

Action Component: Success to Support Students

District: Scott County

Component Manager: Robert J. McCann

School Name: Scott County 9th Grade

Date: January 2009

Priority Need	Goal
A. The percentage of student's receiving failing grades per 9 weeks is too high.	A1. Reduce the failure rate for individual class reporting per 9 weeks to 15% or less for upcoming year. (percentage should not include retention students (100 out of 630 students)) A2. make all students aware of the credit system and the consequences of failure. (emphasis should be placed on credits necessary for graduating i.e. 4 credits of English) A3. create a pyramid of interventions for failing students. (could be modeled like a "phase program") A4. reduce the retention rate to 8% or less (50 out of 630 students)
B. Students repeating 9 th grade is too high	B1. create intervention strategies that appeal to reluctant students B2. reduce the retention rate to 8% (50 out of 630 students)
C. current 2 nd chance program is not functioning effectively	C1. create a second chance that happens during the school day so that participation is mandatory C2. teachers should create office hours

Action Component School-wide Procedures

District Name Scott County

Component Manager Lee Gillis

School Name Scott County Ninth Grade

Date January 2009

Priority Need	Goal (Addresses the Priority Need)
A. Consistency and understanding of school-wide procedures, behaviors, and performance well known by all staff and students based on research-based criteria.	A1. Consistent student adherence of the expected behaviors as defined by school procedures and culture. A2. Consistent classroom management based on researched best practices.

Causes and Contributing Factors	Objectives with Measures of Success
A. No school-wide training or programs. Discipline dispositions, teacher referrals, and student infractions combined are reflective of unbalanced approach to discipline and classroom management. B. High numbers of discipline dispositions are after-school detentions. Largest number of student infractions is tardies. Inconsistent teacher referrals. C. Consistent flow of discipline referrals.	A.1 Revise discipline matrix concerning procedures (i.e. tardies) for the 2009 – 2010 (or later) agenda book after implementation of KYCID protocols for discipline. School wide emphasis will be made on positive student behavior (i.e. “Self-Disciplined Student of the Month”) A 2 Classroom Management training for all faculty to be initiated during 2009 - 2010 teacher orientation and training on new KYCID process at same times

Action Component School-wide Procedures

District Name Scott County

Component Manager Lee Gillis

School Name Scott County Ninth Grade School

Date January, 2009

Strategies/Activities

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
A.1	Develop and follow KYCID assisted protocol. Change matrix and processes accordingly. in 2009.	No less than a 10 percent reduction in discipline referrals.	Administration and KYCID school-based committee	08/09	06/10	~\$800/yr x 2 yrs
A.2	Classroom Management and KYCID process training for all faculty during 2009 teacher orientation. and at mid-year	100 percent of staff will be knowledgeable of researched based classroom management techniques and KYCID procedures.	Administration	08/09	Ongoing	N/A
A.2.2.	Implementation and adherence of KYCID protocol.2009 - 2010.	More positive student behaviors and more consistent referrals	Entire Staff	08/09	Ongoing	N/A

IMPLEMENTATION AND IMPACT CHECK:
 Scott County 9th Grade School

School-Wide Procedures
 Current Date: 1/22/09

Strategy	Status*			Evidence of Implementation	Report on Impact	Rubric Score					
	I	PI	NI			List evidence	Impact on teaching and learning	4	3	2	1
Develop and follow KYCID assisted protocols. Change matrix and processes accordingly.			X	The school has established affiliation with KYCID. Staff have begun the training process. Training is on-going. Some needs assessment through surveys has been conducted.	None at this time.	X					
Classroom management and KYCID process training for all faculty during 2009 - 2010 orientation.			X	Training on our processes and expectations as they are currently developed was conducted as part of start of year procedures. Due to time, pressure, and the need to address other issues, the Dean of Students has compiled resources and is handling mid-year training through team planning period meetings.	Some reasonable level of consistency and shared values/priorities have been established but room for growth and improvement is noted.			X			
Implementation and adherence of KYCID protocols for 2009-10			X	We are not yet ready to implement changes.	None at this time.						

* I=Implement; IP=Implemented Partially; NI=Not Implemented

Action Component ORQ's for Students

District Name Scott County

Component Manager White Team

School Name Scott County Ninth Grade School

Date October 2008

Priority Need	Goal (Addresses the Priority Need)
<p>A. Students show a need for improvement in their ability to demonstrate content knowledge through Open Response Questions. According to 2007-2008 KCCT scores less than 50% of students scored a 3 or higher on reading, science, math, and social studies open response questions.</p>	<p>A. Improve Open Response proficiency.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>A1. Ninth grade teachers are not consistently using Open Response Questions as a method of assessing content.</p>	<p>A1. 100% of teachers will incorporate Open Response Questions in their assessments. A2. 100% of students will improve their score on a school wide open response question.</p>

Action Component ORQ's for Students

District Name Scott County

Component Manager White Team

School Name Scott Co. Ninth Grade School

Date October 2008

Strategies/Activities

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
A	<ol style="list-style-type: none"> 1. Teachers will receive ORQ training in three parts. 2. All teachers will incorporate ORQ's into their curriculum. 3. Teachers will have students complete a school wide ORQ and score as a staff. 4. Students will revise/correct the school wide ORQ. 	<ol style="list-style-type: none"> 1. Increased use of ORQ's as assessment. 2. Better quality ORQ's. 3. Repeated exposure to ORQ's will improve student performance. 4. Teachers will gain confidence in producing and scoring quality ORQ's. 5. Students will receive immediate feedback. 6. Students will identify weaknesses in their responses and address them. 	<p>Mr. Radford will bring in trainer.</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p>	<p>09/08</p> <p>09/08</p> <p>01/09</p> <p>01/09</p>	<p>11/08</p> <p>06/09</p> <p>03/09</p> <p>03/09</p>	

Action Component Literacy Component

District Name Scott County

Component Manager Blue Team

School Name Scott County Ninth Grade School

Date January 2009

Priority Need	Goal (Addresses the Priority Need)
A. To continue improvement in literacy.	A. Embedding literacy practices across all content areas. B. Reciprocal reading- Students use these strategies independently.

Causes and Contributing Factors	Objectives with Measures of Success
A. Dip in test scores -2.47%.	A. Test scores – Goal of 95% in reading over the next biennium.

Action Component Collaboration Among Teachers

District Name Scott County

Component Manager Blue Team

School Name Scott Co. Ninth Grade School

Date January 2009

Strategies/Activities

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
A.	1. New teacher training PD in literacy.	1. All teachers using the same language.	All Teachers	08/09	06/10	\$0.00
B.	2. Continued training for teachers. 1. Evidence of literacy strategies –specific to discipline (target strategy, walk throughs).	1. All teachers using the same language.	All Teachers	08/09	06/10	\$0.00
C.	1. Literacy Team - Develop		All Teachers	08/09	06/10	\$0.00

Causes and Contributing Factors	Objectives with measures of success
<p>A. many students do not seem to realize that they need a certain amount of credits from each subject area and the consequences of failure.</p> <p>A. some students truly lack the appropriate skills for success</p> <p>A. lack of shared vision by the staff</p> <p>A. poor performance is directly related to poor attendance</p> <p>A. lack of support for poor performing students by parents (example: can't pick up student etc...</p> <p>B. lack of interventions appealing to low-achieving students</p>	<p>A. (A-1) reduce the 9 week failure rate to 10%</p> <p>A. (A-4) reduce the retention rate to 8%</p> <p>A. meet with students that are failing on a monthly basis</p> <p>A. create incentives for reluctant students</p> <p>B. increase number of students completing 4.5 credits during their freshman year to 95%</p>

Objective label	Strategy/Activity	Expected impact in terms of progress and success	Responsible person	Start date	End date	Estimated costs
A	Target low achieving students and expand family youth services summer camp to include some academic focus including consequence of failing a class	Interception of at-risk students and student orientation to high school expectations	FYR director counselors volunteer teachers			?
A	Target socially promoted students and retention students. (hand pick schedules for socially promoted students and create a retention class similar to what we are doing right now)	Interception of at-risk students and student orientation to high school expectations	Students will be divided up among teachers within the first 2 weeks for parent communication. (buddy system) Administration/counselor will set up parent conferences (in person or phone) to encourage/ promote expectations and meet with students			?
A	Create a series of research based pyramid of intervention strategies to address failures (late work, 2 nd chance, early intervention, support, retention grouping etc...	Less students failing at the end of each grading period	Committee appointed by administration			? PD
A	Implementation of the intervention pyramid	Reduce retention/failure	Administrator assigned to monitor entire staff			?

A	Meet with in-coming freshmen before school starts and periodically throughout the school year	Reduce retention/failure	Counselor and administrators			?
A	Implement common assessments	Struggling students are quickly identified	teachers			PD
B	Create rewards/recognition strategies to encourage unmotivated students	Reduce the apathy and low motivation	Teachers/teams			Cost of awards
B	Create a buddy system with teachers and unmotivated students	Reduce apathy and low motivation				?
C	In school second chance	Reduce retention/failures	Teacher staffed administrator monitored			Free during school day
C	Teachers post office hours (at least 30-45 minutes after school one day a week)	Reduce retention/failures	teachers			?