

# SCOTT COUNTY HIGH SCHOOL

## COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

### SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2006-2008

The Scott County High School school council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* (2006) prior to approval of our plan.

Chip Southworth 2006  
Chairperson, School Council Date

Mike Stacy 2006  
Chairperson, School Planning Committee Date

#### Plan Approved by the School Council:

November 2006  
Date

#### School Council Members:

<b>Chip Southworth</b>	<b>Mike Stacy</b>
<b>Annette Williams</b>	<b>Laurette Summers</b>
<b>Lynne Henry</b>	<b>Bobbi Sardam</b>

**Note:** Although the Assurance Certification is not included in the school's improvement plan, the assurances for the categorical programs should be reviewed by the school council and the school planning committee prior to approval of the plan by the school council. The Assurances for 2006 are in the Comprehensive School Improvement Planning Framework (2006) and can be downloaded from the KDE Web Page at:

<http://www.education.ky.gov/NR/rdonlyres/efgp7cbgltjfyfyyhqzr77s47t7oiptwzcgzaizunhciwzniuoekowm6hgtseudoqpsr72afy4khwpqn2qisw76bh7b/DistrictAssurancesEmailInstructions.pdf>

**Action Component: Curriculum, Instruction and Assessment**

District Name Scott County

Component Manager Mike Stacy

School Name Scott County High School

Date 01-12-06

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
<p>According to the comprehensive needs assessment process (including the following: KCCT, CTBS, PLAN, PSAT, SAT and ACT), there is need to ensure continuous progress toward the proficiency goal of 100 on the CATS accountability index by 2014.</p>	<ol style="list-style-type: none"> <li>1. The CATS accountability index of Scott County High School will reach the goal of 100 by 2014.</li> <li>2. By May 2006, SCHS will use higher-level instructional strategies and appropriate program development to sustain the students' continued learning.</li> <li>3. Increase the number of students scoring in the proficient and distinguished levels on the CATS assessment.</li> <li>4. An overall increase in the average ACT and SAT test scores of SCHS students.</li> </ol>

<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
<ol style="list-style-type: none"> <li>A. Failure to meet AYP according to the Federal guidelines set forth by No Child Left Behind legislation in reading and math.</li> <li>B. Failure to meet the 2005 goal on the CATS assessment.</li> <li>C. The 2005-06 CATS/KCCT disaggregated data indicate a growing academic gap between current sub groups at SCHS</li> <li>D. A consistent gap between white females and other subgroups within the school. Especially our ethnic groups, students with disabilities and free and reduced population.</li> </ol>	<ol style="list-style-type: none"> <li>A. Academic achievement gaps will decrease within student subgroups each testing cycle.</li> <li>B. By May 2007, SCHS students will demonstrate a greater ability to problem-solve and utilize higher-level thinking skills as indicated by a 2.5-point gain on the Academic Index.</li> <li>C. By May 2007, SCHS will be above the biennium goal on the KCCT assessment.</li> <li>D. By May 2007, the ACT composite score will increase annually by .1 and the SAT scores will increase annually by 10 points.</li> </ol>

**Action Component** Equitable Education for All Students

District Name Scott County

Component Manager Mike Stacy

School Name Scott County High School

Date 08-17-05

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
<p>Over the past five years Scott County has developed into a diverse community with an influx of workers moving into our community. With this new growth the high school has seen many positive attributes, but academic achievement within these minority groups has not progressed along with these changes. Since these changes are not going to disappear over the next 5 years, the school has to make improvements on instruction and delivery for this group in order to provide every student an equal and fair chance for success.</p>	<ol style="list-style-type: none"> <li>1. Create a broad base of school employees who value a diverse society and are committed to providing integrated learning environments that support high expectations for all learners.</li> <li>2. Create a safe, inviting environment for diverse learners.</li> <li>3. Improve NCLB test scores in the minority sub group.</li> </ol>

<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
<ul style="list-style-type: none"> <li>• Continued minority growth</li> <li>• Failure to meet NCLB AYP in the sub-group of minority students in math and reading.</li> <li>• Too few minority teachers and staff</li> <li>• A lack of minority students in advanced classes</li> <li>• Lack of diverse curriculum in many classes</li> </ul>	<ol style="list-style-type: none"> <li>1. Employees will be knowledgeable and accountable for school policies and procedures relating to diversity and inclusion.</li> <li>2. Employees will use equitable best practices when relating to students, other staff, parents and community members.</li> <li>3. Employees will have high expectations for student achievement and student behavior.</li> <li>4. Create an inviting school for parents, students and employees.</li> <li>5. Educate students on harmful affects of derogatory remarks.</li> <li>6. Develop a strong support for diversity and inclusive education.</li> </ol>

**Action Component** Equitable Education for All Students

District Name Scott County

Component Manager Mike Stacy

School Name Scott County High School

Date 08-17-05

**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, B, C, D, E and F	Develop a diversity committee that is made up of students, administrators, parents, teacher and community members	Sharing of ideas and cultural differences that exist between different ethnic groups.	Lynn Henry Jason Radford	8-30-05	5-1-05	\$0
A, B and C	Professional development for staff members on diversity and multicultural education.	Improved delivery of content to diverse students	Chip Southworth Mike Stacy	12-1-05	8-1-05	\$1500
D	Surveys will be given to all stakeholders to determine changes that need to be made to the CSIP	We will receive a better idea of the views of the stakeholders on ways to reach minority students	Lynn Henry Jason Radford	9-1-05	12-1-05	\$100
C and E	Track minority students' progress on open response practice questions and pull out students that could move to the apprentice level for individual instruction	Novice reduction	Chip Southworth Mike Stacy	9-1-05	5-1-05	\$1000

A, B, C, D, E and F	Develop a plan with specific strategies for the accomplishment of the goals and objectives outlined in the CSIP.	The plan will provide a way to organize the committee and track progress	Jason Radford Lynn Henry	9-1-05	5-1-05	\$0
F	Recruit diverse educators	This will provide positive role models for diverse learners.	Chip Southworth Mike Stacy	12-1-05	8-1-05	\$100

**Action Component** Gap Reduction

District Name Scott County

Component Manager Jason Radford

School Name Scott County High School

Date 01-31-06

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
<p>Scott County High School is currently at or below federal standards set forth by No Child Left Behind in three sub groups. SCHS has major gaps between our primary group and African American males, free and reduced students and students with disabilities.</p>	<p>SCHS will meet all federal baselines within each of our sub groups on the 2006-2007 No Child Left Behind assessment.</p> <p>All achievement gaps between our sub groups and our primary group will continue to be reduced on the state and federal assessments.</p> <p>Males, especially in the sub-groups, will make significant gains in all testing areas.</p>

<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
<ol style="list-style-type: none"> <li>1. Males and members of sub groups are not as invested in the outcomes of a formal education at this level.</li> <li>2. SCHS has focused on overall improvement on state assessments instead of looking at individual groups and how to track instruction and long term improvements.</li> <li>3. Increased population in all sub groups and the overall number of students, including ESL students.</li> <li>4. The lack of a systematic approach to address sub group performance and to maintain consistency over time.</li> </ol>	<ol style="list-style-type: none"> <li>A. SCHS will reduce the gap for students with disabilities, African American males and free and reduced lunch by 5% by tracking student performance on practice assessments (and portfolio pieces) and identifying ways to decrease high novice and high apprentice scores. This will lead to a systematic approach that will stay consistent over a long period of time.</li> <li>B. More students, in the above categories, will take upper level classes including AP courses.</li> <li>C. SCHS will have a 5.0 point increase in the distinguished scores on the KCCT assessment.</li> <li>D. 100% of Alternate Portfolios will score distinguished.</li> </ol>

**Action Component**           **GAP REDUCTION**          

District Name           Scott County           Component Manager           Mike Stacy          

School Name           Scott County High School           Date           2-1-06          

**Strategies/Activities**

<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Progress and Success</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Estimated Resources and Costs</b>
A.	<p>A1. Provide one-on-one instruction to students within each sub group who are identified as high novice and high apprentice by tracking open response practice questions.</p> <p>A2. Continue to expand the SRA reading program for special needs students with certified teachers becoming trained in SRA reading</p> <p>A3. Continue to provide ample opportunities for students to receive tutoring for writing portfolios.</p> <p>A4. Hire an additional ESL staff member to help ESL students become more involved in the overall schools setting and regular classroom environment.</p>	<p>Identify borderline students to reduce novice and high apprentice scores.</p> <p>Improve reading scores within the targeted sub groups.</p> <p>Reduce novice portfolios and improve high apprentice scores to the proficient level.</p> <p>Provide a transition for ESL students into the regular classrooms.</p>	<p>Administration and department heads</p> <p>Administration Jean Hardy</p> <p>Administration and Becky Woosley</p> <p>Administration</p>	<p>8/9/06</p> <p>8/9/06</p> <p>8/9/06</p> <p>8/9/06</p>	<p>5/9/07</p> <p>5/9/07</p> <p>5/9/07</p> <p>5/9/07</p>	<p>\$0</p> <p>\$500</p> <p>\$0</p> <p>\$12,000</p>

B.	A5. Create a systematic approach to maintain exposure of sub group improvement.	Provide consistency over time to improve all forms of assessment.	Administration	8/9/06	5/9/07	\$0
	A6. Form a committee to look at ways to provide remediation during fall break, Christmas break and spring break.	Improve grades of students who are in danger of dropping out and improve grades for students within the targeted sub groups.	Mary Johnson	8/9/06	5/9/07	\$0
	A7. Incorporate more assistive technology within the special needs and regular education classroom to address multiple learning styles and provide alternate assessments for all students.	Provide more opportunities for diverse learners to become proficient in all class environments.	Administration and Department Chairs	8/9/06	5/9/07	\$500
	B1. Increased recruitment of students in the identified subgroups by teachers and counselors to enroll in upper level classes.	High level curricular opportunities for students in sub groups will lead to improved test scores	Counselors	8/9/06	5/9/07	\$0
	B2. The creation of senior projects to maintain an academic focus for juniors and seniors.	Increased opportunities within real-life settings will improve moral and decrease apathy.	Administration and Counselors	8/9/06	5/9/07	\$100
	B3. SBDM council will look at incentives for taking AP courses.	Increased effort on the KCCT testing within the identified sub groups.	SBDM Council	8/9/06	5/9/07	\$0

C.	C1. Continue to expand the student incentive committee to provide a wider range of rewards for student effort on the KCCT testing.	Increased effort on the KCCT testing within the identified sub groups.	Administration	8/9/06	5/9/07	\$1000
	C2. Create banners with the names of all students who scored at the proficient and distinguished level.	Increased recognition for outstanding performances and increased effort for future classes.	Administration and Jay Asher	8/9/06	5/9/07	\$100
	C3. Continue to analyze test data after curriculum changes are made with each department.	Identify priority needs and evaluate changes within the curriculum.	Administration and Department Chairs	8/9/06	5/9/07	\$0
D	D1. Continue to coordinate Alt. portfolio goals between the two FMD units.	Improved communication and collaboration between the two units.	Administration and Department Chairs	8/9/06	5/9/07	\$0
	D2. Provide support personnel from our co-op or state department to evaluate progress of all alternate portfolios each year in early March.	To continue scores in the distinguished range on the alt. portfolios.	Administration, Jean Hardy and FMD teachers Administration and Jean Hardy	8/9/06	5/9/07	\$0
	D3. Provide more opportunities to incorporate assistive technology into the FMD classroom.	Improved curricular opportunities for FMD students.	Administration, Jean Hardy, and FMD teachers	8/9/06	5/9/07	\$0
	D4. Assigned mentors will continue to check students who are at-risk for poor attendance.	Improved attendance in the identified sub groups	Administration	8/9/06	5/9/07	\$0

	<p>D5. Form a committee to investigate attendance incentives.</p>	<p>Identify new ideas and gain support from all of the identified stakeholders</p>	<p>Administration</p>	<p>8/9/06</p>	<p>5/9/07</p>	<p>\$0</p>
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**Action Component: Curriculum, Instruction and Assessment**

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Component Manager Mike Stacy

School Name Scott County High School

Date 01-12-06

**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Curriculum A.	A1. a. Teachers will attend local, state and national conferences and other professional development opportunities which relate to professional needs.	Increased knowledge of staff on important issues within their specific range of content.	Administration and individual teachers	8/9/06	5/9/07	\$10,000
	b. Teachers will receive professional development training in completing, implementing and maintaining the strands of the Standards-Based Curriculum Development.	High level development of content to increase student engagement and performance in all academic areas.	Administration	8/9/06	5/9/07	\$100
	A2. Students will receive instructional support services for assistance and remediation. (ESS)	Improved student success and a lowered drop out rate.	Mary Johnson	8/9/06	5/9/07	\$500
	A3. Instructional materials, equipment, supplies and instructional resources will be	Students will perform better with an increased exposure to new materials and software.	Administration and Julie Holzhaus	8/9/06	5/9/07	\$10,000

Curriculum B.	provided, updated and maintained. All computers will be updated to run existing programs.					
	A4. School personnel will disaggregate all data as it becomes available.	Improved planning to identify areas of concern within the curriculum and student population	Administration and Department heads	8/9/06	5/9/07	\$0
	B1. Teachers will receive reading level data on their students and time will be set aside for each department to review this material.	Increased awareness and improved techniques within the classroom to support students with low reading levels.	Margaret Roberts and Olmer	8/9/06	5/9/07	\$0
	B2. SCHS will continue to expand Star Reading and SRA reading programs.	Improved reading ability that leads to increased test scores.	Becky Woosley and Jean Hardy	8/9/06	5/9/07	\$500
	B3. SCHS will request the 9 <sup>th</sup> grade school to test all incoming 8 <sup>th</sup> graders to determine their reading level; students with identified reading difficulties will continue to receive services to improve reading achievement.	Early identification of low reading levels that will lead to improved strategies on how to raise reading levels and increase the students' chances of staying in school and on appropriate grade level.	Mike Stacy	8/9/06	5/9/07	\$0
	B4. SCHS will research summer reading courses and how they could be offered to freshman with reading difficulties.	Identify new ways to assist students with low reading levels.	Mary Johnson	8/9/06	5/9/07	\$0
B5. Teachers will continue to work with the writing coordinator	Students will benefit from consistency within the writing	Becky Woosley and	8/9/06	5/9/07	\$0	

Instruction C.	in all aspect of writing and question development. SCHS will also develop content specific groups to improve creative aspects of portfolio and other writing assessments.	process. Teachers will have the creativity to identify new approaches to transactive pieces.	Administration			
	C1. Each department will develop specific strategies for addressing achievement gaps within their department and provide evidence of addressing those gaps.	Increased communication between staff concerning priority need.	Department Heads	8/9/06	5/9/07	\$0
	C2. Programs, activities, and supports will be provided for students with identified Gifted and Talented academic needs.	Improved support and opportunities for identified students.	Counselors	8/9/06	5/9/07	\$500
	C3. Special education teachers will be included in content-area professional development opportunities and content area department meetings.	Improved curricular collaboration and improved test scores for identified sub groups.	Department Heads and Jean Hardy	8/9/06	5/9/07	\$0
	C4, Teachers will receive professional development on utilizing and integrating technology into instructional practices to enhance instruction and as a method of demonstrating student learning.	Increased opportunities within the content for diverse learners leading to improved test scores and opportunities within the community.	Administration	8/9/06	5/9/07	\$300
C5. Appropriate technology and	Improved delivery for students	Administration	8/9/06	5/9/07	\$1,000	

<p>Assess D.</p>	<p>related materials will be identified and acquired as resources permit. i.e. Read and Write Gold</p> <p>D1. Teachers will receive professional development training on Best Practices and implement a variety of assessment strategies for best practices in the classroom including the following:</p> <ul style="list-style-type: none"> <li>• Common assessments</li> <li>• Open response; on-demand writing</li> <li>• Writing portfolio prompts, rubric design, and response techniques</li> <li>• Research papers</li> <li>• AP instruction and testing</li> <li>• Cooperative learning</li> <li>• Cumulative exams</li> <li>• Standardized assessment formats</li> <li>• Questioning techniques and informal assessment</li> <li>• Individual and cooperative projects</li> <li>• Increased collaboration between teachers and existing departments.</li> <li>• Establish benchmark</li> </ul>	<p>with diverse learning styles leading to improved content knowledge and higher test scores.</p> <p>Student academic performance will improve from the use of instruction and assessment aligned with Best Practices as evidenced by incremental achievement gap reduction, improved achievement on KCCT/ACT/SAT/AP, analysis of student performance on common assessments, direct classroom observations and analysis of student products.</p>	<p>Administration and Department Heads</p>	<p>8/9/06</p>	<p>5/9/07</p>	<p>\$300</p>
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<p>D.</p>	<p>open response questions that are used as common assessments for courses.</p> <p>D2. Students will continue to receive standardized assessment opportunities:</p> <ul style="list-style-type: none"> <li>a. All sophomores will take the PLAN and all juniors will be encouraged to take the PSAT</li> <li>b. ACT/SAT/PSAT prep classes will be encouraged outside the regular instructional day</li> <li>c. Parents of all new students will receive a recommended plan for national assessments.</li> </ul>	<p>Increased practice on national assessments, increased data on strengths and weaknesses of students for scheduling. Improved scores to improve position on competitive scholarships and other academic positions Improved communication with transfer students.</p>	<p>Counselors</p> <p>Counselors</p> <p>Counselors</p>	<p>8/9/06</p> <p>8/9/06</p> <p>8/9/06</p>	<p>5/9/07</p> <p>5/9/07</p> <p>5/9/07</p>	<p>\$5000</p> <p>\$0</p> <p>\$0</p>
<p>D.</p>	<p>D3. Teachers will continue to integrate open response and curriculum derived writing pieces into regular instruction; students will continue to receive instruction to develop proficient responses to prompts.</p> <p>D4. Each department will implement/revise common assessments as a longitudinal method for assessing effectiveness of instruction, curriculum alignment and</p>	<p>Students will benefit from practice within the specific content and therefore test scores will rise.</p> <p>Improved collaboration and planning within the content leading to improved test scores.</p>	<p>Department Heads and Administration</p> <p>Department Heads and Administration</p>	<p>8/9/06</p> <p>8/9/06</p>	<p>5/9/07</p> <p>5/9/07</p>	<p>\$0</p> <p>\$0</p>

	<p>student achievement; department chairs will review this throughout the school year and communicate its progress to the building principal.</p> <p>D5. Improve student performance by increasing the number and variety of experiences in each academic area, including open responses, math applications, reading strategies, and critical thinking/problem solving activities.</p>	<p>Improved test scores by increasing cross collaboration between contents and teachers.</p>	<p>Administration and Department Heads</p>	<p>8/9/06</p>	<p>5/9/07</p>	<p>\$0</p>
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