Closing the Achievement Gap

Boone County High School

Boone County

7056 Burlington Pike
Florence, KY 41042

TABLE OF CONTENTS

Introduction

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

KDE Closing the Achievement Gap

Introduction

Pursuant to KRS 158.649 reporting requirements for achievement gap shall be October 1 of each year. The principal shall convene a public meeting to present and discuss the plan for closing the achievement gap prior to the submission to the superintendent and local board for review. The local board of education shall review, in a public meeting, the portion of each school's Comprehensive School Improvement Plan (CSIP) addressing the activities and schedule to reduce achievement gaps if a district has more than 20 schools. This can be a consolidated district report in accordance to KRS 160.340 (3)(b).

Achievement gap means a substantive performance difference in each of the tested areas by grade level of the state testing system between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced-price meals and those who are not eligible for free or reduced-price meals.

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

Achievement Gap Groups Identification

Statement or Question: Use the School Report Card to identify your school's gaps groups. Select all that apply.

Response:

- •African American
- •Hispanic
- •Native American
- •With Disability
- •Free/Reduced Price Meals
- •Limited English Proficiency
- •Asian

Achievement Gap Summary

Describe the school's climate and culture.

Achievement Gap Summary

Describe the school's climate and culture.

We are proud of the student climate in our school because we have a climate of tolerance and acceptance in spite of having the most diverse student population of the four district high schools. There are almost 30 different languages and 44 nationalities of students enrolled and yet we lack many of the issues that tend to plague large urban schools. The wide array of clubs and activities we offer allow most student to find a place to belong and we work hard to provide academic support as well.

The staff climate has room for improvement in terms of some interpersonal relationships, but the culture of doing what is best for students has allowed Boone County High School to achieve Distinguished status for multiple years in spite of our position as the school with the largest gap population in the district.

Describe the strategies that were implemented that helped to close the achievement gap.

Intensive reading and mathematics assistance were provided through the use of pull out interventions, Read 180, reading for college success and college math classes were used to provide targeted interventions. For the EOC courses the teachers focused on intentionally addressing the standards and providing additional assistance as needed. 11th grade teachers analyzed diagnostic assessments to target the greatest skill deficits in math and reading for the ACT assessment. Many teachers employed BYOT policies which allowed students instant access to information and learning tools.

Students were identified and targeted for enrollment in appropriate CTE pathways in order to increase their awareness and preparation for careers, giving them incentives to improve their academic performance.

Describe the barriers that prevented the school from closing the achievement gap.

We have made notable progress in closing the gap, but we still have improvements to be made. Our primary barriers continue to be the typical issues that accompany low socioeconomic status, plus a significant population of English language learners. Every gap group has exhibited growth for this assessment cycle so those barriers are not insurmountable.

Our primary barriers continue to be the skills deficit of some incoming students and some cultural barriers resulting from parents or guardians who don't prize academic achievement as highly as most of our school community.

Provide specific examples from the CSIP as to how the district and school collaborated to ensure that the achievement gap was addressed.

Read180, training on UbD,

Describe the process to involve teachers, leaders, and other stakeholders to review the CSIP and its progress to close the achievement gap.

The plan was developed in collaboration with administration, instructional staff, SBDM, and the instructional coach. The plan was submitted for a whole staff review prior to being approved by council.

Achievement Gap Diagnostic

Describe how data are used to inform your school's improvement plan to address the achievement gap.

Goal 1:

Increase the average freshman graduation rate from 89.2% to 93% by 2016

Measurable Objective 1:

collaborate to improve our graduation rate to 94% by 06/30/2016 as measured by meeting our target graduation rate as defined ini our Delivery goals on the SRC..

Strategy1:

Persistence to graduation - A tool to identify students at risk so that we can intervene early and provide assistance to keep them on track to graduate

Category:

Research Cited: Part of our PBIS System

Activity - ILP/CTE Connection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will utlize the ILP and other information including counseling in order to place freshmen in CTE courses aligned with their career interest	Career Preparation/ Orientation	08/01/2015	06/30/2016	$0 - No Funding Required	Guidance, Administration, Teachers and Buiding Coach

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will continue to provide access to credit recovery courses to meet high school graduation requirements.	Academic Support Program	08/01/2015	06/30/2016	$10000 - School Council Funds	Guidance, Adminstation, Teachers, and Building Coach

Activity - Alternative Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will continue to utilze various alternative programs such as Drop-In, ACE, TTL and other future district and school options.	Academic Support Program	08/01/2015	06/30/2016	$0 - General Fund	Guidance, Adminstration and District Staff

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS through PBIS and Advisory/Advisee Model will focus on attendance and dropout prevention.	Behavioral Support Program	08/01/2015	06/30/2016	$0 - District Funding	PBIS Trainer provided by district, PBIS implementation Team, PBIS Coach and all staff at BCHS

Activity - IEP and 504 Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will continue to utilize EPAS data and ILP information to plan for instruction to develop the IEP and 504 plans.	Academic Support Program	08/01/2015	06/30/2016	$0 - No Funding Required	Guidance, Administration, Special Education Teachers, Teachers and Building Coach

Activity - Intervention Rosters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will use data from EPAS, KPREP to develop intervention rosters in combination with other tools to identify students at risk, develop plans to communciate that plan to students and teachers.	Academic Support Program	08/01/2015	06/30/2016	$0 - No Funding Required	Guidance, Administration, Teachers, and Building Coach

Activity - Dual Enrollment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will continue to provide opportunities for students to earn high school credit while attending high school through dual enrollment, acceleration and AP programing.	Other	08/01/2015	06/30/2016	$0 - General Fund	Guidance, Administation, Teachers and Building Coach

Goal 2:

Increase the combined average math and reading K-Prep proficiency from 50.7 to 75.4 in 2017.

Measurable Objective 1:

53% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in the skills represented in the KCAS. in Mathematics by 06/30/2016 as measured by the percent of students acheiving proficient or distinguished marks on the Algebra II End of Course exam..

Strategy1:

Curriculum Assessment and Alignment - Teachers working collaboratively to develop, reflect on and refine the curriculum in Mathematics aligned to the KCAS, Quality Core and College Readiness Standards.

Category:

Research Cited: CCSSO standards development

Activity - Use of Benchmarks and common assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Facilitate the development and implementation of common assessments and Quality Core benchmarks. Ensure assessments align with EPAS, KCAS and Quality Core standards and that provide students opportunities to demonstrate mastery at high levels.	Academic Support Program	08/01/2015	06/30/2016	$2000 - Perkins	Instructional Coach, Team Leaders, PLCs, Principals (monitoring)

Closing the Achievement Gap

Boone County High School

Activity - Alignment to standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the development, refinement, and implementation of standards-based units of study aligned to KCAS, Quality Core, and the College Readiness Standards.	Direct Instruction	08/01/2015	06/30/2016	$0 - No Funding Required	Instructional Coach, Team Leaders, PLCs, Principals (monitoring)

Goal 3:

Increase the percentage of students who are college and career ready to 73% by 2016.

Measurable Objective 1:

A total of 218 Twelfth grade students will demonstrate a proficiency by meeting benchmark on the ACT Reading Assessment in English Language Arts by 06/30/2016 as measured by meeting benchmar4k on the ACT..

Strategy1:

Targeted Interventions - Identify students that are not at benchmark based on the current EPAS assessment system. Provide a system of interventions that focus on improving student skill sets and then retest to increase the number at benchmark

Category:

Research Cited: Best Practice

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review of available data to analyze gaps in instructional programming for identification of students who did not meet benchmarks and other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	08/01/2015	06/30/2016	$0 - No Funding Required	Teachers, Administration and Building Coach

Strategy2:

Acceleration - By using instructional strategies and interventions to improve the students skill set so they can meet benchmark on an approved formative assessment for College Readiness.

Category:

Research Cited: Best Practice

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of interventions (Read180, Fast ForWord, Interventions class as appropriate) for students who did not meet benchmark and other student level evaluation data for the purpose of specifying targeted inteventions.	Academic Support Program	08/01/2015	06/30/2016	$0 - No Funding Required	Fast ForWord Lab Coordinator, Teachers, Administration and Instructional Coach

Describe how the plan will be monitored to ensure that the strategies/activities that address the achievement gap are fully implemented.

The plan will be monitored by the administrative team, including guidance counselors, and the building coach and college and career coach to ensure implementation. Each stake holder will concentrate on the area that most aligns with their professional training to continuously monitor implementation.

Cite the goals/objectives/strategies in the plan that specifically addresses how the teaching and learning conditions will be positive and foster success for teachers and students.

Goal 1:

Maintain or increase the average graduation rate to meet or exceed the delivery target

Measurable Objective 1:

demonstrate a proficiency by maintaining our graduation rate at or above our delivery target by 06/30/2017 as measured by graduation rate on the School Report Card.

Strategy1:

Persistence to graduation - Students at risk will be identified in order to provide early interventions and provide assistance to keep them on a path to graduation.

Category: Persistance to Graduation

Research Cited: Part of the PBIS system

Activity - Alternative Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will continue to utilze various alternative programs such as Drop-In, ACE, TTL and other future district and school options.	Academic Support Program	01/01/2015	06/30/2017	$0 - General Fund	Guidance, Administration and District Staff

Activity - Intervention Rosters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will use data from EPAS, KPREP to develop intervention rosters in combination with other tools to identify students at risk, develop plans to communciate that plan to students and teachers.	Academic Support Program	01/01/2015	06/30/2017	$0 - No Funding Required	Guidance, Administration, Teachers, and Instructional Coach

Closing the Achievement Gap

Boone County High School

Activity - Persistance to graduation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will utilize the Persistence of Graduation Too, EPAS intervention rosters, and other tools to identify students who are at risk of failing, develop plans to assist those students, and provide models of parent communciation, interventions to ensure success for the students.	Academic Support Program	01/01/2015	06/30/2017	$0 - No Funding Required	Guidance, Teachers, Administration and Instructional Coach

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will continue to provide access to credit recovery courses to meet high school graduation requirements, including the use of Apex Learning virtual courses where available.	Academic Support Program	01/01/2015	06/30/2017	$0 - No Funding Required	Guidance, Administration, Teachers and Instructional Coach

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS through PBIS and Advisory/Advisee Model will focus on attendance and dropout prevention.	Behavioral Support Program	01/01/2015	06/30/2017	$0 - District Funding	PBIS Implementation Team and BCHS staff

Activity - IEP and 504 Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will continue to utilize EPAS data and ILP information to plan for instruction to develop the IEP and 504 plans.	Academic Support Program	01/01/2015	06/30/2017	$0 - No Funding Required	Guidance, Administration, Special Education Teachers, Teachers and Instructional Coach

Activity - SIT Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will continue the use of a student intevention team process that is focused on addressing root causes of behavior, and to identify and explore alternatives to suspension	Academic Support Program	01/01/2015	06/30/2017	$0 - No Funding Required	Administration, Guidance, Teachers and Instructional Coach

Activity - ILP/CTE Connection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will utlize the ILP and other information including counseling in order to place freshmen in CTE courses aligned with their career interest	Career Preparation/ Orientation	01/01/2015	06/30/2017	$0 - No Funding Required	Guidance, Administrators, Teachers and Instructional Coach

Activity - Dual Enrollment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will continue to provide opportunities for students to earn college credit while attending high school through dual enrollment, acceleration and AP programing.	Other	01/01/2015	06/30/2017	$0 - General Fund	Guidance, Administration, Teachers and Instructional Coach

Goal 2:

Reduce the overall number of students scoring novice on the K-PREP assessment by 10%

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by scoring higher than novice in Mathematics by 06/30/2016 as measured by on the Algebra II EOC exam..

Strategy1:

Targeted guidance and intervention - Teachers and guidance staff will collaborate to identify students at risk of novice performance in order to target supports.

Category: Learning Systems

Research Cited: DuFour's Professional Learning Communities at Work

Activity - Targeted content literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will work with PLC groups and the instructional coach to design instructional and assessment tasks that support students in the application of content literacy. Examples include the use of ACT-like questions requiring interaction with text or other information and the inclusion of text/information interactions on formative and summative classroom assessments.	Academic Support Program Direct Instruction	01/01/2016	06/30/2017	$0 - No Funding Required	Instructional staff, instructional coach, department heads, administrators

Measurable Objective 2:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by scoring higher than novice in Social Studies by 06/30/2016 as measured by on the US History EOC exam..

Strategy1:

Targeted guidance and intervention - Teachers and guidance staff will collaborate to identify students at risk of novice performance in order to target supports.

Category: Learning Systems

Research Cited: DuFour's Professional Learning Communities at Work

Activity - Targeted content literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will work with PLC groups and the instructional coach to design instructional and assessment tasks that support students in the application of content literacy. Examples include the use of ACT-like questions requiring interaction with text or other information and the inclusion of text/information interactions on formative and summative classroom assessments.	Direct Instruction Academic Support Program	01/01/2016	06/30/2017	$0 - No Funding Required	Instructional staff, instructional coach, department heads, administrators

Measurable Objective 3:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by scoring higher than novice in Writing by 06/30/2016 as measured by on the KPREP On Demand writing assessment..

Strategy1:

Targeted guidance and intervention - Teachers and guidance staff will collaborate to identify students at risk of novice performance in order to target supports.

Category: Learning Systems

Research Cited: DuFour's Professional Learning Communities at Work

Activity - Targeted content literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will work with PLC groups and the instructional coach to design instructional and assessment tasks that support students in the application of content literacy. Examples include the use of ACT-like questions requiring interaction with text or other information and the inclusion of text/information interactions on formative and summative classroom assessments.	Direct Instruction Academic Support Program	01/01/2016	06/30/2017	$0 - No Funding Required	Instructional staff, instructional coach, department heads, administrators

Measurable Objective 4:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by scoring higher than novice in English Language Arts by 06/30/2016 as measured by on the English II EOC exam..

Strategy1:

Targeted guidance and intervention - Teachers and guidance staff will collaborate to identify students at risk of novice performance in order

to target supports.

Category: Learning Systems

Research Cited: DuFour's Professional Learning Communities at Work

Activity - Targeted content literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will work with PLC groups and the instructional coach to design instructional and assessment tasks that support students in the application of content literacy. Examples include the use of ACT-like questions requiring interaction with text or other information and the inclusion of text/information interactions on formative and summative classroom assessments.	Academic Support Program Direct Instruction	01/01/2016	06/30/2017	$0 - No Funding Required	Instructional staff, instructional coach, department heads, administrators

Describe the actions that will be taken to remove the barriers that prevented the school from closing the achievement gap.

Continue implementation of the CSIP gap plan.

Monitoring and implementation adjustment by SBDM and/or committees.

Continuation of open house for parent outreach.

Collaboration with local community partners to increase community outreach.

Targeted instruction and intervention for students in the gap group.

Stakeholder Engagement and Collaboration

Statement or Question: Select all of the ways in which the school will engage and collaborate with stakeholders to develop the strategies that address the achievement gap.

Response:

- •Home Visits
- •Parent information resources (PTA/PTO/SBDM, other)
- •Partnership with community groups and businesses
- •Communication (local newspapers, parent newsletters, school website, school activities, surveys)
- •Parent engagement with students in the classroom or during school activities

2016 Plan for Closing the Achievement Gap

Overview

Plan Name

2016 Plan for Closing the Achievement Gap

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 student acheivement for all student groups in the achievement gap measure so that proficiency increases to 69.9% in 2017.	Objectives: 4 Strategies: 13 Activities: 13	Academic	$0

Goal 1: Increase student acheivement for all student groups in the achievement gap measure so that proficiency increases to 69.9% in 2017.

Measurable Objective 1:

45% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematics in Mathematics by 06/30/2016 as measured by the percent of students in the gap group acheiving proficient or distinguished marks on the Algebra II End of Course exam..

Strategy 1:

Professional Collaboration1 - Teachers collaborating and working together to identify, implement and refine strategies to meet the needs of diverse learners.

Category:

Research Cited: Schools that work, PLC

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2015	06/30/2016	$0	No Funding Required	Instructional Coach, PBIS team, Team leaders, Principals

Strategy 2:

Progress Monitoring - Individual student data from EPAS, STAR, and EoC/K-Prep assessments used to establish individual learning goals and monitor students progress towards these goals.

Category:

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Teachers, Instructional Coach, Prinicpals

Strategy 3:

Best Practice/Meeting needs of diverse learners - Utilizing interventions and community resources to meet the needs of diverse learners.

Category:

Activity - IEP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Special Education teachers, Collaborative teachers, Team leaders, Instructional Coach, Special Education Coordinator

Measurable Objective 2:

60% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 06/30/2016 as measured by the percent of students in the gap group acheiving proficient or distinguished marks on the English II End of Course exam..

Strategy 1:

Professional Collaboration - Teachers collaborating and working together to identify, implement and refine strategies to meet the needs of diverse learners.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2015	06/30/2016	$0	No Funding Required	Instructional Coach, Team leaders, PBIS team, Principals

Strategy 2:

Progress Monitoring - Individual student data from EPAS, STAR, and EoC/K-Prep assessments used to establish individual learning goals and monitor students

progress towards these goals.

Category:

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Teachers, Instructional Coach, Principals

Strategy 3:

Best Practice/Meeting needs of diverse learners - Utilizing interventions and community resources to meet the needs of diverse learners.

Category:

Activity - IEP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Special Education and Collaborative teachers, Team leaders, Instructional Coach, Special Education Coordinator

Measurable Objective 3:

66% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in social studies in Social Studies by 06/30/2016 as measured by the percent of students in the gap group acheiving proficient or distinguished marks on the US History End of Course exam..

Strategy 1:

Professional Collaboration - Teachers collaborating and working together to identify, implement and refine strategies to meet the needs of diverse learners.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2015	06/30/2016	$0	No Funding Required	Team leaders, PBIS team, Instructional Coach, Principals

Strategy 2:

Progress Monitoring - Individual student data from EPAS, STAR, and EoC/K-Prep assessments used to establish individual learning goals and monitor students progress towards these goals.

Category:

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Teachers, Instructional Coach, Principals

Strategy 3:

Best Practice/Meeting needs of diverse learners - Utilizing interventions and community resources to meet the needs of diverse learners.

Category:

Activity - IEP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Special Education and Collaborative Teachers, Team Leaders, Special Education Coordinator, Instructional Coach

Measurable Objective 4:

50% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science in Science by 06/30/2016 as measured by the percent of students in the gap group acheiving proficient or distinguished marks on the Biology End of Course exam..

Strategy 1:

Professional Collaboration - Teachers collaborating and working together to identify, implement and refine strategies to meet the needs of diverse learners.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2015	06/30/2016	$0	No Funding Required	Team Leaders, PBIS Team, Instructional Coach, Principals

Strategy 2:

Progress Monitoring - Individual student data from EPAS, STAR, and EoC/K-Prep assessments used to establish individual learning goals and monitor students

progress towards these goals.

Category:

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Teachers, Instructional Coach, Principals

Strategy 3:

Best Practice/Meeting needs of diverse learners - Utilizing interventions and community resources to meet the needs of diverse learners.

Category:

Activity - IEP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Special education and Collaborative teachers, Team Leaders, Instructional Coach, Special Education Coordinator

Strategy 4:

Program review gap analysis - Program reviews in PL/CS and Arts & Humanities will analyze the effect of program instruction on student gap groups.

Category: Continuous Improvement

Activity - Program review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff participating in program reviews in PL/CS and Arts & Humanities will intentionally review program components to identify areas where performance of students in the Gap Group might be improved through targeted instruction or programs.	Academic Support Program	01/01/2016	06/30/2016	$0	No Funding Required	PL/CS staff, Arts & Humanities staff, administration, instructional coach

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
Professional Development	Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2015	06/30/2016	$0	Team Leaders, PBIS Team, Instructional Coach, Principals
IEP	Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2015	06/30/2016	$0	Special Education and Collaborative teachers, Team leaders, Instructional Coach, Special Education Coordinator
Interventions	Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2015	06/30/2016	$0	Teachers, Instructional Coach, Prinicpals
Interventions	Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2015	06/30/2016	$0	Teachers, Instructional Coach, Principals

IEP	Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2015	06/30/2016	$0	Special Education and Collaborative Teachers, Team Leaders, Special Education Coordinator, Instructional Coach
Interventions	Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2015	06/30/2016	$0	Teachers, Instructional Coach, Principals
Professional Development	Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2015	06/30/2016	$0	Team leaders, PBIS team, Instructional Coach, Principals
Professional Development	Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2015	06/30/2016	$0	Instructional Coach, Team leaders, PBIS team, Principals
Program review	Staff participating in program reviews in PL/CS and Arts & Humanities will intentionally review program components to identify areas where performance of students in the Gap Group might be improved through targeted instruction or programs.	Academic Support Program	01/01/2016	06/30/2016	$0	PL/CS staff, Arts & Humanities staff, administration, instructional coach
IEP	Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2015	06/30/2016	$0	Special Education teachers, Collaborative teachers, Team leaders, Instructional Coach, Special Education Coordinator

Closing the Achievement Gap

Boone County High School

Professional Development	Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2015	06/30/2016	$0	Instructional Coach, PBIS team, Team leaders, Principals
IEP	Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2015	06/30/2016	$0	Special education and Collaborative teachers, Team Leaders, Instructional Coach, Special Education Coordinator
Interventions	Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2015	06/30/2016	$0	Teachers, Instructional Coach, Principals
				Total	$0	