
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Strategy 4:

Math Initiative - All math teachers will continue to implement math automaticity and other aspects of the Eastern Kentucky University (EKU) high school math model.

Category: Continuous Improvement

Activity - Math Automaticity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue Math Automaticity on a daily basis for all students through Algebra II or later (Students must reach college ready benchmark on Math ACT to be released from Automaticity after Algebra II).	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Principal, Assistant Principals, Instructional Coach, Math Department Chair

Activity - 6th-12th Grade Transitions Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All high school math teachers will continue to implement this research-based model from EKU which includes the Dynamic Teaching Model, Needs-Based Placement, Integrated and Transitional Courses.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Principal, Assistant Principals, Math Department Chair

Strategy 5:

Professional Development - Teachers will participate in both job-embedded and stand-alone professional development as appropriate.

Category:

Activity - Professional Learning for all Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-going, job-embedded, research-based professional learning will be provided for all teachers in the following areas: Professional Growth and Evaluation System (Danielson Framework), Literacy Strategies (in particular, vocabulary strategies), Math Strategies, Thinking Strategies, Science and Social Studies' Standards, "7 Habits", Peer Mentoring and related arts.	Professional Learning	08/12/2015	05/27/2016	\$5000	District Funding, GRECC Race to the Top	Principal, Assistant Principals, Instructional Coach, SILT

Activity - New Teacher Cadre	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers (1st and 2nd year) who are new to the district will be provided on-going professional development, guidance, and support with a focus on research-based instructional strategies.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	New Teacher Cadre Coordinator
Activity - "Communities of Practice" training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific teachers will participate in "Communities of Practice" cohorts which include networking and training. These teachers will then train or inform staff about strategies and practices. In addition, they will create model classrooms for the specific practice they have been trained on.	Professional Learning	08/12/2015	05/27/2016	\$2500	GRECC Race to the Top	Principal, Assistant Principals, SILT

Strategy 6:

Other - Tutoring - Students will receive tutoring outside of the school day in areas of need.

Category: Continuous Improvement

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are struggling in literacy, math, science, social studies or AP classes will be provided additional instructional time through after-school tutoring.	Tutoring	08/12/2015	05/27/2016	\$10000	District Funding	Principal, Assistant Principals, content area teachers, Library Media Specialist

Activity - Test Preparation/Boot Camps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Test Prep classes will be available at least 4 Saturdays per year and at least 6 after school sessions for students who are struggling in any of the content areas or who need additional assistance to improve ACT, PSAT, COMPASS or other test scores. AP study sessions will also be available, as arranged through the AdvanceKy grant.	Academic Support Program	08/12/2015	05/27/2016	\$4500	Other, GRECC Race to the Top	Principal, Assistant Principals, CCR Coach, College and Career Readiness Counselor

Goal 2: Increase or maintain the graduation rate from 96.4 % to 96.8 % by 2016.

Measurable Objective 1:

collaborate to increase or maintain the graduation rate from 95.4 % to 96.8% by 05/29/2015 as measured by the Unbridled Learning graduation formula.

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Strategy 1:

Targeted Interventions - Students will be targeted for interventions, remediation and differentiation using data. Research based practices and programs will be used to meet students' needs.

Category: Persistence to Graduation

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will set goals based on MAP scores. These goals will be monitored and reviewed with the student on a regular basis.	Academic Support Program	08/12/2015	05/27/2016	\$3700	District Funding	Principal, Assistant Principals, CCR Coach

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify any students who are at-risk of dropping out through the "Persistence to Graduation Tool" or other means and provide the necessary support and/or counseling.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Principal, Assistant Principals, Counselors

Activity - Differentiated RIT Band Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP data and the Learning Continuum resources will be used to differentiate instruction for individual students based on their specific academic needs.	Academic Support Program	08/12/2015	05/27/2016	\$3500	District Funding	Principal, Assistant Principals, Instructional Coach

Activity - Edgenuity Online Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students may be assigned to Edgenuity classes for credit recovery, for content acceleration or enrichment or in order to take classes of interest that may not be offered in the regular SCHS schedule.	Academic Support Program	08/12/2015	05/27/2016	\$15000	District Funding	Principal, Assistant Principals, Edgenuity instructors

Strategy 2:

Academic and Career Counseling - Staff will assist students in using appropriate information for individual planning in various areas.

Category: Persistence to Graduation

Activity - Individual Learning Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will utilize their Individual Learning Plans to the fullest extent possible to help guide them into a college and/or career pathway.	Other	08/12/2015	05/27/2016	\$0	No Funding Required	Principal, Assistant Principals, Guidance Counselors, ILP Coordinator, CCR Coach, CCR Counselor
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Goal 3: Increase or maintain the percentage of students who are college or career ready from 70.4% to 72.5% by 2016.

Measurable Objective 1:

collaborate to have 72.5% of all seniors college or career ready by 05/27/2016 as measured by the Unbridled Learning Formula.

Strategy 1:

Targeted Interventions - Research based interventions will be used to assist students in being college and/or career ready.

Category: Career Readiness Pathways

Activity - CCR Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seniors who have not yet met the college readiness benchmarks on the ACT will take a CCR Lab course in addition to their regular English or Math classes until all college and/or career readiness benchmarks are met.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Principal, Assistant Principals, English and Math Department Chairs, Guidance Counselors, CCR Lab teachers

Strategy 2:

Career Readiness Pathways - Additional career pathways will be created at SCHS to better meet the needs of our students.

Category:

Activity - Increase Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Spencer County High School will continue to develop career pathways in Information Technology, Allied Health and Fashion Design. Pathways will be added in other areas such as EKG Tech, Visual Arts, Aviation and others.	Career Preparation/Orientation	08/12/2015	05/27/2016	\$42000	District Funding	Principal, Assistant Principals, SILT
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Activity - Increase Industry Certification Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SCHS will increase opportunities for students to complete Industry Certification, such as ServSafe, Introduction to Orientation and Pharmacy Tech.	Career Preparation/Orientation	08/12/2015	05/27/2016	\$0	No Funding Required	Principal, Assistant Principals, SILT, CTE department

Strategy 3:

College and Career Readiness (CCR) Coach - The position of CCR coach created to address needs of students in meeting CCR benchmarks.

Category: Career Readiness Pathways

Activity - CCR Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCR Coach will lead activities to prepare students for life after high school, especially in the areas of college and career.	Career Preparation/Orientation	08/12/2015	05/27/2016	\$40000	District Funding	Principal, Assistant Principals, SBDM, CCR Coach

Goal 4: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.0% in 2015 to 51.1 % by 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group to 49.2 % by 05/29/2015 as measured by Unbridled Learning.

Strategy 1:

Best Practice - Teachers and other staff will use best practices to meet the needs of all students, including those in gap groups.

Category:

Activity - SILT (School Instructional Leadership Team)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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SILT will be continued. These team members will collaborate to plan school instructional needs based on data, plan pd opportunities to equip teachers and assist in implementation and monitoring of these practices.	Policy and Process	08/12/2015	05/27/2016	\$0	No Funding Required	Principal, Assistant Principals, Instructional Coach, SILT
Activity - Common Unit Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give common unit assessments in order to improve academic achievement. They will collaborate to write the assessments, analyze the results, and determine next steps.	Academic Support Program	08/12/2015	05/27/2016	\$500	District Funding	Principal, Assistant Principals, Instructional Coach, SILT
Activity - Daily Learning Targets and Essential Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily Learning Targets and Essential Questions will continue to be posted in each classroom and referred to throughout the lesson.	Academic Support Program	08/12/2015	05/27/2016	\$250	District Funding	Principal, Assistant Principals, Instructional Coach, SILT
Activity - Daily Learning Targets Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will continue to give Daily Learning Target Assessments to determine which students mastered the content during the class. These results will guide teachers in determining what content needs to be re-taught to which students.	Academic Support Program	08/12/2015	05/27/2016	\$450	District Funding	Principal, Assistant Principals, Instructional Coach, SILT
Activity - Flashbacks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will continue to provide Flashbacks to students on previously taught content and will administer these daily at the beginning of each class to ensure the spiraling of the curriculum and provide on-going review of the content.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Principal, Assistant Principals, Instructional Coach, SILT
Activity - Tier 1 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SCHS will implement/monitor a plan to improve Tier 1 instruction using research-based strategies and focusing on Quality Core curriculum for the four main core areas.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Principal, Assistant Principals, Instructional Coach, SILT

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Strategy 2:

Progress Monitoring - Teachers will analyze data and use results to plan instruction. Data on individual students will be collected and used to provide targeted interventions.

Category:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All principals and teachers will do an in-depth data analysis of all test results (MAP, K-PREP, End of Course exams, ACT, etc.) to determine which students are not making adequate progress and to inform instruction.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Principal, Assistant Principals, Instructional Coach, SILT, Department Chairs
Activity - RTI Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A coordinated monitoring system will be continued for the RTI program that will include the following: diagnosis of student need, assignment to intervention, progress monitoring and fidelity checks.	Academic Support Program	08/12/2015	05/27/2016	\$150	District Funding	SCHS RTI Coordinator, RTI teacher, District RTI Coordinator, Instructional Coach
Activity - Tier 2 and 3 Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research-based intervention strategies/programs will be implemented for RTI students (Tier 2 and 3) in reading and math.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Principal, Assistant Principals, RTI Coordinator, RTI teacher, District Title 1/RTI Coordinator, Instructional Coach
Activity - Tier III Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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School psychologists will be involved in the Tier III RTI meetings. They will provide information on appropriate Tier III interventions, progress monitoring and the ECE referral process.	Academic Support Program	08/13/2014	05/29/2015	\$0	No Funding Required	SCHS RTI Coordinator, District Title 1/RTI Coordinator, School Psychologists
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Activity - RTI Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School schedules will include additional instructional/intervention time for RTI students in reading and math.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Principal, Assistant Principals, Guidance Counselors

Activity - ECE Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE teachers will conduct progress monitoring with their students on a regular basis and meet with principals to determine effectiveness of instruction.	Academic Support Program	08/12/2015	05/27/2016	\$500	District Funding	Principal, Assistant Principals, DoSE, ECE Department Chair

Strategy 3:

Other - ECE Strategies - Strategies specific to ECE students will be implemented to better serve their needs and to assist them in reaching mastery of learning targets.

Category:

Activity - Student Success Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students receiving ECE services will reflect on past performance on MAP and K-PREP and set goals through the development of Individual Success Plans or school-developed plans. The plan will be reviewed with students at least every nine weeks.	Academic Support Program	08/12/2015	05/27/2016	\$500	District Funding	DoSe, Principal, Assistant Principals, ECE Department Chair, ECE Teachers

Activity - One-on-One Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School will implement one-on-one testing schedules throughout the school year for ECE students who need this testing environment. Proctors will be identified and trained early in the school year. Proctors will develop positive relationships with their students and provide individual student instruction on how to utilize their accommodations throughout the school year.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	DoSE, Principal, BAC, ECE Department Chair, ECE Teachers
Activity - Content Reinforcement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SCHS will implement/monitor a schedule that allows students an opportunity for mastery learning through content reinforcement activities.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Principal, Assistant Principals, DoSE, ECE Department Chair, ECE Teachers

Goal 5: All areas of program review will show improvement from the previous year.

Measurable Objective 1:

demonstrate a proficiency in Arts and Humanities, Writing, PL/CS and World Languages by 03/31/2015 as measured by the Program Review documents.

Strategy 1:

Analyzing Data - Appropriate committees will analyze current data, past program reviews and current practices to identify new strategies.

Category: Continuous Improvement

Activity - Analyzing Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committees will analyze current data, past program review information and current practices and determine strategies that will be implemented to improve proficiency in the areas of Arts and Humanities, Writing, PL/CS and World Languages	Policy and Process	08/12/2015	05/27/2016	\$0	No Funding Required	Principal, Assistant Principals, Department Chairs, Program Review committees, Instructional Coach

Goal 6: SCHS will reduce the number of students scoring novice by 50% by 2020.

Measurable Objective 1:

collaborate to reduce the percent of students scoring novice on EOC assessments by 10% in all applicable subgroups and in the non-duplicated gap group. by 05/27/2016 as measured by Unbridled Learning, Next Generation Learners assessments..

Strategy 1:

Diagnosis, analyzing, progress monitor, interventions - EOC courses will have diagnostic exams in the fall. Department PLC's will analyze past and current data to determine trends, identify novice students and determine best practice strategies to be implemented to improve student performance in all End of Course assessment areas.

Category: Continuous Improvement

Activity - Diagnosis and progress monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All EOC courses will give a diagnostic exam in the fall to determine which content standards need to be reinforced and which students are not on track for proficiency.	Academic Support Program	08/12/2015	05/27/2016	\$2500	Other	SILT, Instructional Coach, Administrators, EOC teachers
Activity - Analyzing Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department PLC's will analyze past and current data to determine trends, identify novice students and determine best practice strategies to improve proficiency.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	SILT, Instructional Coach, Administrators, EOC teachers
Activity - Individual student interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify students performing at the novice level and interventions which will be most appropriate for each individual student or groups of students.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	EOC teachers, Instructional Coach, Administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Flashbacks	All teachers will continue to provide Flashbacks to students on previously taught content and will administer these daily at the beginning of each class to ensure the spiraling of the curriculum and provide on-going review of the content.	Academic Support Program	08/12/2015	05/27/2016	\$0	Principal, Assistant Principals, Instructional Coach, SILT
Curriculum Maps/Pacing Guides	Curriculum maps/pacing guides will be maintained in each teacher's lesson plan binder and monitored during Learning Walks and classroom visits. Pacing guides will also be given to the Instructional Coach and placed in a binder in the front office.	Academic Support Program	08/12/2015	05/27/2016	\$0	Principal, Assistant Principals, Instructional Coach
New Teacher Cadre	Teachers (1st and 2nd year) who are new to the district will be provided on-going professional development, guidance, and support with a focus on research-based instructional strategies.	Academic Support Program	08/12/2015	05/27/2016	\$0	New Teacher Cadre Coordinator
Targeted Interventions	Identify any students who are at-risk of dropping out through the "Persistence to Graduation Tool" or other means and provide the necessary support and/or counseling.	Academic Support Program	08/12/2015	05/27/2016	\$0	Principal, Assistant Principals, Counselors
CCR Lab	Seniors who have not yet met the college readiness benchmarks on the ACT will take a CCR Lab course in addition to their regular English or Math classes until all college and/or career readiness benchmarks are met.	Academic Support Program	08/12/2015	05/27/2016	\$0	Principal, Assistant Principals, English and Math Department Chairs, Guidance Counselors, CCR Lab teachers
RTI Schedule	School schedules will include additional instructional/intervention time for RTI students in reading and math.	Academic Support Program	08/12/2015	05/27/2016	\$0	Principal, Assistant Principals, Guidance Counselors

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Tier III Identification	School psychologists will be involved in the Tier III RTI meetings. They will provide information on appropriate Tier III interventions, progress monitoring and the ECE referral process.	Academic Support Program	08/13/2014	05/29/2015	\$0	SCHS RTI Coordinator, District Title 1/RTI Coordinator, School Psychologists
Vertical Curriculum Discussions	Vertical discussions will be held with teachers to eliminate gaps and overlaps in the curriculum, refine instruction and assessment, and share information on individual students.	Academic Support Program	08/12/2015	05/27/2016	\$0	Principal, Assistant Principals, Department Chairs
6th-12th Grade Transitions Model	All high school math teachers will continue to implement this research-based model from ECU which includes the Dynamic Teaching Model, Needs-Based Placement, Integrated and Transitional Courses.	Academic Support Program	08/12/2015	05/27/2016	\$0	Principal, Assistant Principals, Math Department Chair
Tier 2 and 3 Interventions	Research-based intervention strategies/programs will be implemented for RTI students (Tier 2 and 3) in reading and math.	Academic Support Program	08/12/2015	05/27/2016	\$0	Principal, Assistant Principals, RTI Coordinator, RTI teacher, District Title 1/RTI Coordinator, Instructional Coach
Analyzing Data	Committees will analyze current data, past program review information and current practices and determine strategies that will be implemented to improve proficiency in the areas of Arts and Humanities, Writing, PL/CS and World Languages	Policy and Process	08/12/2015	05/27/2016	\$0	Principal, Assistant Principals, Department Chairs, Program Review committees, Instructional Coach
Content Reinforcement	SCHS will implement/monitor a schedule that allows students an opportunity for mastery learning through content reinforcement activities.	Academic Support Program	08/12/2015	05/27/2016	\$0	Principal, Assistant Principals, DoSE, ECE Department Chair, ECE Teachers

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Math Automaticity	Continue Math Automaticity on a daily basis for all students through Algebra II or later (Students must reach college ready benchmark on Math ACT to be released from Automaticity after Algebra II).	Academic Support Program	08/12/2015	05/27/2016	\$0	Principal, Assistant Principals, Instructional Coach, Math Department Chair
Vocabulary Initiative	All teachers will implement vocabulary strategies and teach specific vocabulary.	Academic Support Program	08/12/2015	05/27/2016	\$0	Principal, Assistant Principals, Instructional Coach, SILT, English department chair
One-on-One Testing	School will implement one-on-one testing schedules throughout the school year for ECE students who need this testing environment. Proctors will be identified and trained early in the school year. Proctors will develop positive relationships with their students and provide individual student instruction on how to utilize their accommodations throughout the school year.	Academic Support Program	08/12/2015	05/27/2016	\$0	DoSE, Principal, BAC, ECE Department Chair, ECE Teachers
Quarterly Curriculum Reviews	Administration will conduct Quarterly Curriculum Reviews (QCRs) after each MAP assessment in order to monitor curriculum, assessment and individual student progress.	Academic Support Program	08/12/2015	05/27/2016	\$0	Principal, Assistant Principals
Increase Industry Certification Opportunities	SCHS will increase opportunities for students to complete Industry Certification, such as ServSafe, Introduction to Orientation and Pharmacy Tech.	Career Preparation/Orientation	08/12/2015	05/27/2016	\$0	Principal, Assistant Principals, SILT, CTE department
Analyzing Data	Department PLC's will analyze past and current data to determine trends, identify novice students and determine best practice strategies to improve proficiency.	Academic Support Program	08/12/2015	05/27/2016	\$0	SILT, Instructional Coach, Administrators, EOC teachers
Data Analysis	All principals and teachers will do an in-depth data analysis of all test results (MAP, K-PREP, End of Course exams, ACT, etc.) to determine which students are not making adequate progress and to inform instruction.	Academic Support Program	08/12/2015	05/27/2016	\$0	Principal, Assistant Principals, Instructional Coach, SILT, Department Chairs
Writing Initiative	SCHS will initiate a schoolwide writing instruction program, with a specific procedure and graphic organizer. Teachers will be trained on using this.	Academic Support Program	08/12/2015	05/27/2016	\$0	SILT, English and Social Studies departments, Instructional Coach

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SILT (School Instructional Leadership Team)	SILT will be continued. These team members will collaborate to plan school instructional needs based on data, plan pd opportunities to equip teachers and assist in implementation and monitoring of these practices.	Policy and Process	08/12/2015	05/27/2016	\$0	Principal, Assistant Principals, Instructional Coach, SILT
Tier 1 Instruction	SCHS will implement/monitor a plan to improve Tier 1 instruction using research-based strategies and focusing on Quality Core curriculum for the four main core areas.	Academic Support Program	08/12/2015	05/27/2016	\$0	Principal, Assistant Principals, Instructional Coach, SILT
Individual student interventions	Teachers will identify students performing at the novice level and interventions which will be most appropriate for each individual student or groups of students.	Academic Support Program	08/12/2015	05/27/2016	\$0	EOC teachers, Instructional Coach, Administrators
Individual Learning Plans	Students will utilize their Individual Learning Plans to the fullest extent possible to help guide them into a college and/or career pathway.	Other	08/12/2015	05/27/2016	\$0	Principal, Assistant Principals, Guidance Counselors, ILP Coordinator, CCR Coach, CCR Counselor
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Success Plans	All students receiving ECE services will reflect on past performance on MAP and K-PREP and set goals through the development of Individual Success Plans or school-developed plans. The plan will be reviewed with students at least every nine weeks.	Academic Support Program	08/12/2015	05/27/2016	\$500	DoSe, Principal, Assistant Principals, ECE Department Chair, ECE Teachers
Common Unit Assessments	Teachers will give common unit assessments in order to improve academic achievement. They will collaborate to write the assessments, analyze the results, and determine next steps.	Academic Support Program	08/12/2015	05/27/2016	\$500	Principal, Assistant Principals, Instructional Coach, SILT

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ECE Monitoring	ECE teachers will conduct progress monitoring with their students on a regular basis and meet with principals to determine effectiveness of instruction.	Academic Support Program	08/12/2015	05/27/2016	\$500	Principal, Assistant Principals, DoSE, ECE Department Chair
Goal Setting	All students will set goals based on MAP scores. These goals will be monitored and reviewed with the student on a regular basis.	Academic Support Program	08/12/2015	05/27/2016	\$3700	Principal, Assistant Principals, CCR Coach
Literacy Strategies	Teachers will continue to implement the Common Core Literacy Standards with various strategies learned through job-embedded and focused professional development. These strategies will include reading and writing opportunities in all content areas.	Academic Support Program	08/12/2015	05/27/2016	\$500	Principal, Assistant Principals, Instructional Coach, SILT
CCR Coach	CCR Coach will lead activities to prepare students for life after high school, especially in the areas of college and career.	Career Preparation/Orientation	08/12/2015	05/27/2016	\$40000	Principal, Assistant Principals, SBDM, CCR Coach
Edgenuity Online Program	Students may be assigned to Edgenuity classes for credit recovery, for content acceleration or enrichment or in order to take classes of interest that may not be offered in the regular SCHS schedule.	Academic Support Program	08/12/2015	05/27/2016	\$15000	Principal, Assistant Principals, Edgenuity instructors
After School Tutoring	Students who are struggling in literacy, math, science, social studies or AP classes will be provided additional instructional time through after-school tutoring.	Tutoring	08/12/2015	05/27/2016	\$10000	Principal, Assistant Principals, content area teachers, Library Media Specialist
Increase Career Pathways	Spencer County High School will continue to develop career pathways in Information Technology, Allied Health and Fashion Design. Pathways will be added in other areas such as EKG Tech, Visual Arts, Aviation and others.	Career Preparation/Orientation	08/12/2015	05/27/2016	\$42000	Principal, Assistant Principals, SILT
Differentiated RIT Band Instruction	MAP data and the Learning Continuum resources will be used to differentiate instruction for individual students based on their specific academic needs.	Academic Support Program	08/12/2015	05/27/2016	\$3500	Principal, Assistant Principals, Instructional Coach

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Curriculum Documents and Timelines	All teachers will utilize curriculum documents and timelines aligned with the Common Core and Quality Core Curriculums as well as collaborate regularly in order to continuously refine and improve instruction.	Academic Support Program	08/12/2015	05/27/2016	\$600	Principal, Assistant Principals, Instructional Coach, School Instructional Leadership Team (SILT)
Professional Learning for all Teachers	On-going, job-embedded, research-based professional learning will be provided for all teachers in the following areas: Professional Growth and Evaluation System (Danielson Framework), Literacy Strategies (in particular, vocabulary strategies), Math Strategies, Thinking Strategies, Science and Social Studies' Standards, "7 Habits", Peer Mentoring and related arts.	Professional Learning	08/12/2015	05/27/2016	\$2500	Principal, Assistant Principals, Instructional Coach, SILT
RTI Progress Monitoring	A coordinated monitoring system will be continued for the RTI program that will include the following: diagnosis of student need, assignment to intervention, progress monitoring and fidelity checks.	Academic Support Program	08/12/2015	05/27/2016	\$150	SCHS RTI Coordinator, RTI teacher, District RTI Coordinator, Instructional Coach
Daily Learning Targets Assessments	All teachers will continue to give Daily Learning Target Assessments to determine which students mastered the content during the class. These results will guide teachers in determining what content needs to be re-taught to which students.	Academic Support Program	08/12/2015	05/27/2016	\$450	Principal, Assistant Principals, Instructional Coach, SILT
Daily Learning Targets and Essential Questions	Daily Learning Targets and Essential Questions will continue to be posted in each classroom and referred to throughout the lesson.	Academic Support Program	08/12/2015	05/27/2016	\$250	Principal, Assistant Principals, Instructional Coach, SILT
Total					\$120150	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Test Preparation/Boot Camps	Test Prep classes will be available at least 4 Saturdays per year and at least 6 after school sessions for students who are struggling in any of the content areas or who need additional assistance to improve ACT, PSAT, COMPASS or other test scores. AP study sessions will also be available, as arranged through the AdvanceKy grant.	Academic Support Program	08/12/2015	05/27/2016	\$2000	Principal, Assistant Principals, CCR Coach, College and Career Readiness Counselor

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Diagnosis and progress monitoring	All EOC courses will give a diagnostic exam in the fall to determine which content standards need to be reinforced and which students are not on track for proficiency.	Academic Support Program	08/12/2015	05/27/2016	\$2500	SILT, Instructional Coach, Administrators, EOC teachers
Total					\$4500	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative Assessments through Gradecam or CIITS	50% of teachers will administer at least one formative assessment through Gradecam or some other program.	Academic Support Program	08/12/2015	05/27/2016	\$2500	Principal, Assistant Principals, Instructional Coach, District TRT
Total					\$2500	

GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
"Communities of Practice" training	Specific teachers will participate in "Communities of Practice" cohorts which include networking and training. These teachers will then train or inform staff about strategies and practices. In addition, they will create model classrooms for the specific practice they have been trained on.	Professional Learning	08/12/2015	05/27/2016	\$2500	Principal, Assistant Principals, SILT
Professional Learning for all Teachers	On-going, job-embedded, research-based professional learning will be provided for all teachers in the following areas: Professional Growth and Evaluation System (Danielson Framework), Literacy Strategies (in particular, vocabulary strategies), Math Strategies, Thinking Strategies, Science and Social Studies' Standards, "7 Habits", Peer Mentoring and related arts.	Professional Learning	08/12/2015	05/27/2016	\$2500	Principal, Assistant Principals, Instructional Coach, SILT
Test Preparation/Boot Camps	Test Prep classes will be available at least 4 Saturdays per year and at least 6 after school sessions for students who are struggling in any of the content areas or who need additional assistance to improve ACT, PSAT, COMPASS or other test scores. AP study sessions will also be available, as arranged through the AdvanceKy grant.	Academic Support Program	08/12/2015	05/27/2016	\$2500	Principal, Assistant Principals, CCR Coach, College and Career Readiness Counselor
Total					\$7500	

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 questions are: what is working and why do we think that strategy has been effective?

What does not seem to be having the impact we need and does that strategy need to be adjusted or eliminated?

Our data tells us that we need to continue to work on increasing proficiency in math and reading for all students and to specifically target students in our gap groups, specifically ECE students. Progress monitoring and targeted interventions should continue to be used for all students based on periodic data.

The data does not tell us why so many of our students continue to struggle in math, both in the classroom and on national standardized test such as the ACT.

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?

Reading is a strength at all grade levels, particularly for this year's grade 12 students according to our MAP scores.

End of course grade 10 English scores was not as positive as in the past.

We will continue to monitor progress of all student's reading skills via the MAP test and provide targeted interventions in RTI for those students who struggle. All students will continue to have Quality Core instruction in all English classes and participate in summer reading activities.

Our reading scores in ACT MAP are causes to celebrate. In addition, Algebra 2 EOC scores are steadily increasing, along with Gap students in that area. The fact that the average ACT scores remain at or above national averages in all areas is also worthy of celebration.

Opportunities for Improvement

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

Math scores in MAP, ACT and Algebra 2 end of course are improving but continue to be an area of concern. We continue to work with Eastern Kentucky University to provide focused instruction, progress monitoring and targeted interventions in math. This work includes Math Automaticity which focuses on making basic math facts "automatic" for all students, and 6-12 Math Transitions, which is a needs-based placement program which uses common curriculum and assessments along with the Dynamic Teaching Model to help all students be more successful in math. Science and social studies are also an area we are working on.

Conclusion

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

We will focus on implementing the strategies discussed previously and doing so with fidelity. As implementation continues, data will be collected in order to continually make appropriate adjustments. Teachers and administration will continue to analyze data and refine curriculum as needed.

KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

SCHS will maintain teacher capacity for implementation of PGES to 100% by June 30, 2015.

Measurable Objective 1:

collaborate to maintain the percent of teachers who are knowledgeable about PGES by 05/29/2015 as measured by percent of teachers who have been engaged in professional learning activities about PGES.

Strategy1:

PGES Professional Learning - PGES Professional Learning will take place at least twice during the 2014-15 school year.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning for all Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going, job-embedded, research-based professional learning will be provided for all teachers in the following areas: CHETL, CIITS and Professional Growth and Evaluation System (Danielson Framework).	Professional Learning	08/13/2014	05/29/2015	\$2500 - District Funding	Principal, Assistant Principals, Instructional Coach, School Instructional Leadership Team (SILT)

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

Goal 1:

Increase the averaged combined reading and math scores from 43.3 % to 60.0% in 2017.

Measurable Objective 1:

collaborate to increase the combined reading and math scores from 43.3% to 54.2 % by 05/29/2015 as measured by Unbridled Learning..

Strategy1:

Curriculum Assessment and Alignment - Staff will work together to align curriculum and assessments with Common Core and Quality Core curriculum across grade levels and courses.

Category: Continuous Improvement

Research Cited:

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Activity - Curriculum Documents and Timelines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize curriculum documents and timelines aligned with the Common Core and Quality Core Curriculums as well as collaborate regularly in order to continuously refine and improve instruction.	Academic Support Program	08/12/2015	05/27/2016	\$600 - District Funding	Principal, Assistant Principals, Instructional Coach, School Instructional Leadership Team (SILT)

Activity - Vertical Curriculum Discussions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical discussions will be held with teachers to eliminate gaps and overlaps in the curriculum, refine instruction and assessment, and share information on individual students.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principals, Department Chairs

Activity - Curriculum Maps/Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum maps/pacing guides will be maintained in each teacher's lesson plan binder and monitored during Learning Walks and classroom visits. Pacing guides will also be given to the Instructional Coach and placed in a binder in the front office.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principals, Instructional Coach

Activity - Quarterly Curriculum Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will conduct Quarterly Curriculum Reviews (QCRs) after each MAP assessment in order to monitor curriculum, assessment and individual student progress.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principals

Strategy2:

Professional Development - Teachers will participate in both job-embedded and stand-alone professional development as appropriate.

Category:

Research Cited:

Activity - Professional Learning for all Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going, job-embedded, research-based professional learning will be provided for all teachers in the following areas: Professional Growth and Evaluation System (Danielson Framework), Literacy Strategies (in particular, vocabulary strategies), Math Strategies, Thinking Strategies, Science and Social Studies' Standards, "7 Habits", Peer Mentoring and related arts.	Professional Learning	08/12/2015	05/27/2016	\$2500 - GRECC Race to the Top \$2500 - District Funding	Principal, Assistant Principals, Instructional Coach, SILT

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Activity - "Communities of Practice" training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific teachers will participate in "Communities of Practice" cohorts which include networking and training. These teachers will then train or inform staff about strategies and practices. In addition, they will create model classrooms for the specific practice they have been trained on.	Professional Learning	08/12/2015	05/27/2016	\$2500 - GRECC Race to the Top	Principal, Assistant Principals, SILT

Activity - New Teacher Cadre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers (1st and 2nd year) who are new to the district will be provided on-going professional development, guidance, and support with a focus on research-based instructional strategies.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	New Teacher Cadre Coordinator

Strategy3:

Literacy Initiative - Teachers will continue to receive professional development in literacy strategies and these will be implemented school wide.

Category: Continuous Improvement

Research Cited:

Activity - Writing Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SCHS will initiate a schoolwide writing instruction program, with a specific procedure and graphic organizer. Teachers will be trained on using this.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	SILT, English and Social Studies departments, Instructional Coach

Activity - Vocabulary Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement vocabulary strategies and teach specific vocabulary.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principals, Instructional Coach, SILT, English department chair

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to implement the Common Core Literacy Standards with various strategies learned through job-embedded and focused professional development. These strategies will include reading and writing opportunities in all content areas.	Academic Support Program	08/12/2015	05/27/2016	\$500 - District Funding	Principal, Assistant Principals, Instructional Coach, SILT

Strategy4:

Collecting and Analyzing Data through research based software program - Teachers will use Quality Core or Gradecam to create and administer formative assessments, input lesson plans and look at student data.

Category: Continuous Improvement

Research Cited:

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Activity - Formative Assessments through Gradecam or CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
50% of teachers will administer at least one formative assessment through Gradecam or some other program.	Academic Support Program	08/12/2015	05/27/2016	\$2500 - School Council Funds	Principal, Assistant Principals, Instructional Coach, District TRT

Strategy5:

Other - Tutoring - Students will receive tutoring outside of the school day in areas of need.

Category: Continuous Improvement

Research Cited:

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are struggling in literacy, math, science, social studies or AP classes will be provided additional instructional time through after-school tutoring.	Tutoring	08/12/2015	05/27/2016	\$10000 - District Funding	Principal, Assistant Principals, content area teachers, Library Media Specialist

Activity - Test Preparation/Boot Camps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Test Prep classes will be available at least 4 Saturdays per year and at least 6 after school sessions for students who are struggling in any of the content areas or who need additional assistance to improve ACT, PSAT, COMPASS or other test scores. AP study sessions will also be available, as arranged through the AdvanceKy grant.	Academic Support Program	08/12/2015	05/27/2016	\$2500 - GRECC Race to the Top \$2000 - Other	Principal, Assistant Principals, CCR Coach, College and Career Readiness Counselor

Strategy6:

Math Initiative - All math teachers will continue to implement math automaticity and other aspects of the Eastern Kentucky University (EKU) high school math model.

Category: Continuous Improvement

Research Cited:

Activity - Math Automaticity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue Math Automaticity on a daily basis for all students through Algebra II or later (Students must reach college ready benchmark on Math ACT to be released from Automaticity after Algebra II).	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principals, Instructional Coach, Math Department Chair

Activity - 6th-12th Grade Transitions Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All high school math teachers will continue to implement this research-based model from EKU which includes the Dynamic Teaching Model, Needs-Based Placement, Integrated and Transitional Courses.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principals, Math Department Chair

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.0% in 2015 to 51.1 % by 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group to 49.2 % by 05/29/2015 as measured by Unbridled Learning.

Strategy1:

Other - ECE Strategies - Strategies specific to ECE students will be implemented to better serve their needs and to assist them in reaching mastery of learning targets.

Category:

Research Cited:

Activity - Student Success Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students receiving ECE services will reflect on past performance on MAP and K-PREP and set goals through the development of Individual Success Plans or school-developed plans. The plan will be reviewed with students at least every nine weeks.	Academic Support Program	08/12/2015	05/27/2016	\$500 - District Funding	DoSe, Principal, Assistant Principals, ECE Department Chair, ECE Teachers

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Activity - Content Reinforcement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SCHS will implement/monitor a schedule that allows students an opportunity for mastery learning through content reinforcement activities.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principals, DoSE, ECE Department Chair, ECE Teachers

Activity - One-on-One Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will implement one-on-one testing schedules throughout the school year for ECE students who need this testing environment. Proctors will be identified and trained early in the school year. Proctors will develop positive relationships with their students and provide individual student instruction on how to utilize their accommodations throughout the school year.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	DoSE, Principal, BAC, ECE Department Chair, ECE Teachers

Strategy2:

Progress Monitoring - Teachers will analyze data and use results to plan instruction. Data on individual students will be collected and used to provide targeted interventions.

Category:

Research Cited:

Activity - RTI Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School schedules will include additional instructional/intervention time for RTI students in reading and math.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principals, Guidance Counselors

Activity - ECE Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will conduct progress monitoring with their students on a regular basis and meet with principals to determine effectiveness of instruction.	Academic Support Program	08/12/2015	05/27/2016	\$500 - District Funding	Principal, Assistant Principals, DoSE, ECE Department Chair

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All principals and teachers will do an in-depth data analysis of all test results (MAP, K-PREP, End of Course exams, ACT, etc.) to determine which students are not making adequate progress and to inform instruction.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principals, Instructional Coach, SILT, Department Chairs

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Activity - Tier 2 and 3 Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based intervention strategies/programs will be implemented for RTI students (Tier 2 and 3) in reading and math.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principals, RTI Coordinator, RTI teacher, District Title 1/RTI Coordinator, Instructional Coach

Activity - Tier III Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School psychologists will be involved in the Tier III RTI meetings. They will provide information on appropriate Tier III interventions, progress monitoring and the ECE referral process.	Academic Support Program	08/13/2014	05/29/2015	\$0 - No Funding Required	SCHS RTI Coordinator, District Title 1/RTI Coordinator, School Psychologists

Activity - RTI Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A coordinated monitoring system will be continued for the RTI program that will include the following: diagnosis of student need, assignment to intervention, progress monitoring and fidelity checks.	Academic Support Program	08/12/2015	05/27/2016	\$150 - District Funding	SCHS RTI Coordinator, RTI teacher, District RTI Coordinator, Instructional Coach

Strategy3:

Best Practice - Teachers and other staff will use best practices to meet the needs of all students, including those in gap groups.

Category:

Research Cited:

Activity - SILT (School Instructional Leadership Team)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SILT will be continued. These team members will collaborate to plan school instructional needs based on data, plan pd opportunities to equip teachers and assist in implementation and monitoring of these practices.	Policy and Process	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principals, Instructional Coach, SILT

Activity - Daily Learning Targets and Essential Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily Learning Targets and Essential Questions will continue to be posted in each classroom and referred to throughout the lesson.	Academic Support Program	08/12/2015	05/27/2016	\$250 - District Funding	Principal, Assistant Principals, Instructional Coach, SILT

Activity - Common Unit Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give common unit assessments in order to improve academic achievement. They will collaborate to write the assessments, analyze the results, and determine next steps.	Academic Support Program	08/12/2015	05/27/2016	\$500 - District Funding	Principal, Assistant Principals, Instructional Coach, SILT

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Activity - Daily Learning Targets Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will continue to give Daily Learning Target Assessments to determine which students mastered the content during the class. These results will guide teachers in determining what content needs to be re-taught to which students.	Academic Support Program	08/12/2015	05/27/2016	\$450 - District Funding	Principal, Assistant Principals, Instructional Coach, SILT

Activity - Flashbacks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will continue to provide Flashbacks to students on previously taught content and will administer these daily at the beginning of each class to ensure the spiraling of the curriculum and provide on-going review of the content.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principals, Instructional Coach, SILT

Activity - Tier 1 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SCHS will implement/monitor a plan to improve Tier 1 instruction using research-based strategies and focusing on Quality Core curriculum for the four main core areas.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principals, Instructional Coach, SILT

Goal 2:

SCHS will reduce the number of students scoring novice by 50% by 2020.

Measurable Objective 1:

collaborate to reduce the percent of students scoring novice on EOC assessments by 10% in all applicable subgroups and in the non-duplicated gap group. by 05/27/2016 as measured by Unbridled Learning, Next Generation Learners assessments..

Strategy1:

Diagnosis, analyzing, progress monitor, interventions - EOC courses will have diagnostic exams in the fall. Department PLC's will analyze past and current data to determine trends, identify novice students and determine best practice strategies to be implemented to improve student performance in all End of Course assessment areas.

Category: Continuous Improvement

Research Cited:

Activity - Analyzing Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Department PLC's will analyze past and current data to determine trends, identify novice students and determine best practice strategies to improve proficiency.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	SILT, Instructional Coach, Administrators, EOC teachers

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Activity - Diagnosis and progress monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All EOC courses will give a diagnostic exam in the fall to determine which content standards need to be reinforced and which students are not on track for proficiency.	Academic Support Program	08/12/2015	05/27/2016	\$2500 - Other	SILT, Instructional Coach, Administrators, EOC teachers

Activity - Individual student interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify students performing at the novice level and interventions which will be most appropriate for each individual student or groups of students.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	EOC teachers, Instructional Coach, Administrators

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

Goal 1:

Increase or maintain the graduation rate from 96.4 % to 96.8 % by 2016.

Measurable Objective 1:

collaborate to increase or maintain the graduation rate from 95.4 % to 96.8% by 05/29/2015 as measured by the Unbridled Learning graduation formula.

Strategy1:

Academic and Career Counseling - Staff will assist students in using appropriate information for individual planning in various areas.

Category: Persistence to Graduation

Research Cited:

Activity - Individual Learning Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize their Individual Learning Plans to the fullest extent possible to help guide them into a college and/or career pathway.	Other	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principals, Guidance Counselors, ILP Coordinator, CCR Coach, CCR Counselor

Strategy2:

Targeted Interventions - Students will be targeted for interventions, remediation and differentiation using data. Research based practices and programs will be used to meet students' needs.

Category: Persistence to Graduation

Research Cited:

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Activity - Edgenuity Online Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students may be assigned to Edgenuity classes for credit recovery, for content acceleration or enrichment or in order to take classes of interest that may not be offered in the regular SCHS schedule.	Academic Support Program	08/12/2015	05/27/2016	\$15000 - District Funding	Principal, Assistant Principals, Edgenuity instructors

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will set goals based on MAP scores. These goals will be monitored and reviewed with the student on a regular basis.	Academic Support Program	08/12/2015	05/27/2016	\$3700 - District Funding	Principal, Assistant Principals, CCR Coach

Activity - Differentiated RIT Band Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP data and the Learning Continuum resources will be used to differentiate instruction for individual students based on their specific academic needs.	Academic Support Program	08/12/2015	05/27/2016	\$3500 - District Funding	Principal, Assistant Principals, Instructional Coach

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify any students who are at-risk of dropping out through the "Persistence to Graduation Tool" or other means and provide the necessary support and/or counseling.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principals, Counselors

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

Goal 1:

Increase or maintain the percentage of students who are college or career ready from 70.4% to 72.5% by 2016.

Measurable Objective 1:

collaborate to have 72.5% of all seniors college or career ready by 05/27/2016 as measured by the Unbridled Learning Formula.

Strategy1:

Targeted Interventions - Research based interventions will be used to assist students in being college and/or career ready.

Category: Career Readiness Pathways

Research Cited:

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Activity - CCR Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors who have not yet met the college readiness benchmarks on the ACT will take a CCR Lab course in addition to their regular English or Math classes until all college and/or career readiness benchmarks are met.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principals, English and Math Department Chairs, Guidance Counselors, CCR Lab teachers

Strategy2:

Career Readiness Pathways - Additional career pathways will be created at SCHS to better meet the needs of our students.

Category:

Research Cited:

Activity - Increase Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spencer County High School will continue to develop career pathways in Information Technology, Allied Health and Fashion Design. Pathways will be added in other areas such as EKG Tech, Visual Arts, Aviation and others.	Career Preparation/Orientation	08/12/2015	05/27/2016	\$42000 - District Funding	Principal, Assistant Principals, SILT

Activity - Increase Industry Certification Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SCHS will increase opportunities for students to complete Industry Certification, such as ServSafe, Introduction to Orientation and Pharmacy Tech.	Career Preparation/Orientation	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principals, SILT, CTE department

Strategy3:

College and Career Readiness (CCR) Coach - The position of CCR coach created to address needs of students in meeting CCR benchmarks.

Category: Career Readiness Pathways

Research Cited:

Activity - CCR Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCR Coach will lead activities to prepare students for life after high school, especially in the areas of college and career.	Career Preparation/Orientation	08/12/2015	05/27/2016	\$40000 - District Funding	Principal, Assistant Principals, SBDM, CCR Coach

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

Goal 1:

All areas of program review will show improvement from the previous year.

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Measurable Objective 1:

demonstrate a proficiency in Arts and Humanities, Writing, PL/CS and World Languages by 03/31/2015 as measured by the Program Review documents.

Strategy1:

Analyzing Data - Appropriate committees will analyze current data, past program reviews and current practices to identify new strategies.

Category: Continuous Improvement

Research Cited:

Activity - Analyzing Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committees will analyze current data, past program review information and current practices and determine strategies that will be implemented to improve proficiency in the areas of Arts and Humanities, Writing, PL/CS and World Languages	Policy and Process	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principals, Department Chairs, Program Review committees, Instructional Coach

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.	N/A		

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

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

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

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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.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

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.	Yes		

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.	Yes		

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.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

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.	Yes		

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.	Yes		

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.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

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.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.spencer.kyschools.us/1/Home	

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

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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.	Yes		

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Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

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.	Yes		

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

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

The Missing Piece

Introduction

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

Stakeholders

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

SBDM, SILT (School Instructional Leadership Team), Student and adult GRIT members.

Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 2.86

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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

Decision Making

Overall Rating: 2.43

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 2.83

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.83

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 2.67

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

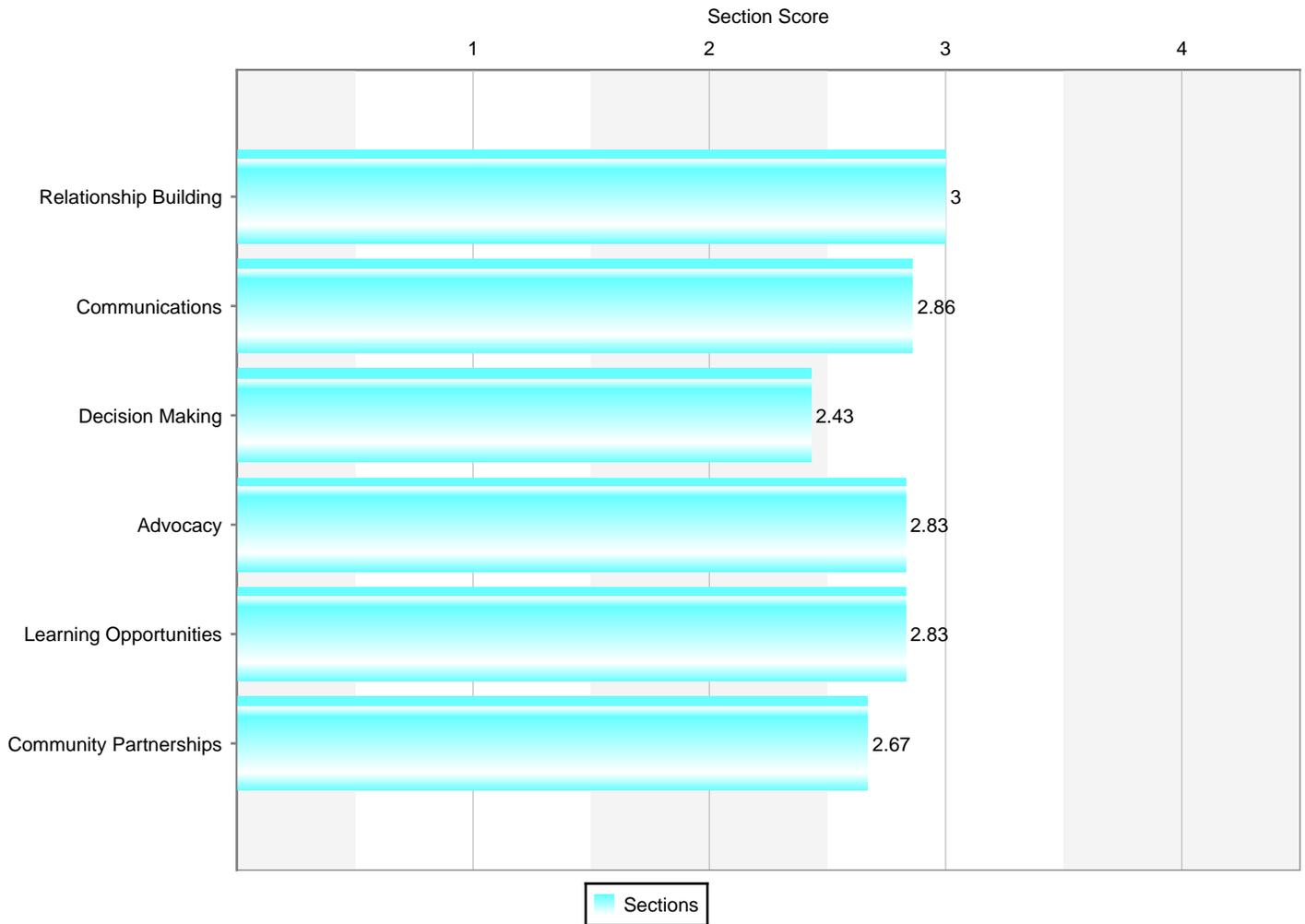
Reflect upon your responses to each of the Missing Piece objectives.

The area of strength identified in the diagnostic is "Communication". This area scored 6/7 Proficient, with only one in the Apprentice level. Actions to sustain this would be to continue the weekly Principal newsletter, actively requesting parent input on important information to be included. At this time, the principal writes a weekly newsletter and e-mail it to all stakeholders. Many parents have used this as an opportunity for two-way communication. He always asks staff for items to include, but letting parents know that is also an option for them would be a next step. In addition, adding more parent nights to communicate assessment data and what it means for their students.

One of the areas of improvement is "Decision Making". This area 4 out of 7 as Apprentice. Actions to improve in this area would be focused on indicator 4 ("The school adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.") The council would investigate what strategies more successful schools have taken in this area, adapt those to the situation at SCHS and create a plan for implementation and monitoring. Decision making opportunities are available, but getting parent participation is the difficulty.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Stakeholders involved in the development of the CSIP were the Site Based Decision Making (SBDM) Council, the School Instructional Leadership Team (SILT) and the student GRIT Leadership team. SBDM is an elected body composed of parents and staff of SCHS. SILT is a group consisting of department chairs, the administrative team, the school instructional coach and the library media specialist. The student GRIT team are a diverse group with 4 students from each grade level. SBDM meetings were held at the regular meeting times with meeting times and agendas announced ahead of time and open to all. SILT meets each morning of the school day. GRIT meets twice a month before or during the school day.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

SBDM, SILT and GRIT all helped create and revise the plan, as well as brainstorm strategies and activities to address the prescribed goals, throughout the fall in regular meetings. The plan will be approved by SBDM before final submission to KDE.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final plan will be presented at an open meeting to SBDM for approval and then at an open school board meeting. Agendas and minutes of these meetings will be communicated and available for public view. The final CSIP will also be available on the school website for any stakeholders to read. Progress will be reported through weekly principal communications to all stakeholders, in regular meetings of SBDM, SILT and GRIT and in administrator meetings.

School Safety Report

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		

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes		

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		

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		

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

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

KDE Comprehensive School Improvement Plan

Spencer County High School

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

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

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

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

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

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

Working Conditions - Managing Student Behavior results from TELL survey

What sources of data were used to determine the barriers?

The TELL survey

What are the root causes of those identified barriers?

Based on TELL survey data:

1. Not all staff understand the school expectations.
2. Not all staff enforce expectations consistently.

This was a perception reported by teachers about other teachers.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

27 Teachers were observed, 100% were accomplished or exemplary, overall score was exemplary

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

Students choose their courses in a one on one scheduling session with an administrator or counselor. The scheduling system in Infinite Campus then randomly places students in those classes. Students are needs-based placed in math and english, but those courses are all taught by Highly Qualified, certified teachers.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

All teachers are highly qualified, certified in the subject they teach.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

The district has representatives (often students) attend recruitment fairs. Based on GAP reading data, a literacy coach was hired this year to work specifically with ECE students.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

The district has representatives (often students) attend recruitment fairs. Based on GAP reading data, a literacy coach was hired this year to work specifically with ECE students.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

The district has a New Teacher Academy which meets 2 days in the summer and then once a month thereafter. This provides support and professional development. 2nd year teachers attend New Teacher Cadre 2.0, which meets quarterly. Teachers can get 3 hours graduate credit for these through a district partnership with Campbellsville University. In addition, our school has a full time instructional coach who provides support and job-embedded professional development to all teachers. Our School Instructional Leadership Team (SILT) oversees training for peer observations and organizes and monitors that.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

The district has a New Teacher Academy which meets 2 days in the summer and then once a month thereafter. This provides support and professional development. 2nd year teachers attend New Teacher Cadre 2.0, which meets quarterly. Teachers can get 3 hours graduate credit for these through a district partnership with Campbellsville University. In addition, our school has a full time instructional coach who provides support and job-embedded professional development to all teachers. Our School Instructional Leadership Team (SILT) oversees training for peer observations and organizes and monitors that.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

We did not have any teachers rated below accomplished overall. A small number of teachers were rated "Developing" in a few indicators. These teachers were assigned to the instructional coach for intensive mentoring. Members of SILT also mentor the teachers in their departments, especially those with any "Developing" ratings. These teachers have also been assigned to attend the New Teacher Cadre 2.0.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

Our lowest area was "Managing Student Behavior", specifically 1)all staff understanding school expectations and 2) all staff be consistent in expectations. SILT is working on 1.) reviewing and revising expectations, 2) determining more effective ways to communicate those to staff, 3.) determining a way to monitor staff's consistent use of expectations and consequences.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

See 2015-16 CSIP.