

**Carroll County High School**

**Comprehensive School Improvement Plan**

**2006-2008**  
**(2007 November amended)**

# **School Improvement Plan**

## **Executive Summary**

*The mission of Carroll County High School is to provide a safe, respectful, and caring environment where individuals engage in challenging, meaningful, and effective learning activities. Through our efforts and guidance students will develop into responsible and productive citizens who think and communicate clearly, respect each other's differences, and adapt to technological and social change.*

### **Fall 2006 amendment to district release of NCLB and KCCT data**

**The following committees met during September and October 2006 to discuss the results of the NCLB and KCCT data: Subject-based Departments, the Curriculum Committee, the Discipline Committee and the Comprehensive School Improvement Planning Committee.**

**Although we have shown great improvement over the last 3 years, our gaps still exist in the Special Education reading and mathematics, genders in reading and mathematics, along with approved free/reduced lunch in both subject areas. In the last plan we did not target a comprehensive school reform, therefore we have designed a plan with the Association of Effective Schools, Solution Tree to create a strategic alliance within our district to create a strategic alliance with an emphasis on school reform, professional learning communities and the use of technology.**

### **Fall 2007 amendment to district release of NCLB and KCCT data**

**The following committees met during September and October 2007 to discuss results of the NCLB and KCCT data: School-based Management Team, Subject-based Departments, the Comprehensive School**

**Improvement Planning Committee, the Attendance and Discipline Committee, and the Instructional Leadership Team.**

**Although we continue to show great improvement in the last year, our gaps still exist in the Special Education reading and mathematics, along with approved free/reduced weakness in both subject areas, as well. We are continuing our participation within the district on the plan with focused professional development with the Association of Effective Schools and Solution Tree in creating a strategic alliance with an emphasis on school reform, professional learning communities, and the use of technology.**

**The Comprehensive School Improvement Planning Committee met in November and compiled the results of the data analysis conducted by the subject-based departments and the other committees and reevaluated the priority needs based on the results' goals, and causes/contributing factors. The school will continue to work within the district with Effective Schools and Solution Tree with a specific emphasis in the areas of Special Education.**

#### **Needs Assessment (Self-Study) Processes**

November 2006

Data information from the teams and committees was shared with the entire school faculty and the Comprehensive District Improvement Committee.

November 2007

Data information from the teams and committees was shared with the entire school faculty and the Comprehensive District Improvement Committee.

## **Action Plans**

The Action Plans consisted of each committee meeting with the focus of setting the measurable goals, identifying the causes/contributing factors, and developing the strategies/activities. All of which are based on the data results analysis they conducted and the priority needs that came from those results.

## **Budget**

The budget was written according to the plan with the understanding the state and federal program budgets may need to be amended at a later date.

## **Internal Review Process**

The link between the school subcommittees and the CSIP committee came about through the building Principal, the Instructional Coach, the Subject-based Department Chairpersons, the Guidance Counselor, and the Assistant Principal. In April, each Site-based Decision Making Council met with the Board of Education to discuss the school's data on the progress made to reach proficiency by 2014, and reviewed their plan.

November 2007

The link between the school subcommittees and the CSIP committee came about through the building Principal, the Instructional Coach, the Subject-based Department Chairpersons, the Guidance Counselor, and the Assistant Principal. In November the Site-Based Decision Making Council presented to the Board of Education the identified gaps and the areas of improvement which will be adjusted to increase student achievement.

## **Public Notice and Review Process**

The Fall Amendment Review was distributed to the entire faculty and parents could review the document via e-mail. The SBDM Council approval is scheduled for November 2006.

November 2007

The Fall Amendment Review was e-mailed to all of the faculty and parents in December and the SBDM approval is scheduled for December 10, 2007.

## **School Comprehensive Improvement Planning Committee 2007-2008**

Misty Buchanan

Susan Burckle

John Leeper II

Sheree Richter

Jeff Root

CCHS Instructional Coach

CCHS Library Media Specialist

CCHS Principal

Guidance Counselor

Arts and Humanities Department Chairperson and SBDM Teacher Member

Action Component: Academic Performance

x  **School**

District

Primary

x  **ised**

District Name Carroll County

Component Manager Mr. John Leeper II and Mrs. Misty Buchanan

School Name Carroll County High School

Current Date Amended November 2007

1A

**Public**

Private, Non-Profit

I.

Priority Need:	Measurable Goal: (Addresses the Priority Need)
<p>A. According to the KCCT assessment study, teachers need to implement quality instruction by</p> <ul style="list-style-type: none"> <li>• collaboration with interdisciplinary activities</li> <li>• analysis of: <ul style="list-style-type: none"> <li>○ student work</li> <li>○ released items, specifically Open Response Questions</li> <li>○ individual student data</li> </ul> </li> <li>• utilizing technology to “expand the classroom”</li> <li>• engaging students in diverse activities</li> </ul> <p>B. The Kentucky Department of Education has produced a new Core Content (4.1) with Depths of Knowledge Levels indicated.</p> <p>C. According to the KCCT 2007 Kentucky Performance Report (KPR), the school’s achievement gaps must be addressed in 2 particular groups (disability and non-disability, and approved free/reduced lunch and non-free/reduced lunch) in order to meet the school achievement gap goals.</p> <p style="padding-left: 20px;">Disability and Non-Disability: 44/75  Reading: 55.8/85.6 and Math: 25.5/71.4  Approved Free/Reduced and Non-Free/Reduced: 63.4/75.4  Reading: 74.6/89.2 and Math: 59.5/68.4</p>	<p>A. Plan, develop, and implement instructional strategies to improve student work through on-going professional development and utilization of internet/in-class folder-based evaluation.</p> <p>B. Curriculum maps will be “living documents” and utilized to benefit student performance.</p> <p>C.1. CCHS will use an array of instructional strategies from the Rigor &amp; Relevance framework to target students identified during the Gap Analysis.</p> <p>C.2. To reduce achievement gaps between special groups of students and the total population each assessment cycle until the achievement gap goal is met to increase the High School Academic Index.</p> <p style="padding-left: 20px;">Total Accountability Index and Target Goal:  2007 Index: 72.4  2008 Target: 82.4  Gap goals:  Disability and Non-Disability: 55/80  Approved Free/Reduced and Non-Free/Reduced: 70/80</p>

D. Based upon the school's relationship map and survey, many of our students lack strong positive adult relationships.

E. The percent of students scoring novice on the KCCT 2007 Kentucky Performance Report was 19.92%. The percentage of novice scorers is a barrier to the school meeting its goal.

F. According to the KCCT 2007 Kentucky Performance Report (KPR) , the school's academic index must be addressed in order to meet the requirement of 100% proficiency in all students assessed by 2014. Each Academic Department will set CATS Goals for the 2008 CATS Assessment and develop strategies to meet those goals.

G. According to the KCCT 2007 KPR, the academic index of special education students was 43.6. The gap between special education and regular education is more than 20 points.

H. According to the Spring 2007 STI reports, 41/159 (26%) 9<sup>th</sup> grade students, 30/143 (21%) 10<sup>th</sup> grade students, 28/119 (17%) 11<sup>th</sup> grade students, and 20/119 (17%) 12<sup>th</sup> grade students earned F's in one or more courses (includes the CCALC).

D. Through the empowerment of the certified and classified staff, specific students who lack a strong positive adult relationship will be targeted.

E. Reduce the number of novice scores on the following schedule:  
2007-19.92%  
2008-16%  
2009-13%  
2010-10%

**F. Arts/Humanities:** 2007: 88.7; 2008: 94.7  
**Math:** 2007: 65.5; 2008:75.5  
**Practical Living/Vocational Studies:** 2007: 74.2; 2008: 82.2  
**Reading:** 2007: 82.5; 2008: 89.5  
**Science:** 2007: 64.8; 2008: 74.8  
**Social Studies:** 2007: 71.6; 2008: 79.6  
**Writing:** 2007: 59.6; 2008: 70.6

G. Raise the academic index of special education students.  
2008 - 66                      2012 - 87  
2009 - 71                      2013 - 93  
2010 - 78                      2014 - 100  
2011 - 84

H. To reduce the failure rate of all students attending Carroll County High School by 50%.

## II.

<b>Cause(s) Contributing Factors:</b> <i>(Both positive and negative, Based on Needs Analysis)</i>	<b>Objective(s) with Measures of Success:</b> <i>(Begin with #A.1.)</i>
<p>A-B. According to the KCCT2007 KPR, there are a high number of students scoring novice on open response items.</p> <p>A-B./F1. According to the KCCT 2007 KPR, in Writing, 73% of all seniors scored apprentice or below, 83% of males were in apprentice range or below, and 85% of approved free/reduced lunch scored an apprentice or below.</p> <p>A-B. According to the KCCT 2007 KPR in Writing, 90% of students scored apprentice or below on the On-Demand Writing portion. Out of those, 37% scored novice (50% males and 25% females).</p> <p>A-B. According to the KCCT 2007 KPR in Mathematics, students scored low in the number properties and operations strand questions.</p> <p>A-B. According to the KCCT 2007 KPR in Mathematics, students scored lower in relation to the state on open response questions.</p> <p>A-B. According to walkthrough observations, differentiated instruction is not being implemented across the curriculum.</p> <p>A-B. According to Fall 2007 Scantron results, a significant number of students are performing below grade level in Math, Reading, and Language.</p> <p>A-B. During open response analysis sessions, there exists a lack of consistency in scoring open response questions.</p> <p>A-B. Reading level of freshmen below grade level as students transition to high</p>	<p>A-B.1. By May 2008, each department will align curriculum to coincide with the new Core Content 4.1.</p> <p>A-B.2./F.1. Each Content-Area Department will establish and implement strategies to meet their goals on the KCCT Spring 2008 KPR:</p> <p><b>Arts/Humanities:</b></p> <ol style="list-style-type: none"><li>1. 0 Blanks</li><li>2. Raise Purposes to 76% correct</li><li>3. Raise Structures to 75% correct</li></ol> <p><b>Math:</b></p> <ol style="list-style-type: none"><li>1. Raise Number Properties Operations to 70% correct</li><li>2. Raise Algebraic Thinking to 68% correct</li><li>3. Eliminate 0's on Open Response Questions</li></ol> <p><b>Practical Living/Vocational Studies:</b></p> <ol style="list-style-type: none"><li>1. Raise Health Education to 72% correct</li><li>2. Raise Vocational Studies to 77% correct</li><li>3. Raise Approved Free/Reduced Index to 80%</li></ol> <p><b>Reading:</b></p> <ol style="list-style-type: none"><li>1. On Open Response Questions: Developing Understanding raised to 90% above 0 and Critical Stance to 90% above 0.</li><li>2. On Multiple Choice Questions: Developing Understanding raised to 80% correct</li><li>3. Raise Approved Free/Reduced Lunch Index to 80%</li></ol> <p><b>Science:</b></p> <ol style="list-style-type: none"><li>1. Decrease Special Education novices by 15%</li><li>2. Raise Physical Science Multiple Choice Questions to 65% correct</li><li>3. Raise Unifying Concepts Multiple Choice Questions to 68% correct</li></ol>

<p>school.</p> <p>A-B. Some students have an English class which only meets for 1 semester.</p> <p>A-B. Some 11<sup>th</sup> grade students are not taking a Mathematics class.</p> <p>A-B. Lack of student engagement in rigorous &amp; relevant activities.</p> <p>A-B. A review of school-wide writing reveals that students are not engaged in an adequate number of writing-based assignments in all of the content areas.</p> <p>A-B. New teachers lack the “tool kit” of instructional strategies to meet the needs of all students.</p> <p>C. According to the KCCT KPR, 100% of the Special Education students scored apprentice or below on the On-Demand Writing portion.  C./G1 Special Education students are not receiving adequate support in order to move forward.  C. There is much difficulty scheduling collaborative classes.  C. There needs to be better utilization of the support programs of ESS &amp; FRYSC.</p> <p>D. Some students lack readiness in Reading and Math.  D. Some students lack motivation.  D. A significant number of students are Reading and performing Math skills below grade level.  D. Those students who are Reading and performing Math skills below their grade level and lack sufficient skills for success in those areas have poor attendance to school.</p>	<p>4. Open Response Focus</p> <p><b>Social Studies:</b></p> <ol style="list-style-type: none"> <li>1. Raise Government and Civics to 74% correct</li> <li>2. Raise Historical Perspective to 74% correct</li> <li>3. 90% Open Response Questions above 0</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>1. Raise Writing Portfolio scores to 40% above Proficient</li> <li>2. Increase purposeful writing school wide</li> <li>3. Fully implement the Writing Plan</li> </ol> <p>A.2. By April 2008, students will be engaged with the “Rigor &amp; Relevance” instructional framework. New teachers will be introduced to the “Rigor &amp; Relevance” instructional framework through professional development and the rest of the teachers will receive enhanced training.</p> <p>B.1. Continue the development and implementation by classroom teachers of syllabi, unit plans that include core content goals, use of technology, emphasis on writing, and method of assessment by developing some commonalities.</p> <p>B.2. “New Teacher Cadre” training will meet monthly to become more proficient in teaching.</p> <p>C.1. Reduce the number of novice scores on the CATS from 2006-2007 results by 4%.  C.2/G.1. Raise the academic index of special education students on the CATS assessments by 22%, and reduce the number of special needs students scoring at the novice level by 5% on the 2007-2008 testing cycle.</p> <p>D.1. Conduct a relationship survey among the teachers.  D.2. Continue to provide the ESS Daytime Waiver for skill development on reading and math grade levels for those students who are not performing on grade level.  D.3. Improve student achievement in all areas by utilizing the Web Access Room and credit recovery through an alternative class setting (NovelStars).  D.4. Improve overall student attendance to school by 2% by using an attendance incentive plan that awards students for not missing school.  D.5. Continue the Freshmen Academy Program which will improve the transition</p>
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<p>E. Career and technical Education students did not meet three of the five goals designated from Kentucky Perkins Accountability Performance Measures annual report.</p> <p>H. Students are not ready to sufficiently master concepts in high school content and lack the organization skill necessary in completing the coursework in order to pas their classes.</p>	<p>of freshman to high school and reduce the retention rate and dropout rate as well as an increase in the ADA of the 9<sup>th</sup> grade students.</p> <p>D.6. Operation Upward Bound Program</p> <p>E. Career and Technical Education will 100% of their goals by summer 2008.</p> <p>H. Students will be afforded the opportunity to attend the “Second Chance Recovery Program” at the end of the school year, if their end-of-course percent is 59% - 65%..</p>
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Action Component Academic Performance

School

District

Elementary

Revised

District Name Carroll County

Component Manager Mr. John Leeper II and Mrs. Misty Buchanan

School Name Carroll County High School

Current Date Amended November 2007

Public

Private, Non-Profit

**III. Strategy/Activity: [Activity or strategic sequence of activities to achieve objective(s)]**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Costs	Fund Source
A.1.1.	Department heads will design a common format for curriculum maps and pacing guides.	Curriculum documents will be useful and consistent. Teachers will be more comfortable to utilize curriculum documents in all content areas.	Principal, Instructional Coach, and Department Heads	June 2006	Ongoing		PD Funds
A.1.2.	Department heads, after training, will lead their departments through curriculum alignment process.	Curriculum aligned with the new Core Content 4.1 and emphasis indicated properly with the Depths of Knowledge.	Principal, Instructional Coach, and Department Heads	June 2007	Ongoing		
A.1.3.	Place curriculum maps onto the Carroll County High School Website.	Higher accessibility for all stakeholders to content being taught to students	Principal, Instructional Coach, Department Chairs, and School Technology Coordinator	June 2006	Ongoing		
A.1.4.	An instructional resources web-site will be constructed and maintained to improve the communication of instructional issues for the use of all stakeholders.	All stakeholders will have access to updated curriculum maps, syllabi, and many other prudent instructional materials.	Principal, Instructional Coach, Department Chairs, and School Technology Coordinator	July 2006	Ongoing		

A.1.5.	Continue the integration of the 4.1 Core Content into curriculum maps, lesson plans, open response questions, rubrics, and assessment tools.	All teachers will have access to updated curriculum maps, which allow them to develop lesson plans that incorporate the new core content.	Principal, Instructional Coach, and Department Chairs	July 2006	Ongoing		
A.2.1.	Teachers will collaborate on a cross-discipline lesson and publish it electronically as a “Panther Paws” lesson.	Students will experience high quality lessons and teachers will have access to a number of high quality lessons electronically.	Instructional Coach and School Technology Coordinator	August 2008	April 1, 2009	\$600 (Websites)	Section 7
A.2.2.	Teachers will design rigorous and relevant lessons for use on Smartboards.	Students will experience high quality lessons and be exposed to current technology.	Principal and Instructional Coach	Sept 2006	Ongoing	Summer PD	
A.2.3.	Teachers will receive initial and regular PD on the use and integration of Smartboard technology with a focus on Turning Point into classroom instruction	Students will experience high quality lessons and be exposed to current technology.	Principal, Instructional Coach, and School Technology Coordinator	July 2006	Ongoing	Summer PD	
A.2.4.	Teachers perform student work analysis with emphasis on the learning style of the student.	Student performance will improve and teachers will adapt their instructional strategies to meet the learning needs of the students.	Instructional Coach	Sept. 2006	Ongoing		
B.1.1.	Teachers will be made aware of students’ performance level on prior CATS assessments.	Teachers will know the performance level of students they have in class on CATS tests.	Instructional Coach	Sept 2006	Ongoing		
B.1.2.	Teachers will attend focus groups to discuss instructional practices and introduce new concepts	Students will experience high quality instruction.	Principal and Instructional Coach	July 2006	Ongoing		

B.1.3.	Freshman team will meet weekly and on early release days to conduct teaming	Improved transition of incoming freshmen to the high school and higher academic performance	Principal and Freshman team leaders	July 2006	Ongoing	District
B.1.4.	Develop common formats for syllabi, curriculum maps, pacing guides. . .	Students and other stakeholders will experience a more consistent description of content being taught in the school	Principal, Instructional Coach, and Department Heads	July 2006	Ongoing	
B.1.5.	Teachers will receive initial and regular PD on the use and integration of website design into classroom instruction	Students will experience high quality lessons and be exposed to current technology. All stakeholders will have increased access to lessons, assignments, and other instructional resources.	Principal and Instructional Coach	July 2006	Ongoing	
B.1.7.	“New Teacher Cadre” training will help new teachers to become proficient in teaching.	New teachers to Carroll County High School will have a “tool kit” of instructional strategies to meet the needs of all students in their classes.	Instructional Coach	July 2006	Ongoing	
C.1.1.	Continue Panther Paws Program to develop and encourage self reflection, peer review, collaboration	Cross curricular planning, team teaching, more rigorous and relevant instruction	Principal and Instructional Coach	August 2008	April 1, 2009	
C.1.2.	12 <sup>th</sup> grade students will work with other English teachers in the building as well as their regular English IV teacher.	Students will have more apprentice level pieces from which to choose, and spend less time revising their portfolios to reach the apprentice level.	Instructional Coach, English Teachers teachers, and all teachers	July 2006	Ongoing	

C.1.3.	Every teacher will have students produce a portfolio piece from each class that they teach to at least the apprentice level.	Students will have more apprentice level pieces to choose from & spend less time revising their portfolios to reach the apprentice level.	Instructional Coach, English Teachers, and all teachers	July 2006	Ongoing		
C.1.4.	Teachers will be made aware of students' performance level on prior CATS assessments.	Teachers will know how the students they have in class have scored on CATS, Scantron, and ACT Plan assessments.	Instructional Coach	July 2006	Ongoing		
C.1.5.	12th grade students will receive ongoing feedback on their Writing Portfolio pieces by the English Teachers.	English Teachers will meet 1 time per quarter to conference with 12 <sup>th</sup> grade students on their Writing Portfolio.	Instructional Coach and English Teachers	August 2007	Ongoing		
C.2.1.	Students performing below grade level will be tested on a computer-based testing system to analyze the performance level in reading, math, and language.	Struggling students will be identified and receive help in poor performing areas.	Instructional Coach and Special Education Teachers	July 2006	Ongoing	\$6000	ESS funds
C.2.2.	Read & Write Gold will be used with special education students to increase their opportunities to be successful in school as well as on the CATS assessment.	Reading levels of students will improve along with CATS scores.	Principal, Instructional Coach, and Special Education Teachers	July 2006	Ongoing		
D.1.1.	Continue implementation of SRA program to increase reading levels of students who are not reading at grade level.	The number of retained freshman will decrease along with the decline of students who dropout of school.	Principal, Instructional Coach, and Special Education Teachers	July 2006	Ongoing	\$25,000	ESS funds Section 7 State Grant
D.2.1.	Continue to utilize the Web Access Room for a technology-based credit recovery to provide an alternative learning setting for students who are	Reduce the number of students who fail classes each of the nine weeks, provide opportunities for students to get back on track for graduation and	Principal and Guidance Counselor	July 2006	Ongoing	\$3500	District

	unsuccessful in the traditional classroom setting	increase the grade levels of students who are not performing at grade level.					
D.3.1.	Create a year-long attendance incentive plan to entice students to attend school every day.	Increase the attendance rate throughout the student population which should improve student academic performance.	Attendance and Discipline Committee	July 2006	Ongoing		
D.4.1.	Freshman (P-Kom) mentoring program will be continued to help reduce retention rates and dropout rates.	Students will be more successful as they transition to high school.	Principal and Guidance Counselor	July 2006	Ongoing		
D.5.1.	Operation Upward Bound: pair a special education student with an adult (school) mentor to meet periodically.	Special Education students will have a positive adult relationship in the school setting.	Instructional Coach	Fall 2007	Ongoing	No cost	
E.1.1.	To ensure ongoing compliance with Perkins Accountability Performance Measures. The following strategies will be utilized to meet Goal #1a: <ul style="list-style-type: none"> <li>-focus on Science Core Content to reduce Science novice scores.</li> <li>-ensure vocational students are labeled as "Vocational enrolled" on the KCCT so that the correct data is obtained.</li> <li>-increase on-on-one time with the Special Education students.</li> <li>-improve development of lesson plans and instructional strategies in order to meet the needs of all students.</li> </ul>	The high school will meet the guidelines of the grant.	Principal, Instructional Coach, Agriculture Teacher, and Business Teacher	Fall 2007	Ongoing	No cost	Perkins and Tech Prep

E.1.2.	To ensure ongoing compliance with Perkins Accountability Performance Measures. The following strategies will be utilized to meet Goal #1b: -all 12 <sup>th</sup> grade students are required to participate in the Kentucky Occupational Skills Standards Assessments in their career major.	The high school will meet the guidelines of the grant.	Principal, Instructional Coach, Agriculture Teacher, and Business Teacher	Fall 2007	Ongoing	No cost	Perkins and Tech Prep
E.1.3.	To ensure ongoing compliance with Perkins Accountability Performance Measures. The following strategies will be utilized to meet Goal #3: -counsel 11 <sup>th</sup> and 12 <sup>th</sup> grade students on pursuing vocational-related careers. -encourage students to apply for FFA and other vocational scholarships. -all 11 <sup>th</sup> and 12 <sup>th</sup> grade students are required to participate in the University Field days at the University of Kentucky, Western Kentucky University, and Murray State University.	The high school will meet the guidelines of the grant.	Principal, Instructional Coach, Agriculture Teacher, and Business Teacher	Fall 2007	Ongoing	No Cost	Perkins and Tech Prep
F.1.1.	Academic Department Teachers will monitor their department's goals through periodic formative assessment checks during Panther Block.	Academic Departments will meet their KCCT 2008 KPR goals.	Principal and Instructional Coach	Fall 2007	Ongoing	No Cost	
G.1.1.	Special Education students will receive assistance in Reading and Math through ESS Daytime Waiver.	The Academic Index for Special Education students will raise to 66 in the Spring of 2008.	Principal and Instructional Coach	Fall 2007	Ongoing	\$6000	ESS Funds

H.1.1.	Students who receive a 59% - 65% for their end-of-the-year grade will be afforded the opportunity to attend the "Second Chance Recovery Program" at the conclusion of the school year.	Reducing the failure rate of Carroll County High School students by 50%.	Principal, Instructional Coach, and Guidance Counselor	Spring 2008	Spring 2008	\$500	ESS Funds
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Action Component: Efficiency

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District Name Carroll County

Component Manager Mr. John Leeper II

School Name Carroll County High School

Current Date Amended November 2007

2A

**Public**

Private, Non-Profit

**I.**

<b>Priority Need:</b>	<b>Measurable Goal: (Addresses the Priority Need)</b>
<p>A. Carroll County High School's non-academic data shows the following areas need to be addressed:     Attendance     Retention rate     Drop out rate</p> <p>B. The Freshman continue to struggle in their transition from middle school to high school and research shows that a true measure of the success of a Freshman Academy concept must not occur prior to five years since its onset (the program began August 2006)</p>	<p>A.1. By May 2008, the Average Daily Attendance will increase 93.5%.</p> <p>A.2. By May 2008, there will be a 1% decrease in the retention rate at Carroll County High School</p> <p>A.3. By May 2008, there will be a .5% decrease in the drop out rate at Carroll County High School.</p> <p>B.1 In August 2007, continue the Freshmen Academy.</p> <p>B.2. By May 2009, evaluate the Freshman Academy to determine if any changes need to be made</p>

## II.

<b>Cause(s) Contributing Factors:</b> <i>(Both positive and negative, Based on Needs Analysis)</i>	<b>Objective(s) with Measures of Success:</b> <i>(Begin with #A.1.)</i>
<p>A.1. Number of students withheld at previous grade levels.</p> <p>A.2. Lack of importance of education in sections of the community.</p>     <p>B.1. According to the STI Office report, in Spring 2007, 41/159 (26%) 9<sup>th</sup> grade students failed one or more classes.</p> <p>B.2. Twelve freshmen were retained from 2006-2007 because they did not earn 6 or more credits.</p> <p>B.3. 92.79% attendance rate of freshmen as of October 12, 2007.</p> <p>B. According to the Fall 2007 Scantron Assessment, 33% of the 9<sup>th</sup> grade students are reading below grade level: 2% are 1are grade level below, 8% are 2 grade levels below, and 23% are 3+ grade levels below.</p>	<p>A.1. By May 2008, there will be an increase in the attendance rate as measured in the STI reports to 93.5%.</p> <p>A.2. By May 2008, there will be a 1% decrease in the retention rate at Carroll County High School.</p> <p>A.3. By May 2008, there will be a .5% decrease in the drop out rate as measured in the STI report.</p> <p>B.1-2. By May 2008, reduce 9<sup>th</sup> grade failures by 50%.</p>  <p>B.3. By May 2008, improve 9<sup>th</sup> grade attendance rate by 2%.</p> <p>B.4. By May 2008, increase the reading level of 9<sup>th</sup> grade students by 5%.</p>

Action Component: **Efficiency**

**School**

District

Prelimin

**Revise**

District Name Carroll County

Component Manager Mr. John Leeper II

School Name Carroll County High School

Current Date November 2007

**Public**

Private, Non-Profit

**III. Strategy/Activity: [Activity or strategic sequence of activities to achieve objective(s)]**

<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 Costs</b>	<b>Fund Source</b>
A.1.1 B.2.1	Create a year-long attendance incentive plan to entice students to attend school every day.	Increase the attendance rate throughout the student population which should improve student academic performance.	Attendance and Discipline Committee	July 2006	Ongoing	\$500	Section 7
A.2.1	Work through the FRYSC to develop dropout prevention programs.	Reduce the number of students who dropout of high school.	Principal, Guidance Counselor, and FRYSC Director	July 2006	Ongoing		
A.2.2 B.1.1	Utilize the Web Access Room for a technology-based credit recovery to provide an alternative learning setting for students who are unsuccessful in the traditional classroom setting.	Reduce the number of students who fail classes each of the nine weeks and provide opportunities for students to get back on track for graduation. Increase the grade levels of students who are not performing at grade level.	Principal and Guidance Counselor	July 2006	Ongoing	\$3500	
A.2.3	Utilize the Alternative School as an opportunity for students to have a successful educational experience if they are falling behind their grade level peers.	Reduce the number of students who dropout of high school due to falling behind their peers in the number of credits they have earned.	Principal and ALC Principal	July 2006	Ongoing		
A.2.4 B.1.2	Continue the required tutoring program to be utilized during the school day (Panther Block).	Reduce the number of students who fail classes each of the nine weeks and provide opportunities for	Principal, Counselor, and Instructional Coach	August 2007	Ongoing		

B.2.2	Gather data from the Freshman Academy to evaluate its effectiveness.	students to get back on track for graduation.  To determine whether Freshman Academy is addressing the students' and the school's needs.	Principal, Counselor, and Freshman Academy Teachers	July 2006	Ongoing		
B.2.3	Freshman Academy will meet weekly to discuss issues related to attendance.	More freshman will attend school on a regular basis	Principal, Instructional Coach, and Freshman Academy Teachers	July 2006	Ongoing		

# Action Component: Barriers to Learning

Draft

X **Final**

District Name Carroll County

Component Manager Ms. Sheila Anderson

Date Amended November 28,2007

**Public** X

Private/Non-Profit \_\_\_\_\_

<b>Priority Need</b>	<b>Measurable Goal (Addresses the Priority Need)</b>
<p>A. According to the STIOFFICE Data, Fourth Month Attendance Report, End of the Year Report, and Kentucky Continuous Monitoring Process suspension rates for students with disabilities are higher than suspension rates for students without disabilities.</p> <p>B. According to analysis of district data (STI/Infinite Campus, Child Plus, discipline referrals for schools and buses, nurses documentation, student health records, drug related suspensions, ...) there are multiple health, social, and emotional problems impacting the districts ADA. The ADA needs to increase to ensure all students have equitable access to an effective learning environment. The district needs to develop a comprehensive system of interventions for addressing the multiple health, social, and emotional issues which impair students' ability to maximize their educational opportunities.</p> <p>C. According to the School Match Data teacher's attendance is below the effective standard compared to our cohort.</p> <p>D. According to the KCMP and STIOFFICE data the drop out rates for students with disabilities are higher than drop out rates for students without disabilities.</p> <p>E. According to the Kentucky Continuous Monitoring Process the number of students with disabilities who successfully transition from high school is lower than the number of students without disabilities who successfully transition.</p>	<p>A. By August of 2008 the percentage of students with disabilities who are suspended from school will decrease from 7.79% to no more than 4% as evidence by District STIOFFICE data and KCMP data including December 1 Child Count, discipline data.</p> <p>B. By August of 2008 the district ADA will increase by 1% to ensure equitable opportunities to learn for all students. Evidence of an effective plan will be determined by the following:</p> <ul style="list-style-type: none"> <li>• A reduction in truancy and drop out rates will be measured with student attendance data (STI/Infinite Campus).</li> <li>• A reduction in alcohol, tobacco, and other drug use will be measured by the 2008 Kentucky Incentives for Prevention (KIP) Survey, given in October of 2008. A comparison can be made in 2010.</li> <li>• Successful transition to adult life will be measured by the non-cognitive CATS data.</li> </ul> <p>C. By August 2008 the staff attendance will increase by 2% to ensure quality opportunities to learn for all students.</p> <p>D. By January 2009 the Kentucky Continuous Monitoring Process will reflect that the number of students with disabilities who drop out will decrease from 4.76% to no more than 2% as measured by district the Fourth Month Attendance Report, Non-academic report, and the End of the Year Special Education Report.</p> <p>E. By January 2009 the number of students with disabilities who make a successful post-secondary transition will increase from 84% to 90% as measured by the post schools outcome surveys data.</p>

<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
<p>A. There are a lack of options and alternatives to suspension available for students with disabilities causing a lack of ability to differentiate discipline practices based on the individual needs of the student. A 1. According to STI data, some student's exhibit inappropriate behavior on bus and bus routes which can lead to suspension and/or removal of bus privileges.</p> <p>B. There are multiple health, social, and emotional problems impacting the districts ADA due to families having low incomes and living in a rural district.</p> <p>C. There is a direct correlation with the certified staff teaching and student achievement. According to the School Match data the teacher's attendance needs to improve.</p> <p>D. According to the drop-out questionnaire, KCMP review team, and guidance counselor interviews students with disabilities drop out of school because the student and the parent do not value or understand the importance of a high school education.</p> <p>E. According to post-secondary outcome surveys and the Kentucky Continuous Monitoring Process Data review team students with disabilities may not understand or value the importance of making a successful transition to employment or continuing with school after High School.</p>	<p>A. By 2008, 100% of the schools will implement a plan which includes alternatives to suspensions and will differentiate discipline practices based on individual student needs and aligning with the District Code of Conduct. A 1. By August 2008 the number of bus discipline referrals throughout the district will decline by 1%.</p> <p>B. By August of 2008 the district will implement a system to share information about resources that are available to them in the community that assist families in the areas of multiple health, social, and emotional problems.</p> <p>C. By August 2008 the staff attendance will increase by 2%.</p> <p>D. By January 2009 the district will implement a system to share information with parents and students to help them understand the value and importance of a high school education. Systems will include parent education and student mentoring.</p> <p>E. By January of 2009 all students ages 14 and older will have a plan in place which includes their Individual Learning Plan and focuses on making successful post-secondary transition.</p>

Strategies/Activities

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs	Fund Source
A.	A1.1 Students that have been suspended three days in the school year will be put on an action plan or Behavior Intervention Plan in order to improve behavior.	The plan will address the needs of the student and allow the teacher to monitor their behavior and be proactive in addressing any issues that may have lead to suspension in the past.	Director of Special Education, Principals	On-going	Ongoing	No Cost	
	A 1.2 High School Students that receive 5 demerits will have to meet with staff members to determine the cause of the behavior and appropriate interventions to prevent further occurrences.	Students will receive appropriate interventions before being suspended which will decrease the number of suspensions of students with disabilities.	Director of Special Education, Principals	On-going	On-going	No Cost	
	A1.3 The district will work with our Educational Cooperative in order to identify and implement district wide behavior support procedures based on specific needs of individual students with disabilities.	The district will be knowledgeable in how to differentiate discipline practices based on specific needs of individual students with disabilities.	Director of Special Education, Principals	On-going	On-going	No Cost	
	A1.4 Provide training for parents and students concerning bus safety rules. (e.g. As a part of beginning year rules training the following activities will be used in schools: Buster the Bus elementary schools, bus driver discussions at parent meetings, bus rules and safety as a topic in local newspaper column,	Through developing bus driver relationships early and focusing on rules there will be fewer bus referrals which will have the effect of less missed class time by students.	Director of Transportation, Principals, Public Relations	On-going	On-going	No Cost	

	introductory letter to parents at beginning of year from the Transportation Office, and/or ongoing bus driver to parent communication for students that need extra attention.) Professional Development will be provided to all bus drivers to aid in behavior issues.						
B.	B1.1 A district committee will be formed to develop a system of interventions for students facing any of the multiple health, social, and emotional issues which impair students from maximizing their educational opportunities. The committee will consist of guidance counselors, family resources and youth services personnel, KEYS personnel, and community members in the health, social services, and mental health fields.	Fewer students will have unmet needs and more students will receive school and community resources that can help to meet those needs.	Director of Pupil Personnel, FRYSC Coordinators, KEYS Personnel	On-going	On-going	No Cost	PD
C.	C 1.1 The District will collaborate with community support to develop a staff attendance incentive plan. Each individual school will form a staff attendance committee to initiate an incentive plan.	To increase the staff attendance and provide all students the opportunity to succeed.	Principals, District Committee	August 2008	On-Going	No Cost	

D.	D. 1.1 The district will offer joint parent trainings or information throughout the year to parents of students with special needs in order to educate them about their child's disability, best practices in working with their child in reading and math, and other topics which impact student learning.	Parents will be more informed and educated on how to work with their child in order to promote the child's achievement in the areas of reading and math.	Director of Special Education, KEYS Program, FRYSC, Safe School.	On-Going	On-Going	\$1,200.00	IDEA/Title I, KEYS, FRYSC, Safe Schools
D. & E.	D. & E 1.1 Students with disabilities who are at risk of dropping out will be paired with an adult mentor who will educate the student about the importance of staying in school.  D.& E. 1.2 Through the use of parent involvement activities we will educate the parent on the importance of their student finishing High School.  D.&E. 1.3 Provide education to the parent and student on the importance of post-secondary school transition through parent involvement activities and department of vocational rehabilitation.	Students will understand and value the importance of an education and the number of student drop outs will decrease.  The parents will understand and value the importance of an education and the number of students dropping out will decrease.  To see a higher percentage of students with disabilities successfully transition after high school.	Director of Special Education, Principals  Director of Special Education, KEYS, FRYSC  Director of Special Education, KEYS, FRYSC	On-going  On-going  On-going	On-going  On-going  On-going	No Cost  \$1200.00  \$500.00	IDEA/Title I, KEYS, FRYSC, Safe Schools  IDEA/Title I, KEYS, FRYSC, Safe Schools

