



Closing the Achievement Gap

Conner High School

Boone County

Tim Hitzfield, Principal
3310 Cougar Path
Hebron, KY 41048

TABLE OF CONTENTS

Introduction.....	1
-------------------	---

KDE Closing the Achievement Gap

Introduction.....	3
Achievement Gap Groups Identification.....	4
Achievement Gap Summary.....	5
Achievement Gap Diagnostic.....	7
Stakeholder Engagement and Collaboration.....	22

Conner High School SIP 2016-2017

Overview.....	24
Goals Summary.....	25
Goal 1: Increase the percentage of students who are college- and career-ready from 69.9% to 78.4% by 2016.....	26
Goal 2: Increase the averaged combined reading, writing and math K-Prep scores for 64.4% PD to 79.7% PD by 2017... 39	
Goal 3: Increase the average combined reading, writing and math proficiency KPREP ratings for all students in the non- duplicated gap group from 47.0% in 2014 to 60.9% by 2017.....	43
Goal 4: Increase the average freshman graduation rate from 93.6% to 95.9% by 2016.....	52
Goal 5: Reduce the number of student performing at the Novice level in all areas of accountability by 50% within the next 5 years.....	55
Goal 6: Achieve proficient in all areas of program review including: Arts and Humanities, Practical Living, World Languages, and Writing.....	61
Activity Summary by Funding Source.....	67

Plan for Closing the Achievement Gap 2016-2017

Overview.....	82
---------------	----

Goals Summary 83

Goal 1: Increase the average combined reading, writing and math proficiency KPREP ratings for all students in the non-duplicated gap group from 47.0% in 2014 to 60.9% by 2017 84

Goal 2: Increase the percentage of students who are college- and career-ready from 69.9% to 78.4% by 2016 87

Goal 3: Increase the averaged combined reading, writing and math K-Prep scores for 64.4% PD to 79.7% PD by 2017 . . 89

Goal 4: Reduce the number of student performing at the Novice level in all areas of accountability by 50% within the next 5 years 90

Activity Summary by Funding Source 94

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
- With Disability
- Free/Reduced Price Meals

Achievement Gap Summary

Describe the school's climate and culture.

Achievement Gap Summary

Describe the school's climate and culture.

Conner High School is a four-year comprehensive high school that is accredited by AdvancED. We serve students in grades nine through twelve of northern Boone County. Conner High School is governed by a school-based council under policies established by the Boone County Board of Education.

We offer a range of courses to meet the needs of our students in accord with our mission statement: "The mission of Conner High School is to assist students in the transition from adolescence to adult life. Providing a rigorous program of study will prepare all students for post-secondary options. Encouraging diversity of thought and skill development facilitates life-long learning. We are steadfast in our dedication to building strong relationships with students, parents, community, and faculty to make education relevant to students' personalized needs." A collaborative special education model is being used to address the needs of special populations in the least restrictive environment. Differentiation of instruction training has been received by the faculty in order to meet the needs of varying levels of ability from students with disabilities to students who are identified as gifted and talented. Incoming freshmen are being pre-tested to determine gaps in instruction in order to meet their needs and decrease the ninth grade retention rate. Extended School Services are provided for students who are identified as at-risk. Data and reports are analyzed regularly to determine what steps are needed to ensure that all students are achieving to their potential. By providing equal access for both genders as well as race and disability, all students are working towards career and college readiness standards.

Technology is integrated in classroom instruction. It is also used to make multimedia presentations to and by students. Our in-house television studio is used by our students to produce a daily news show that is aired through the network.

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

Strategies implemented include monitoring of all students in math and reading using STAR assessment. Implementation of a school wide writing program to increase all students achievement. Intensive classes for both reading and math to provide interventions among students not meeting CCR benchmarks. Identification and interventions provided to students through a collaborative process involving teachers and administrators to provide extra support for struggling students. By closely monitoring and providing interventions such as reading assistant, Fast Foreword, math intervention classes, writing intervention classes, a school wide writing program, intentional course selections, and a climate and culture that support teaching and learning, we have closed the achievement gap and gotten out of the Focus school category.

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

We have made progress in closing the achievement gap as evidenced by our latest data. However barriers have included poor attendance, lack of parental support, unsuccessful interventions, and time.

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

Closing the Achievement Gap

Conner High School

The school collaborated with the district by incorporating progress monitoring that will be consistent from K-12 grades. Thorough this process, one can track the gains made by a student throughout their school years, and also have a trail of diagnostic interventions and strategies.

Principals and other administrators worked closely and were held accountable to the district administration for making progress, as evidenced in TPGES and PPGES.

School and the district collaborated and made after school programs available to all students.

The district and the schools worked together to implement a PBIS system to improve the culture and climate of the buildings which included identifying and providing interventions for low performing student

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

Here at Conner, we have an organizational structure that begins with teachers of common course. They meet regularly to discuss teaching and learning for their course, their students , and how their role fits into the larger scheme and plan for CHS. We also have a layer of common department teachers that meet regularly and do the same process, only on a larger scale. We meet as a whole faculty and discuss progress, intervention, and the SIP to ensure that we are making progress with all students.

At SBDM Council meetings, the SIP, or parts there of are discussed at every meeting. This involves the public in the decision making process. There is constant focus on closing the achievement gap.

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 combined reading and math proficiency KPREP ratings for all students in the non-duplicated gap group from 46.3% in 2014 to 73.0% by 2017

Measurable Objective 1:

demonstrate a proficiency 71.6% P and D by 06/30/2015 as measured by measured by overall achievement Gap on KPREP.

Strategy1:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category:

Research Cited:

Activity - Grammar professional development and resources for teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To move the number of proficient students up to distinguished by 12% and the number of novice students to proficient up by 13% in Language and Mechanics.	Academic Support Program	01/01/2015	06/30/2015	\$0 - No Funding Required	All Teachers and Staff

Activity - Common Usage and Mechanics Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes will include activities that address language mechanics such as a strong verb activity and the same mechanics rule addressed in the content writing of each individual class. For instance, a strong verb activity which would apply to any sentence the student is writing in class that day. Use English 1 QC item pool practice for all levels, practice DAILY mini grammar lessons within all units and assess using PLAN/ACT format.	Direct Instruction	01/01/2015	06/30/2015	\$0 - No Funding Required	Teachers, Department Chairs, and Administration

Activity - Personalization and Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	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. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress.	Academic Support Program	01/01/2015	06/30/2015	\$0 - No Funding Required	Inst. Coach, Principal

Closing the Achievement Gap

Conner High School

Activity - Increase achievement for all student groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By actively practicing time restrictions on assessments and developing time awareness activities to provide time management awareness for students struggling to complete standardized assessments within time constraints.	Academic Support Program	01/01/2015	06/30/2015	\$0 - No Funding Required	All Teachers and Staff

Activity - Best Practice; Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	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. Personalization requires collaboration among teachers to flexibly group students based on student needs and weekly/bi-weekly assessments to monitor progress.	Academic Support Program	01/01/2015	06/30/2015	\$0 - No Funding Required	Instructional Coaches; Principals

Activity - Cultural project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a World Language department the students participate in a cultural project, they must research, write a report to demonstrate findings and present to the class	Academic Support Program	01/01/2015	06/30/2015	\$0 - No Funding Required	World Language Department

Activity - School-wide Usage and Mechanics Instruction through Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly or daily clips of creative ways to remember rules, commonly confused words, etc. will reach students who are not currently in English or writing classes.	Technology	01/01/2015	06/30/2016	\$0 - No Funding Required	Teachers, Department Chairs, and Administration

Activity - Small-Group Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English teachers will work with content learning communities to individualize needs for content-specific writing instruction. The small-group setting will allow for more casual and meaningful discussion.	Professional Learning	01/01/2015	06/30/2015	\$0 - No Funding Required	Teachers, Department Chairs, and Administration

Closing the Achievement Gap

Conner High School

Activity - Policy and process: Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish protocol and procedures to expand the use of effective collaboration across the district in all classrooms. Provide training and support for regular and special education teacher teams on effective collaboration. Implement a monitoring system to assess continuous progress and inform instructional decisions for student with disabilities. Establish a baseline as to where the district is in the use of effective collaboration. Identify the barriers at each school to effective collaboration. Provide training and support on collaboration to meet the individual needs of students at individual schools. Provide opportunities for all teachers in all departments to attend professional conferences.	Academic Support Program	01/01/2015	06/30/2015	\$0 - No Funding Required	Director of Special Education and Special Education Coordinators

Activity - Synthesis Essay Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are struggling with writing prompts which require utilizing multiple sources. Practice needs to occur across all content areas. Sources should include various media, including photographs, letters, speeches, articles, video, and cartoons.	Direct Instruction	01/01/2015	06/30/2015	\$0 - No Funding Required	Teachers, Department Chairs, and Administration

Activity - Provide visual learning posters with standard grammar and writing rules in each English classroom.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additionally, daily mini grammar rules will air daily on the announcements two weeks prior to the PLAN and ACT.	Academic Support Program	01/01/2015	06/30/2015	\$0 - No Funding Required	All Teachers and Staff

Activity - School-wide Writing Instruction Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Dept. will help create a folder which includes MLA links, pre-writing organizers, thesis statement builders, etc. to help all teachers instruct and require proper documentation and strong writing. The folder will also be a link on the school website for all students to access.	Policy and Process	01/01/2015	06/30/2016	\$0 - No Funding Required	Teachers, Department Chairs, and Administration

Strategy2:

Reduce the GAP between Special Ed Students and All Students - 1. Will reduce the number of novice in the area of 10th and 11th grade writing by 50%.

- a. Provide students a writing template
- b. Evaluate students writing to reflect accuracy using a rubric.
- c. More writing will be assigned in resource rooms in all content areas

2. Will reduce the number of novice in the area of language mechanics by 50%.

Closing the Achievement Gap

Conner High School

- a. Provide special education teachers with grammar training
- b. Increase time spent on grammar
- 3. Reduce the number of novice in all other areas of testing by 50%
- a. Emphasize importance of testing with all students
- b. Teach multiple choice testing strategies to all students

Category: Continuous Improvement

Research Cited:

Activity - Reading Performance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By providing individual intervention for all novice and resource students using FastForward, adding reading remediation classes for students below benchmark and increasing practice of time strategies our performance scores will improve by moving Novice from 23.3% to 10%, moving Apprentice from 10.2% to 15%, moving Proficient from 49.1% to 50% and moving Distinguished from 17.4% to 25%.	Academic Support Program	01/01/2015	06/30/2016	\$0 - No Funding Required	All staff

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math for College and Career Readiness courses designed for students below EPAS benchmark. Use EPAS data to identify and effectively schedule students into Math for College & Career Readiness courses and intervention for Algebra II courses. (Must be included in ILP) Expand Algebra II enrollment to include students who elect to take the course. Counsel students in options, place students in interventions and place students in appropriate rigor. Revisit scheduling options for incoming freshman. Identify students performing at novice level and provide documented intervention to provide growth.	Direct Instruction	01/01/2015	06/30/2016	\$0 - No Funding Required	Math Teachers, Math Chair and Instructional Coach

Closing the Achievement Gap

Conner High School

Activity - On Demand Writing Performance Scores	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By incorporating more modern writing, i.e. Blogs and emails, teaching writing in chunk, focusing on specific skills one at a time, compiling ODW tips sheets for all students taking ODW, providing awareness of handwriting bias to students, targeting freshman for remedial writing classes and by adding two new writing courses to curriculum (Literary Magazine for upper level students and College Writing Lab for lower level students) this will bring improve our performance scores. Move Novice from 6.8% to 5%, move Apprentice from 34% to 20%, move Proficient from 48.3% to 55% and move Distinguished from 10.9% to 20%.	Academic Support Program	01/01/2015	06/30/2016	\$0 - No Funding Required	All staff

Activity - Reduce the number of novice in all other areas of testing by 50%	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
a. Emphasize importance of testing with all students b. Teach multiple choice testing strategies to all students	Academic Support Program	01/01/2015	06/30/2015	\$0 - No Funding Required	Teachers and Instructional Coach

Activity - Will reduce the number of novice in the area of 10th and 11th grade writing by 50%	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
a. Provide students a writing template b. Collaborative teachers in all areas will check student writing using this template c. More writing will be assigned in resource rooms in all content areas	Academic Support Program	01/01/2015	06/30/2015	\$0 - No Funding Required	Teachers and Instructional Coach

Activity - Will reduce the number of novice in the area of language mechanics by 50%.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
a. Provide teachers with grammar training b. Increase time spent on grammar	Academic Support Program	01/01/2015	06/30/2015	\$0 - No Funding Required	Teachers and Instructional Coach

Activity - Alternate Assignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An assignment that shows they have gained knowledge of a topic using a different learning style. This should be developed by the special education collaborator, but agreed upon by the regular education teacher.	Academic Support Program	01/01/2015	06/30/2015	\$0 - No Funding Required	Special Education Collaborator, but agreed upon by the regular education teacher.

Strategy3:

Curriculum Alignment - All teachers will review current alignment of common core to reduce repetition and improve instruction on all required curriculum.

Category:

Research Cited:

Closing the Achievement Gap

Conner High School

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will revisit current alignment of Common Core Standards and adjust as needed based on student performance and EOCA data.	Direct Instruction	01/01/2015	06/30/2016	\$0 - No Funding Required	All Departments

Strategy4:

Tier II - Targeted Interventions designed and delivered for students at risk. Students are determined to be at risk based on the following indicators; Academic Performance, Attendance, and Behavior.

Category:

Research Cited:

Activity - PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A series of PD opportunities for teachers to develop skills for identifying and implementing intervention strategies	Professional Learning	01/01/2015	06/30/2015	\$300 - District Funding	Asst Principal and Tier II committee

Activity - Monthly Tier II Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II committee members review and revise listing of at risk students	Professional Learning	01/01/2015	06/30/2015	\$0 - No Funding Required	Teachers, Guidance, and Administrators

Goal 2:

Increase the averaged combined reading and math K-Prep scores for 64.4% PD to 79.7% PD by 2017

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency to increase the averaged combined reading and math K-Prep scores in English Language Arts by 06/30/2015 as measured by Conner High School's averaged combined reading and math K-prep scores to 70%.

Strategy1:

KPREP - *CIITS

*Curriculum Assessment &
Alignment

*Literacy Initiative

*Math Initiative

*Program Reviews

*RTI/KSI

*School Readiness & Early

*Other

Category:

Research Cited:

Closing the Achievement Gap

Conner High School

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading for College Success Classes.	Academic Support Program	01/01/2015	06/30/2015	\$0 - No Funding Required	Instructional Coach, Language Arts Teachers

Activity - Curriculum and Assessment Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to develop and improve the collaboration and vertical alignment with feeder schools. (Cluster Schools) Use MDC opportunities to enable collaborative efforts. Develop relationship and expand vertical alignment with elementary feeders in addition to the middle school through MDC work.	Academic Support Program	01/01/2015	06/30/2015	\$0 - No Funding Required	Teacher leaders and Instructional Coaches

Activity - Curriculum and Assessment Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the development and refinement, as well as implementation, of district curriculum, maps, and standards-based units of instruction aligned to KCAS, Quality Core and College Readiness Standards and secure SBDM support.	Academic Support Program	01/01/2015	06/30/2016	\$0 - No Funding Required	Directors of Teaching and Learning: Director of Technology

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the RTI/tiered intervention process at all grade levels and ensure students in sub-populations (LEP, disabilities, F/RL, African-American, Hispanic) are targeted. Monitor RTI implementation.	Academic Support Program	01/01/2015	06/30/2015	\$0 - No Funding Required	Directors of Teaching and Learning and Technology

Activity - MDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math design collaborative involving all CHS Math teachers to intentionally focus on implementation of the 5 strategies form of assessment. This will be done through use of FALs, as well as through analysis of our own lessons.	Academic Support Program	12/04/2014	06/01/2016	\$7200 - District Funding	Instructional Coach, Math Department Chair and all Math staff

Activity - Reading Assistant Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Designed to provide assistant and remediation for students 9-11 who are not meeting EPAS benchmarks	Academic Support Program	01/25/2013	06/30/2015	\$3000 - District Funding	Administration, Instructional Coach, Reading Assistant Facilitator

Strategy2:

Reading and Writing Interventions - All teachers will incorporate and evaluate real world reading and writing assignments into their course

SY 2016-2017

Page 13

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Closing the Achievement Gap

Conner High School

curriculum.

Category: Continuous Improvement

Research Cited:

Activity - Reading for College Success Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in extended intervention programs based on EPAS scores to remediate their individual deficiencies.	Direct Instruction	01/01/2015	06/30/2015	\$0 - No Funding Required	Instructional Coach and English Department Chair

Activity - Constructive Responses and Analytical Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Constructive responses and analytical writing will be used in all social studies classes based on topics being discussed.	Academic Support Program	01/01/2014	02/01/2016	\$0 - No Funding Required	Social Studies Department

Activity - Quality Core Writing Passages	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will implement quality core released items	Academic Support Program	01/25/2013	06/30/2015	\$0 - No Funding Required	All Teachers

Activity - Culturally appropriate articles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students seek culturally appropriate articles in both English as well as in the target language and write short reports to discuss and share their findings with the class.	Academic Support Program	01/01/2014	02/01/2016	\$0 - No Funding Required	English and Language Departments

Goal 3:

Increase the percent effective teachers and leaders

Measurable Objective 1:

demonstrate a proficiency of 100% effective teachers and leaders by 06/30/2015 as measured by the teacher and principal evaluation system.

Strategy1:

Building Capacity for School Accountability Implementation in 2015-2016 - Building Capacity for School Accountability Implementation 2015-2016

Category: Continuous Improvement

Research Cited:

Closing the Achievement Gap

Conner High School

Activity - Re-evaluating the Process and Adjusting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the 2014-15 school year, the district and CHS will provide feedback to the 50/50 committee regarding the effectiveness of the district Certified Evaluation Plan. The 50/50 committee will make adjustments to the CEP as permitted in KDE in order to make the PGES beneficial in effecting teacher and leader growth. Changes to the CEP will be submitted to the Board of Education and to KDE for approval before implemented.	Professional Learning	09/01/2014	06/30/2015	\$0 - Title II Part A	Principal, Assistant Principals, Coach and Pilot Teachers

Strategy2:

Certified Evaluation Plan-Kentucky Teacher Effectiveness Framework - Kentucky Teacher Effectiveness Framework

Category: Continuous Improvement

Research Cited: Charlotte Danielson Framework

Activity - Kentucky Teacher Effectiveness Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build teacher capacity in the four domains of the Kentucky Teacher Effectiveness Framework. Provide support for teacher in utilizing research based instructional strategies that impact student growth and achievement. Support principals as they analyze academic and school culture data for developing and attaining leadership goals as required. Support schools as they implement the Certified Evaluation Plan in terms of writing student growth goals, monitoring progress toward those goals, peer review, peer observation and other elements of the CEP.	Professional Learning	01/01/2015	06/30/2016	\$0 - Title II Part A	All Staff

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

Through oversight by the SBDM Council at each monthly meeting.

Through common course level meetings regularly held to review teaching and learning.

By identifying members of the GAP group and providing appropriate and timely interventions.

Through the PGES growth and evaluation system.

Through a systemic PBIS initiative and Tier II interventions committees.

Departmental meetings and faculty meetings that review data, interventions, and student progress.

Professional development regarding effective co-teaching.

By entering and tracking interventions in IC.

Monitoring growth in math and reading through STAR testing, reading assistant, and Mobymax.

Closing the Achievement Gap

Conner High School

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:

Increase the average combined reading and math proficiency KPREP ratings for all students in the non-duplicated gap group from 46.3% in 2014 to 73.0% by 2017

Measurable Objective 1:

demonstrate a proficiency 71.6% P and D by 06/30/2015 as measured by measured by overall achievement Gap on KPREP.

Strategy1:

Tier II - Targeted Interventions designed and delivered for students at risk. Students are determined to be at risk based on the following indicators; Academic Performance, Attendance, and Behavior.

Category:

Research Cited:

Activity - Monthly Tier II Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II committee members review and revise listing of at risk students	Professional Learning	01/01/2015	06/30/2015	\$0 - No Funding Required	Teachers, Guidance, and Administrators

Strategy2:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category:

Research Cited:

Activity - Policy and process: Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish protocol and procedures to expand the use of effective collaboration across the district in all classrooms. Provide training and support for regular and special education teacher teams on effective collaboration. Implement a monitoring system to assess continuous progress and inform instructional decisions for student with disabilities. Establish a baseline as to where the district is in the use of effective collaboration. Identify the barriers at each school to effective collaboration. Provide training and support on collaboration to meet the individual needs of students at individual schools. Provide opportunities for all teachers in all departments to attend professional conferences.	Academic Support Program	01/01/2015	06/30/2015	\$0 - No Funding Required	Director of Special Education and Special Education Coordinators

Closing the Achievement Gap

Conner High School

Activity - Small-Group Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English teachers will work with content learning communities to individualize needs for content-specific writing instruction. The small-group setting will allow for more casual and meaningful discussion.	Professional Learning	01/01/2015	06/30/2015	\$0 - No Funding Required	Teachers, Department Chairs, and Administration

Goal 2:

Increase the percentage of students who are college- and career-ready from 68.3% to 73% by 2015

Measurable Objective 1:

A 14% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of students who are college- and career-ready in Career & Technical by 01/01/2016 as measured by the percentage of students who are college- and career-ready.

Strategy1:

Create awareness about CCR Model - Create awareness about CCR Model

Category:

Research Cited:

Activity - CCR Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development training on the college and career readiness measure to counselors, teachers and administrators.	Other	01/01/2014	01/01/2016	\$0 - No Funding Required	Counselors, teachers and administrators.

Strategy2:

Communication of Specific Career Requirements - Increase communication for continuous student improvement.

Category: Continuous Improvement

Research Cited:

Activity - Increase Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase communication among teachers, leaders, and parents regarding the effectiveness of the monitoring of interventions to assure continuous student improvement. The Science department will use career interest listed on the PLAN to target students who should be taking high-level elective science courses. The parents of these students will be sent letters including information on programs offered at local universities. The letter will also include explanations of courses and opportunities.	Parent Involvement	01/01/2015	06/30/2016	\$0 - No Funding Required	Assistant Superintendent of Learning Support Services; Directors of Teaching and Learning; Director of Assessment; Instructional Coaches; Director of Special Education; Special Education Coordinators and CHS Instructional Coach

Closing the Achievement Gap

Conner High School

Strategy3:

Course Assessment Alignment - - Course Assessment Alignment

Category: Continuous Improvement

Research Cited:

Activity - Science practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Science department will aid students in their development of the 8 science practices.	Career Preparation/ Orientation	01/01/2015	06/30/2017	\$0 - No Funding Required	Science department

Goal 3:

Increase the averaged combined reading and math K-Prep scores for 64.4% PD to 79.7% PD by 2017

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency to increase the averaged combined reading and math K-Prep scores in English Language Arts by 06/30/2015 as measured by Conner High School's averaged combined reading and math K-prep scores to 70%.

Strategy1:

Reading and Writing Interventions - All teachers will incorporate and evaluate real world reading and writing assignments into their course curriculum.

Category: Continuous Improvement

Research Cited:

Activity - Culturally appropriate articles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students seek culturally appropriate articles in both English as well as in the target language and write short reports to discuss and share their findings with the class.	Academic Support Program	01/01/2014	02/01/2016	\$0 - No Funding Required	English and Language Departments

Goal 4:

Increase the average freshman graduation rate from 95.4% to 96.0% by 2015

Measurable Objective 1:

90% of Ninth grade students will demonstrate a proficiency to monitor individual student progress by tracking through IC reports in Reading by 06/30/2015 as measured by Increase the average freshman graduation rate from 93.2% to 94.3% by 2015.

Strategy1:

Closing the Achievement Gap

Conner High School

Persistence to Graduation - Targeted Interventions

Category: Continuous Improvement

Research Cited:

Activity - Activity - Students At Risk of Failing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the Persistence to Graduation Tool, 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 communication and interventions to ensure success for the students.	Academic Support Program	01/01/2014	02/02/2015	\$0 - No Funding Required	Director of Pupil Personnel; Asst. Director of Pupil Personnel; Director of Secondary Teaching and Learning; MS HS Principals

Activity - Activity - Alternate Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to utilize of various alternate programs such as the Drop-in Program, transition to high school, and ACE.	Behavioral Support Program	01/01/2014	01/01/2016	\$0 - No Funding Required	Principal; Director of Pupil Personnel; Director of Special Education

Goal 5:

Achieve proficient in all areas of program review including: Arts and Humanities, Practical Living, World Languages, and Writing.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Arts and Humanities program review. The program review score will increase from a 6.69 to an 8 (Proficient) in Art & Humanities by 06/01/2016 as measured by evidence gathered from various and diversified curriculum throughout Conner High School .

Strategy1:

Course offerings - Increase course offerings so that all students have opportunity to receive arts instruction in all 5 areas of the Arts.

Category: Continuous Improvement

Research Cited:

Activity - Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Invite more professionals from the community to instruct and demonstrate different aspects of the arts to all students.	Community Engagement	01/01/2015	06/30/2016	\$0 - No Funding Required	All staff

Closing the Achievement Gap

Conner High School

Measurable Objective 2:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Writing program review score while striving to increase student performance to distinguished through the 2015-2016 school year in Writing by 06/30/2016 as measured by evidence gathered from various and diversified curriculum throughout Conner High School.

Strategy1:

Provide real world connections - Provide students with real world connections to explore opportunities for self expression

Category: Continuous Improvement

Research Cited:

Activity - Guest speakers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Invite guest speakers and members of the community	Academic Support Program	01/01/2015	06/30/2016	\$0 - No Funding Required	All staff

Measurable Objective 3:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in program review in World Language skills. The score will increase from a 6.99 to 8 (Proficient) in World Languages by 06/30/2016 as measured by evidence gathered from various and diversified curriculum throughout Conner High School.

Strategy1:

Opportunities outside of the classroom - Provide students with opportunities outside of the classroom to explore language and culture.

Category: Continuous Improvement

Research Cited:

Activity - Collaborate with the community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with community businesses to provide students with real world experiences using the language outside of the classroom.	Academic Support Program	01/01/2015	06/30/2016	\$0 - No Funding Required	All Staff

Measurable Objective 4:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Practical Living program review. The program review score will increase from a 6.99 to 8 (proficient) in Practical Living by 06/30/2016 as measured by evidence gathered from various and diversified curriculum throughout Conner High School..

Closing the Achievement Gap

Conner High School

Strategy1:

Forming a school health committee - Form a school health committee comprised of faculty, students and staff

Category: Continuous Improvement

Research Cited:

Activity - Health committee meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Health committee meets regularly to discuss areas and activities to improve health throughout the school	Other	01/01/2015	06/30/2016	\$0 - No Funding Required	Health committee members selected that consist of faculty, students and staff

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

We will continue to reflect on the process of interventions , and progress monitoring , so that it is embedded in every class, for all students everyday. By providing more professional development to teachers, and acquire funding and resources for more extensive intervention programs and strategies.

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)

Conner High School SIP 2016-2017

Overview

Plan Name

Conner High School SIP 2016-2017

Plan Description

final cut

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percentage of students who are college- and career-ready from 69.9% to 78.4% by 2016	Objectives: 4 Strategies: 11 Activities: 42	Academic	\$67000
2	Increase the averaged combined reading, writing and math K-Prep scores for 64.4% PD to 79.7% PD by 2017	Objectives: 1 Strategies: 2 Activities: 13	Academic	\$10200
3	Increase the average combined reading, writing and math proficiency KPREP ratings for all students in the non-duplicated gap group from 47.0% in 2014 to 60.9% by 2017	Objectives: 1 Strategies: 4 Activities: 22	Organizational	\$300
4	Increase the average freshman graduation rate from 93.6% to 95.9% by 2016	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$5000
5	Reduce the number of student performing at the Novice level in all areas of accountability by 50% within the next 5 years	Objectives: 6 Strategies: 8 Activities: 13	Organizational	\$0
6	Achieve proficient in all areas of program review including: Arts and Humanities, Practical Living, World Languages, and Writing.	Objectives: 4 Strategies: 8 Activities: 16	Academic	\$0

Goal 1: Increase the percentage of students who are college- and career-ready from 69.9% to 78.4% by 2016

Measurable Objective 1:

A 14% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of students who are college- and career-ready in Career & Technical by 06/30/2017 as measured by the percentage of students who are college- and career-ready.

Strategy 1:

- College and career ready - Targeted Interventions
- Persistence to Graduation
- Course and Assessment Alignment
- Career Readiness Pathways
- Acceleration
- Academic and Career Advising
- Other

Category: Continuous Improvement

Activity - Course and Assessment Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

Closing the Achievement Gap

Conner High School

Increase opportunities for dual and articulated credit through partnerships with state and local colleges and universities.	Academic Support Program	01/01/2016	06/30/2017	\$0	Other	Assistant Superintendent of Learning Support; Director of Secondary Teaching and Learning and CHS Instructional Coach
---	--------------------------	------------	------------	-----	-------	--

Activity - Career preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with disabilities the opportunity to explore technology as a tool to assist them on their path to career and college ready.	Career Preparation/Orientation	01/01/2015	06/30/2017	\$0	No Funding Required	District and School Special Education Staff

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review of Star data to analyze gaps in instructional programming for students: School leadership runs the persistence to graduation tool (PtGT) from IC to determine which students are at risk of not meeting academic benchmarks or in need of additional supports. Verify the list of students who did not meet benchmarks on the PLAN, or ACT and other student level evaluation data. Determine options for providing targeted transitional interventions to students (intervention period, intervention classes, out-of-school-time intervention, etc.). Identify the transitional intervention curriculum material (Resource: KDE website, search box transitional courses for more information and local university partners). Identify staffing needs for the interventions and develop a plan for implementation. Communicate with parents to inform them of the need for transitional interventions and schedule students into intervention services. Implement the transitional courses and use diagnostic assessments to match the needs of students with the appropriate interventions to set learning targets. Teachers and leaders monitor student progress to determine effectiveness of the intervention(s) and next steps for continuous improvement. Leaders determine overall impact and effectiveness of the transitional course toward CCR goals. Make adjustments to implementation if needed.	Career Preparation/Orientation	01/01/2016	06/30/2017	\$0	No Funding Required	Assistant Superintendent of Learning Support Services; Directors of Teaching and Learning; Director of Assessment and CHS Instructional Coach

Closing the Achievement Gap

Conner High School

Activity - EOCA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Benchmark assessment data analysis and reflection	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	EOC Teachers

Activity - Flashbacks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Flashbacks will be used in every math and social studies class every day to review prior content to increase retention of material.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	Math and Social Studies Departments

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math department is going to counsel in math course selection, intentionally explain the purpose and content of college prep math, and advertise purpose and benefits of college prep through use of technology.	Direct Instruction	01/01/2016	06/30/2017	\$0	No Funding Required	Math Chair

Activity - Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Quality Core resources for continuous improvement of rigorous and relevant content for every math and science class.	Direct Instruction	01/01/2016	06/30/2017	\$0	No Funding Required	Math teachers & Science Teachers

Activity - Synthesis Essay Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Closing the Achievement Gap

Conner High School

Increase by 10% (1 per month)	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	All Teachers and Staff
-------------------------------	--------------------------	------------	------------	-----	---------------------	------------------------

Activity - Real Life Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classes will have one real life project that meets a real world purpose.	Career Preparation/Orientation	01/01/2016	06/30/2017	\$0	No Funding Required	All Teachers and Staff

Activity - Writing Policies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Required science and social studies courses will implement a writing policy that includes an authentic piece, monthly high level or EOC constructed responses, and lab report writing.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	Integrated Science, Biology, Chemistry and Social Studies Teachers

Activity - Math course placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intentionally place students in College and Career Readiness Math or Introduction to Algebra courses based on predetermined criteria.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	Math department

Strategy 2:

Acceleration - - Acceleration

Category:

Closing the Achievement Gap

Conner High School

Activity - AP and Dual Enrollment Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provides opportunities for all students to earn college credit while attending CHS through dual enrollment, acceleration and AP programming through various universities. All 3 languages and CTE offer students the opportunity to achieve credits through these enrollment opportunities.	Other	01/01/2016	06/30/2017	\$0	Other	Assistant Superintendent of Learning Support; Director of Secondary Teaching and Learning and CHS Instructional Coach

Activity - Pre AP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build and enhance Advanced, AP Programs, and Pre-AP Programs to ensure the pass rate, engagement and participation of diverse populations at all grade levels.	Academic Support Program	01/01/2016	06/30/2017	\$5000	Title II Part D	Assistant Superintendent of Learning Support; MS/HS Director of Teaching and Learning, Director of Assessment Support and Instructional Coach

Activity - Visual awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Will increase knowledge, through visual awareness. Ex: bulletin boards, facts, etc....	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	All Teachers

Strategy 3:

Closing the Achievement Gap

Conner High School

Course Assessment Alignment - - Course Assessment Alignment

Category: Continuous Improvement

Activity - NGSS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The science department will follow and align to the Next Generation Science Standards as adopted by KDE.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	Science Department

Activity - Science practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Science department will aid students in their development of the 8 science practices.	Career Preparation/Orientation	01/01/2016	06/30/2017	\$0	No Funding Required	Science department

Activity - Engineering practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of the Science department will provide opportunities for students to create, build and refine.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Science department

Activity - Math practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase tech usage to increase effectiveness of teachers, increase students engagement and learning.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	Math department

Strategy 4:

SY 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Closing the Achievement Gap

Conner High School

Identification - Staff responsible for both activities listed should include teachers

Category: Continuous Improvement

Activity - Benchmark Analysis Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional coach will assist and facilitate the analysis of Benchmark data.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	Instructional Coach

Activity - Identification through Administration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The identities of students who are the non-duplicated group will be shared with departments prior to the start of the school year so that departments can target and provide supports for those students.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Instructional Coach

Activity - Identification through Individual Departments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments will compile data including Benchmark and QC EOCA to monitor student progress. The data will be used to identify, target and intervene.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Department Leaders

Strategy 5:

Communication of Specific Career Requirements - Increase communication for continuous student improvement.

Category: Continuous Improvement

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

Closing the Achievement Gap

Conner High School

Increase communication among teachers, leaders, and parents regarding the effectiveness of the monitoring of interventions to assure continuous student improvement. The Science department will use career interest listed on the surveys given in courses to target students who should be taking high-level elective science courses. The parents of these students will be sent letters including information on programs offered at local universities. The letter will also include explanations of courses and opportunities.	Parent Involvement	01/01/2016	06/30/2017	\$0	No Funding Required	Assistant Superintendent of Learning Support Services; Directors of Teaching and Learning; Director of Assessment; Instructional Coaches; Director of Special Education; Special Education Coordinators and CHS Instructional Coach Science Department Chair
--	--------------------	------------	------------	-----	---------------------	--

Activity - STEM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase access and opportunities for all students to participate in science, technology, engineering, and mathematics (STEM) programs.	Academic Support Program	01/04/2016	06/30/2017	\$15000	Perkins	MS/HS Director of Teaching and Learning

Activity - Technology Tools for Careers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

Closing the Achievement Gap

Conner High School

Provide all students the opportunity to explore and utilize technology tools and applications effectively and productively to advance them on their path to career and college ready.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$45000	Other	District and School Special Education Staff, Directors of Teaching and Learning IDEA funding
---	--------------------------------	------------	------------	---------	-------	---

Activity - Language Option	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Addition of the German Technical Language class providing vocational students or students not on a 4 year university track another language option.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Language Department

Strategy 6:

Create awareness about CCR Model - Create awareness about CCR Model

Category:

Activity - CCR Measure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development training on the college and career readiness measure to counselors, teachers and administrators.	Other	01/04/2016	06/01/2017	\$0	No Funding Required	Counselors, teachers and administrators

Strategy 7:

Career Readiness Pathways - - Career Readiness Pathways

Category:

Closing the Achievement Gap

Conner High School

Activity - Career Pathways Alternate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students on an Alternative Diploma track access to programs that align with the career pathways identified in the ILP.	Career Preparation/Orientation	01/01/2016	06/01/2017	\$0	No Funding Required	Transition Coordinator; District Special education staff and partnership with OVR and Business community

Activity - Career and Academic Advising for CTE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support career and academic advising to broaden career pathways for each CTE program available.	Career Preparation/Orientation	01/01/2016	06/30/2017	\$0	No Funding Required	CTE Coordinators; MS/HS Director of Teaching and Learning

Activity - MOS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students an opportunity through pathways to become industry certified in Microsoft Office Systems at no cost.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	CTE Department

Measurable Objective 2:

40% 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 in the area in Science by 06/30/2017 as measured by the ACT. (23 or higher).

Strategy 1:

SY 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Closing the Achievement Gap

Conner High School

Data and ACT - The focus will be on individual student growth through identification, intervention and progress monitoring.

Category: Continuous Improvement

Activity - Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ninth grade science teachers will administer a pre-assessment to identify students who need remediation. Remediation will be provided through courses and after school tutoring.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	Science department

Activity - PLAN Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Integrated science teachers will give a full-length practice PLAN and will record scores so that the results can be used to monitor growth. Integrated teachers will also share these scores so that Novice students can be identified for remediation and high Proficient students who are close, can be targeted and pushed to Distinguished.	Direct Instruction	01/01/2016	06/30/2017	\$0	No Funding Required	Science Department

Activity - PLAN/ACT Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Biology teachers will use pre-assessment scores, and practice PLAN results to target high/low student needs. Biology teachers will give ACT Flashbacks at least weekly.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	Science department

Activity - PLAN Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Chemistry teachers will review student EOC and PLAN scores to target instruction.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Science department

Closing the Achievement Gap

Conner High School

Activity - ACT Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In chemistry, students will continue to do ACT Flashbacks at least weekly and one full science ACT practice. The results will be used to monitor student progress.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Chemistry teachers

Activity - Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will continue to recommend students for ESS tutoring. In some cases science teachers will make arrangements with NHS members to tutor students who struggle.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	Science department

Activity - Test Taking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freshman and elective science teachers will teach a unit on test taking skills specific to Science.	Direct Instruction	01/04/2016	06/01/2017	\$0	No Funding Required	Science Dept.

Measurable Objective 3:

A 20% increase of Twelfth grade students will demonstrate a proficiency on industry standards certifications in Career & Technical by 06/30/2017 as measured by the number of students acquiring industry standard certificate upon completion of a four course CTE career pathway. .

Strategy 1:

Industry Standard Certification - The students will take qualifying assessments in the area of CTE, that will allow them to document and validate a defined skill set in a specific area of study.

Category:

Closing the Achievement Gap

Conner High School

Activity - KOSSA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career standard assessment	Career Preparation/Orientation	01/01/2016	06/01/2017	\$0	No Funding Required	CTE Department Chair and BAC

Activity - ASK	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career standard assessment	Career Preparation/Orientation	01/01/2016	06/01/2017	\$2000	Perkins	CTE Department Chair and BAC

Activity - Writing Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate students writing to reflect accuracy using a rubric. (This does not limit student's use of different formats).	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	All Teachers and Staff

Measurable Objective 4:

60% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Biology in Science by 06/30/2017 as measured by Biology EOCA accountability scores on the 2015-2016 school report card.

Strategy 1:

Reducing the number of novice - Reduce the number of novice students by identifying and intervening.

Category: Continuous Improvement

Closing the Achievement Gap

Conner High School

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Biology teachers will work together to tutor/remediate students who need extra help	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Science teachers

Strategy 2:

Increase the number of distinguished - Increase the number of distinguished students by targeting and differentiating instruction.

Category: Continuous Improvement

Activity - Acceleration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Biology teachers will identify high proficient students who are close to distinguished. Teachers will have conversations with these students. The expectation is that these students will "teach" the last unit. This follows Best Practices and the implication is that the high performing students will get more out of this assignment and that it may be enough to move them to the next performance level.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Science staff

Activity - Advanced Review Session	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Biology teachers will hold a "review session" targeted for high achieving students	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Science teachers

Goal 2: Increase the averaged combined reading, writing and math K-Prep scores for 64.4% PD to 79.7% PD by 2017

Closing the Achievement Gap

Conner High School

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency to increase the averaged combined reading and math K-Prep scores in English Language Arts by 06/30/2017 as measured by Conner High School's averaged combined reading and math K-prep scores to 70%.

Strategy 1:

KPREP - *CIITS

*Curriculum Assessment &
Alignment

*Literacy Initiative

*Math Initiative

*Program Reviews

*RTI/KSI

*School Readiness & Early

*Other

Category:

Activity - Curriculum and Assessment Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue the development and refinement, as well as implementation, of district curriculum, maps, and standards-based units of instruction aligned to KCAS, Quality Core and College Readiness Standards and secure SBDM support.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Directors of Teaching and Learning: Director of Technology

Activity - Curriculum and Assessment Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expand criteria for Math and Business to improve appropriate scheduling of senior math to move all student forward. Put a cap on College Prep to increase student learning, decrease Novice and shrink the GAP.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Teacher leaders and Instructional Coaches

Closing the Achievement Gap

Conner High School

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support the RTI/tiered intervention process at all grade levels and ensure students in sub-populations (LEP, disabilities, F/RL, African-American, Hispanic) are targeted. Monitor RTI implementation.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Directors of Teaching and Learning and Technology

Activity - In Class Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Practice and model annotation and critical thinking strategies, practice speed reading strategies and weekly integration of context clues and inferencing.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Instructional Coach, Language Arts Teachers

Activity - Specialized Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Offering courses Reading for College Success and EXPLORE Reading for College Career Readiness designed to provide assistant and remediation for students 9-11 who are not meeting EPAS benchmarks. Pull out and review COMPASS testing. .	Academic Support Program	01/04/2016	06/30/2017	\$3000	District Funding	Administration , Instructional Coach, Reading Assistant Facilitator

Activity - Utilize Internet Resources- Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CHS Math teachers will utilize internet resources to build curriculum and improve collaborative work as well as differentiated instruction.	Academic Support Program	01/04/2016	06/30/2017	\$7200	District Funding	Instructional Coach, Math Department Chair and all Math staff

Closing the Achievement Gap

Conner High School

Activity - Intentional Intervention through scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a watch list of freshman math students for future scheduling into beginning of students junior year.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	Math department

Activity - Physical Space	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maximize use of physical space to lead students to engage in learning and implement formative assessment strategies as well as the 8 mathematical practices.	Academic Support Program	01/04/2016	06/30/2017	\$0	District Funding	Math department

Strategy 2:

Reading and Writing Interventions - All teachers will incorporate and evaluate real world reading and writing assignments into their course curriculum.

Category: Continuous Improvement

Activity - Reading for College Success Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in extended intervention programs based on EPAS scores to remediate their individual deficiencies.	Direct Instruction	01/04/2016	06/30/2017	\$0	No Funding Required	Instructional Coach and English Department Chair

Activity - Skills based writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement quality core released items	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	All Teachers

Closing the Achievement Gap

Conner High School

Activity - Culturally appropriate articles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students seek culturally appropriate articles in both English as well as in the target language and write short reports to discuss and share their findings with the class.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	English and Language Departments

Activity - Constructive Responses and Analytical Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Constructive responses and analytical writing will be used in all social studies classes based on topics being discussed.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Social Studies Department

Activity - Writing assignments in Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each math course includes graded writing assignments.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	Math department

Goal 3: Increase the average combined reading, writing and math proficiency KPREP ratings for all students in the non-duplicated gap group from 47.0% in 2014 to 60.9% by 2017

Measurable Objective 1:

demonstrate a proficiency 71.6% P and D by 06/30/2017 as measured by measured by overall achievement Gap on KPREP.

Closing the Achievement Gap

Conner High School

Strategy 1:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category:

Status	Progress Notes	Created On	Created By
N/A	Every student tested using STAR Enterprise Math and Reading minimum three times per year. Classroom teachers monitor student progress using CPS, grade cam and common formative assessments. Students not meeting benchmarks are identified and remediation through in school and after school programs.	September 24, 2014	Mr. Tim W Hitzfield

Activity - Personalization and Progress Monitoring	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. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Inst. Coach, Principal

Status	Progress Notes	Created On	Created By
In Progress	Students performing in the lowest 20 percentile are identified and placed in remedial programs for mathematics, reading, and social studies. These students are monitored regularly for progress towards CCR benchmarks. Students are identified and assigned to after school learning recovery programs as well as summer learning programs.	September 24, 2014	Mr. Tim W Hitzfield

Activity - Best Practice; Progress Monitoring	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. Personalization requires collaboration among teachers to flexibly group students based on student needs and weekly/bi-weekly assessments to monitor progress.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Instructional Coaches; Principals

Closing the Achievement Gap

Conner High School

Activity - Policy and process: Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish protocol and procedures to expand the use of effective collaboration across the district in all classrooms. Provide training and support for regular and special education teacher teams on effective collaboration. Implement a monitoring system to assess continuous progress and inform instructional decisions for student with disabilities. Establish a baseline as to where the district is in the use of effective collaboration. Identify the barriers at each school to effective collaboration. Provide training and support on collaboration to meet the individual needs of students at individual schools. Provide opportunities for all teachers in all departments to attend professional conferences.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	Director of Special Education and Special Education Coordinators

Status	Progress Notes	Created On	Created By
Completed	Professional learning communities are developed throughout all of disciplines within the school from full faculty groups to individual course groups. These PLC's develop curriculum, evaluate teaching and learning and discuss student progress. All groups meet regularly and report their findings and progress to administration.	September 24, 2014	Mr. Tim W Hitzfield

Activity - School-wide Writing Instruction Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Dept. will help create a folder which includes MLA links, pre-writing organizers, thesis statement builders, etc. to help all teachers instruct and require proper documentation and strong writing. The folder will also be a link on the school website for all students to access.	Policy and Process	01/01/2016	06/01/2017	\$0	No Funding Required	Teachers, Department Chairs, and Administration

Status	Progress Notes	Created On	Created By
In Progress	The instructional coach provides writing skills support materials to all departments regularly to provide opportunities for progress and remediation of all students.	September 24, 2014	Mr. Tim W Hitzfield

Activity - Small-Group Writing PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will work with content learning communities to individualize needs for content-specific writing instruction. The small-group setting will allow for more casual and meaningful discussion.	Professional Learning	01/01/2016	06/30/2017	\$0	No Funding Required	Teachers, Department Chairs, and Administration

Closing the Achievement Gap

Conner High School

Status	Progress Notes	Created On	Created By
Completed	All staff were trained over a two day professional development session on best practices to improve student writing capacity.	September 24, 2014	Mr. Tim W Hitzfield

Activity - School-wide Usage and Mechanics Instruction through Media	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly or daily clips of creative ways to remember rules, commonly confused words, etc. will reach students who are not currently in English or writing classes.	Technology	01/01/2016	06/30/2017	\$0	No Funding Required	Teachers, Department Chairs, and Administration

Activity - Synthesis Essay Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase writing rigor with specific skills to be practiced weekly, practice student driven rubrics and peer analysis, have students critically analyze the Kentucky Writing Rubric, Model each of the 4 levels of writing according to the Kentucky Writing Rubric, recruit students to select the 2 new writing classes during scheduling, encouraging more real world writing, i.e. publishing and awards and time all writing. Should include 3.8 writing practices.	Direct Instruction	01/01/2016	06/30/2017	\$0	No Funding Required	Teachers, Department Chairs, and Administration

Activity - Common Usage and Mechanics Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classes will include activities that address language mechanics such as a strong verb activity and the same mechanics rule addressed in the content writing of each individual class. Use more of students' own work to analyze grammar, syntax and structure. Enhance DAILY mini grammar lessons to reflect specific skills incorporated in to each common unit and practice time management skills and test taking strategies with PLAN/ACT practice.	Direct Instruction	01/01/2016	06/30/2017	\$0	No Funding Required	Teachers, Department Chairs, and Administration

Closing the Achievement Gap

Conner High School

Activity - Increase achievement for all student groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By actively practicing time restrictions on assessments and developing time awareness activities to provide time management awareness for students struggling to complete standardized assessments within time constraints.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	All Teachers and Staff

Status	Progress Notes	Created On	Created By
In Progress	All teachers are familiar with and regularly use all available school data to develop design and implement effective teaching and learning strategies for each classroom. By closely monitoring individual student growth as well as, overall growth as a school, progress is trending to higher achievement.	September 24, 2014	Mr. Tim W Hitzfield

Activity - Grammar professional development and resources for teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Move the number of Novice from 12.1% to 10%, move Apprentice from 20.6% to 19%, move Proficient from 33.1% to 35% and move Distinguished from 34.2% to 36%.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	All Teachers and Staff

Activity - Provide visual learning posters with standard grammar and writing rules in each English classroom.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additionally, daily mini grammar rules will air daily on the announcements two weeks prior to the PLAN and ACT.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	All Teachers and Staff

Activity - Cultural project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a World Language department the students participate in a cultural project, they must research, write a report to demonstrate findings and present to the class	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	World Language Department

Closing the Achievement Gap

Conner High School

Status	Progress Notes	Created On	Created By
Not Completed	Did not implement.	September 24, 2014	Mr. Tim W Hitzfield

Strategy 2:

Reduce the GAP between Special Ed Students and All Students - 1. Will reduce the number of novice in the area of 10th and 11th grade writing by 50%.

- a. Provide students a writing template
 - b. Evaluate students writing to reflect accuracy using a rubric.
 - c. More writing will be assigned in resource rooms in all content areas
2. Will reduce the number of novice in the area of language mechanics by 50%.
- a. Provide special education teachers with grammar training
 - b. Increase time spent on grammar
3. Reduce the number of novice in all other areas of testing by 50%
- a. Emphasize importance of testing with all students
 - b. Teach multiple choice testing strategies to all students

Category: Continuous Improvement

Status	Progress Notes	Created On	Created By
N/A	As a focus school, emphasis has been placed on identifying individual students membership in the GAP group. Specifically special education students have been targeted for intense interventions which include reading programs, remedial courses in math, social studies, and English. The goal would be to have each student progressing towards CCR.	September 24, 2014	Mr. Tim W Hitzfield

Activity - Will reduce the number of novice in the area of 10th and 11th grade writing by 50%	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

Closing the Achievement Gap

Conner High School

a. Provide students a writing template b. Collaborative teachers in all areas will check student writing using this template c. More writing will be assigned in resource rooms in all content areas	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	Teachers and Instructional Coach
--	--------------------------	------------	------------	-----	---------------------	----------------------------------

Activity - Will reduce the number of novice in the area of language mechanics by 50%.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
a. Provide teachers with grammar training b. Increase time spent on grammar	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	Teachers and Instructional Coach

Activity - Reduce the number of novice in all other areas of testing by 50%	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
a. Emphasize importance of testing with all students b. Teach multiple choice testing strategies to all students	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	Teachers and Instructional Coach

Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math for College and Career Readiness courses designed for students below Star benchmark. Use Star data to identify and effectively schedule students into Math for College & Career Readiness courses and intervention for Algebra II courses. (Must be included in ILP) Expand Algebra II Intervention enrollment to include students who elect to take the course. Counsel students in options, place students in interventions and place students in appropriate rigor. Revisit scheduling options for incoming freshman. Identify students performing at novice level and provide documented intervention to provide growth.	Direct Instruction	01/01/2016	06/30/2017	\$0	No Funding Required	Math Teachers, Math Chair and Instructional Coach

Status	Progress Notes	Created On	Created By
--------	----------------	------------	------------

Closing the Achievement Gap

Conner High School

In Progress	Students in math are receiving instruction through a flipped classroom model, which provides them access to all of the materials through the internet. Also the math department has incorporated FAL and MDL to enrich the learning environment. After school and summer programs are available for targeted students.	September 24, 2014	Mr. Tim W Hitzfield
-------------	--	--------------------	---------------------

Activity - Alternate Assignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An assignment that shows they have gained knowledge of a topic using a different learning style. This should be developed by the special education collaborator, but agreed upon by the regular education teacher.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	Special Education Collaborator, but agreed upon by the regular education teacher.

Status	Progress Notes	Created On	Created By
In Progress	Alternative assignment program is available to provide an additional layer of support for students that are struggling socially or academically.	September 24, 2014	Mr. Tim W Hitzfield

Activity - On Demand Writing Performance Scores	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By incorporating more modern writing, i.e. Blogs and emails, teaching writing in chunk, focusing on specific skills one at a time, compiling ODW tips sheets for all students taking ODW, providing awareness of handwriting bias to students, targeting freshman for remedial writing classes and by adding two new writing courses to curriculum (Literary Magazine for upper level students and College Writing Lab for lower level students) this will bring improve our performance scores. Move Novice from 6.1% to 5%, move Apprentice from 30.8% to 25%, move Proficient from 49.7% to 53% and move Distinguished from 13.3% to 17%.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	All staff

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

Closing the Achievement Gap

Conner High School

By providing individual intervention for all novice and resource students using FastForward, adding reading remediation classes for students below benchmark and increasing practice of time strategies our performance scores will improve by moving Novice from 23.3% to 10%, moving Apprentice from 10.2% to 15%, moving Proficient from 49.1% to 50% and moving Distinguished from 17.4% to 25%. Move ACT reading average from 21.1% to 21.4% and to move PLAN reading average from 17.9% to 18.2%.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	All staff
---	--------------------------	------------	------------	-----	---------------------	-----------

Strategy 3:

Tier II - Targeted Interventions designed and delivered for students at risk. Students are determined to be at risk based on the following indicators; Academic Performance, Attendance, and Behavior.

Category:

Status	Progress Notes	Created On	Created By
N/A	Tier II is a PBIS program designed to improve a students academic, behavioral and social skills. Students are identified by teacher recommendation, discipline referrals, attendance, and varying infinite campus reports. Teachers mentor students and report students progress every two weeks. Our Tier II program will service about 7% of the student population.	September 24, 2014	Mr. Tim W Hitzfield

Activity - PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A series of PD opportunities for teachers to develop skills for identifying and implementing intervention strategies	Professional Learning	01/01/2016	06/30/2017	\$300	District Funding	Asst Principal and Tier II committee

Status	Progress Notes	Created On	Created By
Completed	Each year the faculty is trained in PBIS Tier II protocol. The staff is given mentoring sheets and students grades are reviewed. Teachers are also given an opportunity to refer students at any time.	September 24, 2014	Mr. Tim W Hitzfield

Activity - Monthly Tier II Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Closing the Achievement Gap

Conner High School

Tier II committee members review and revise listing of at risk students	Professional Learning	01/01/2016	06/30/2017	\$0	No Funding Required	Teachers, Guidance, and Administrators
---	-----------------------	------------	------------	-----	---------------------	--

Status	Progress Notes	Created On	Created By
In Progress	Meetings are conducted monthly with leadership team (department chairs, admins, guidance counselors, and district personnel) and at those meetings we discuss academics, attendance, and discipline.	September 24, 2014	Mr. Tim W Hitzfield

Strategy 4:

Curriculum Alignment - All teachers will review current alignment of common core to reduce repetition and improve instruction on all required curriculum.

Category:

Status	Progress Notes	Created On	Created By
N/A	Curriculum Alignment is discussed K-12 in bi-monthly cluster group meetings. On a smaller scale individual departments work with feeder schools to ensure successful transitions for all students.	September 24, 2014	Mr. Tim W Hitzfield

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will revisit current alignment of Common Core Standards and adjust as needed based on student performance and EOCA data.	Direct Instruction	01/01/2016	06/30/2017	\$0	No Funding Required	All Departments

Goal 4: Increase the average freshman graduation rate from 93.6% to 95.9% by 2016

Measurable Objective 1:

90% of Ninth grade students will demonstrate a proficiency to monitor individual student progress by tracking through IC reports in Reading by 06/30/2016 as measured by Increase the average freshman graduation rate from 93.2% to 94.3% by 2015.

Closing the Achievement Gap

Conner High School

Strategy 1:

Persistence to Graduation - Targeted Interventions

Category: Continuous Improvement

Activity - Activity - Students At Risk of Failing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the Persistence to Graduation Tool, 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 communication and interventions to ensure success for the students.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Director of Pupil Personnel; Asst. Director of Pupil Personnel; Director of Secondary Teaching and Learning; MS HS Principals

Activity - Activity - Alternate Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to utilize of various alternate programs such as the Drop-in Program, transition to high school, and ACE.	Behavioral Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Principal; Director of Pupil Personnel; Director of Special Education

Activity - STAR Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use STAR math to measure growth and provide timely intervention to individual students in 9th grade.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Math Department

Closing the Achievement Gap

Conner High School

Strategy 2:

Academic and Career Advising - Persistence to Graduation

Category:

Activity - Career Pathways for Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide middle school 8th grade students with academic and career pathway information related to their ILPs to support career and academic advisement in order to help students make good elective choices. Consider using mentors assigned after ILP completion.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	No Funding Required	Director of Secondary Teaching and Learning; Middle and High School Counselors

Activity - EPAS Intervention Rosters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of EPAS information to include intervention rosters in combination with other tools to identify students at risk, develop and communicate plans to students and teachers.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Director of Secondary Teaching and Learning, Middle and High School Counselors

Strategy 3:

Career Readiness Pathways - - Career Readiness Pathways

Category: Career Readiness Pathways

Activity - EPAS Data and ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Closing the Achievement Gap

Conner High School

Utilize EPAS data and ILP information to plan for instruction to develop the IEP and 504 plans.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$5000	Other	District and school special education staff, ARC chairpersons IDEA Funding
---	--------------------------------	------------	------------	--------	-------	---

Activity - ILP and CTE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the ILP and other information including counseling in order to place freshmen in CTE courses aligned with their career interests	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	No Funding Required	Director of Secondary Teaching and Learning; Middle and High School Counselors

Goal 5: Reduce the number of student performing at the Novice level in all areas of accountability by 50% within the next 5 years

Measurable Objective 1:

demonstrate a proficiency by reducing the percentage of students who score Novice on the Biology EOCA from 12.6% to 10.0%. by 06/30/2017 as measured by the Biology EOCA..

Strategy 1:

Closing the Achievement Gap

Conner High School

Target Students with IEP's - Target students who have IEP's and reduce the percent novice from 40% to 35%.

Category: Continuous Improvement

Activity - Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified and monitored. Dis-aggregated student achievement data will drive instructional improvement that are rich in science content and model best practices. Progress in student learning will regularly be communicated to parents and students.	Policy and Process	01/04/2016	06/30/2017	\$0	No Funding Required	Science Dept.

Activity - Accomodations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accommodations and support will be provided while maintaining high expectations. Science teachers will ensure that scientific inquiry and the development of science process skills, such as problem solving, are essential components of instruction and are integrated with content delivery.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Science Dept. and SpEd Dept.

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers and special education teachers will collaboratively orchestrate instruction. Collaborative teams will ensure the development and/or selection of science curriculum that is pedagogically appropriate and encompasses strategies for building conceptual understanding. A variety of teaching styles that emphasize constructive approaches, including differentiated instruction and cooperative learning will be utilized	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Science dept. and Sp Ed dept.

Strategy 2:

Target gap group - Target students in the non-duplicated gap group and reduce percent novice from 20.6% to 17.5%.

Category: Continuous Improvement

Closing the Achievement Gap

Conner High School

Activity - Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified and monitored. Specifically Term 1 grades will be evaluated. Teachers will evaluate gap group grades.	Policy and Process	01/04/2016	06/30/2017	\$0	No Funding Required	Science Dept.

Activity - Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support will be provided while maintaining high expectations.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Science Dept.

Activity - Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are not meeting benchmark will receive remediation through course work. Teachers will implement assessment methods aligned with desired student outcomes. Ensure the use of a variety of qualitative and quantitative assessments for enhanced student learning. Provide support for the development and use of assessments that address the needs of diverse learners and that support understanding of science content and processes. Teachers will use of assessment data to inform instructional practice.	Direct Instruction	01/04/2016	06/30/2017	\$0	No Funding Required	Science Dept.

Activity - Science passages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading for College Success teachers will incorporate additional PLAN/ACT Science passages into lessons. This will be done in addition to the current practice and learning four Science vocabulary words per week.	Direct Instruction	01/04/2016	06/30/2017	\$0	No Funding Required	Science/English Dept.

Closing the Achievement Gap

Conner High School

Measurable Objective 2:

increase student growth by reducing the percentage of students who score Novice on the Algebra II EOCA from 11.3% to 9.04%. by 06/30/2017 as measured by the Algebra II EOCA..

Strategy 1:

Reduce Novice IEP's in Algebra II - We will reduce our Novice from 42.3% to 33.84% based on the Algebra II EOCA scores.

Category: Continuous Improvement

Activity - Intentional Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Watch list will be created by Alg. 1 teachers for Intro to Alg. II, Freshman will be placed in CCR based on prior performance, students will receive intentional intervention in the classroom and we will offer ESS.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Math Dept.

Strategy 2:

Reduce Novice in gap group - Reduce Novice in unduplicated gap group from 17.7% to 14.16%

Category: Continuous Improvement

Activity - Intervention for unduplicated gap group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize intentional intervention in the classroom including one on one instruction, COMPASS learning, data driven instruction, intro to Alg. II, CCR math, and ESS.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Math Dept.

Measurable Objective 3:

increase student growth by reducing the percentage of students who score Novice on the US History EOCA from 14.3% to 11.44%. by 06/30/2017 as measured by the U.S. History EOCA.

Strategy 1:

reduction of IEP Novice - Will reduce the novice IEP students from 33.3% to 26.64%

Closing the Achievement Gap

Conner High School

Category: Continuous Improvement

Activity - Intentional Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
data driven instruction to pin point areas for growth, use benchmark data to show our intentional intervention.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Social Studies Dept.

Strategy 2:

reduction of nonduplicated gap novice score - reduction of novice in non-duplicated gap group from 28.7% to 22.96%.

Category: Continuous Improvement

Activity - Reduce Novice in gap group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
we will utilize ESS, collaborative instruction and writing assignments to move all learners forward.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Social Studies Dept.

Measurable Objective 4:

increase student growth by reducing the percentage of students who score Novice on the On Demand Writing by 1.22% over the next 5 years by 06/30/2017 as measured by the On Demand Writing assessment. .

Strategy 1:

Rigor - Weekly skill specific rigor.

Category: Continuous Improvement

Activity - Skill specific writing drills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

Closing the Achievement Gap

Conner High School

students will be given teacher driven prompts after receiving direct instruction on explicit writing skills.	Direct Instruction	01/04/2016	06/30/2017	\$0	No Funding Required	English Dept
--	--------------------	------------	------------	-----	---------------------	--------------

Measurable Objective 5:

increase student growth by reducing the percentage of students who score Novice on the On Demand Writing assessment for 10th grade by 1.48% over the 5 years. by 06/30/2017 as measured by the On Demand Writing assessment..

(shared) Strategy 1:

Target gap students with IEP's - Weekly skill driven activities, student driven rubrics, peer analysis, modeling annotation, critical thinking strategies, and speed writing practice.

Category: Continuous Improvement

Activity - Writing skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
students will be writing their own teacher guided rubric, analyzing the work of their peers, and writing based upon specific writing skills.	Academic Support Program, Direct Instruction	01/04/2016	06/30/2017	\$0	No Funding Required	English Dept.

Measurable Objective 6:

increase student growth by reducing the percentage of students who score Novice on the On Demand Writing assessment for 11th grade starting at 4.8% and reducing by .96% over the next 5 years. by 06/30/2016 as measured by the On Demand Writing assessment..

(shared) Strategy 1:

Target gap students with IEP's - Weekly skill driven activities, student driven rubrics, peer analysis, modeling annotation, critical thinking strategies, and speed writing practice.

Category: Continuous Improvement

Closing the Achievement Gap

Conner High School

Activity - Writing skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
students will be writing their own teacher guided rubric, analyzing the work of their peers, and writing based upon specific writing skills.	Academic Support Program, Direct Instruction	01/04/2016	06/30/2017	\$0	No Funding Required	English Dept.

Goal 6: Achieve proficient in all areas of program review including: Arts and Humanities, Practical Living, World Languages, and Writing.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Arts and Humanities program review. The program review score will increase from a 6.69 to an 8 (Proficient) in Art & Humanities by 06/30/2017 as measured by evidence gathered from various and diversified curriculum throughout Conner High School .

Strategy 1:

Course offerings - Increase course offerings so that all students have opportunity to receive arts instruction in all 4 areas of the Arts.

Category: Continuous Improvement

Activity - Arts and Humanites curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create an Appreciation of Visual and Performing Art course to the pre registration class list and in the course description book available to all grade levels.	Direct Instruction	01/04/2016	06/30/2017	\$0	No Funding Required	Curriculum committee

Closing the Achievement Gap

Conner High School

Activity - Community Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Invite more professionals from the community to instruct and demonstrate different aspects of the arts to all students.	Community Engagement	01/04/2016	06/30/2017	\$0	No Funding Required	All staff

Measurable Objective 2:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Practical Living program review. The program review score will increase from a 6.99 to 8 (proficient) in Practical Living by 06/30/2017 as measured by evidence gathered from various and diversified curriculum throughout Conner High School..

Strategy 1:

Forming a school health committee - Form a school health committee comprised of faculty, students and staff

Category: Continuous Improvement

Activity - Health committee meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Health committee meets regularly to discuss areas and activities to improve health throughout the school	Other	01/04/2016	06/30/2017	\$0	No Funding Required	Health committee members selected that consist of faculty, students and staff

Strategy 2:

Career Pathways - Increasing student awareness of career pathways offered at Conner High School

Category: Continuous Improvement

Closing the Achievement Gap

Conner High School

Activity - Creating a clear map of courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a clear map of courses offered with sequencing so that teachers are better able to provide students with accurate guidance when choosing current and future courses	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	All staff

Activity - Individual time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Allot specific time for teachers to advise students individually.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	All staff

Measurable Objective 3:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in program review for Global Competency/World Language skills. The score will increase from a 6.99 to 8 (Proficient) in World Languages by 06/30/2017 as measured by evidence gathered from various and diversified curriculum throughout Conner High School.

Strategy 1:

Opportunities outside of the classroom - Provide students with opportunities outside of the classroom to explore language and culture.

Category: Continuous Improvement

Activity - Language events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a celebration of languages event offered at the end of the school year to all students currently or previously enrolled in a world language or are a member of one of our cultural clubs.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	All staff

Closing the Achievement Gap

Conner High School

Activity - Collaborate with Art Department	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with the art department to include the student art display into the celebration of languages event.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	All Staff

Activity - Collaborate with the community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with community businesses to provide students with real world experiences using the language outside of the classroom.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	All Staff

Strategy 2:

Amend Course offerings - Amend course offerings so that students have the opportunity to advance further through their studies of World Languages

Category: Continuous Improvement

Activity - College credit-Latin	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive college credit through Latin III and IV now being available as a dual enrollment course through Thomas More University	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	All staff

Activity - College credit-German	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive college credit through German III and IV now being available as a dual enrollment course through Northern Kentucky University.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	All staff

Closing the Achievement Gap

Conner High School

Activity - Spanish AP Literature	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Spanish AP Literature course now offered so that students may take Spanish all four years of their high school career.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	All staff

Strategy 3:

Demonstrate Language Proficiency - Through the national examinations of each world language.

Category: Continuous Improvement

Activity - National Examination	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive recognition for excellence in achievement as compared to other students state and nation wide at their skill level.	Direct Instruction	01/04/2016	06/30/2017	\$0	No Funding Required	World Language Dept.

Measurable Objective 4:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Writing program review score while striving to increase student performance to distinguished through the 2015-2016 school year in Writing by 06/30/2017 as measured by evidence gathered from various and diversified curriculum throughout Conner High School.

Strategy 1:

Increase course offerings - Increase course offerings so that students who are currently proficient have the opportunity to practice and improve their writings to reach the level of Distinguished

Category: Continuous Improvement

Activity - Literary Magazine course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Closing the Achievement Gap

Conner High School

Literary Magazine course added to the course offerings	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	All staff
--	--------------------------	------------	------------	-----	---------------------	-----------

Activity - College writing lab offered	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College writing lab added to the course offerings through the English department	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	All staff

Strategy 2:

Provide real world connections - Provide students with real world connections to explore opportunities for self expression

Category: Continuous Improvement

Activity - Guest speakers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Invite guest speakers and members of the community	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	All staff

Activity - Writing policies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Required science courses will implement a writing policy that includes an authentic piece, monthly high level or EOCA constructed responses and lab report writing.	Direct Instruction	01/04/2016	06/30/2017	\$0	No Funding Required	Science Dept.

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
Culturally appropriate articles	Students seek culturally appropriate articles in both English as well as in the target language and write short reports to discuss and share their findings with the class.	Academic Support Program	01/04/2016	06/30/2017	\$0	English and Language Departments
Accommodations	Accommodations and support will be provided while maintaining high expectations. Science teachers will ensure that scientific inquiry and the development of science process skills, such as problem solving, are essential components of instruction and are integrated with content delivery.	Academic Support Program	01/04/2016	06/30/2017	\$0	Science Dept. and SpEd Dept.
Math Intervention	Math for College and Career Readiness courses designed for students below Star benchmark. Use Star data to identify and effectively schedule students into Math for College & Career Readiness courses and intervention for Algebra II courses. (Must be included in ILP) Expand Algebra II Intervention enrollment to include students who elect to take the course. Counsel students in options, place students in interventions and place students in appropriate rigor. Revisit scheduling options for incoming freshman. Identify students performing at novice level and provide documented intervention to provide growth.	Direct Instruction	01/01/2016	06/30/2017	\$0	Math Teachers, Math Chair and Instructional Coach
Language events	Create a celebration of languages event offered at the end of the school year to all students currently or previously enrolled in a world language or are a member of one of our cultural clubs.	Academic Support Program	01/04/2016	06/30/2017	\$0	All staff
Monthly Tier II Meetings	Tier II committee members review and revise listing of at risk students	Professional Learning	01/01/2016	06/30/2017	\$0	Teachers, Guidance, and Administrators
EOCA	Benchmark assessment data analysis and reflection	Academic Support Program	01/01/2016	06/30/2017	\$0	EOC Teachers
Collaborate with the community	Collaborate with community businesses to provide students with real world experiences using the language outside of the classroom.	Academic Support Program	01/04/2016	06/30/2017	\$0	All Staff

Closing the Achievement Gap

Conner High School

Science passages	Reading for College Success teachers will incorporate additional PLAN/ACT Science passages into lessons. This will be done in addition to the current practice and learning four Science vocabulary words per week.	Direct Instruction	01/04/2016	06/30/2017	\$0	Science/English Dept.
Career preparation	Provide students with disabilities the opportunity to explore technology as a tool to assist them on their path to career and college ready.	Career Preparation/Orientation	01/01/2015	06/30/2017	\$0	District and School Special Education Staff
Collaborate with Art Department	Collaborate with the art department to include the student art display into the celebration of languages event.	Academic Support Program	01/04/2016	06/30/2017	\$0	All Staff
Science practices	The Science department will aid students in their development of the 8 science practices.	Career Preparation/Orientation	01/01/2016	06/30/2017	\$0	Science department
Intentional Intervention	data driven instruction to pin point areas for growth, use benchmark data to show our intentional intervention.	Academic Support Program	01/04/2016	06/30/2017	\$0	Social Studies Dept.
Reduce Novice in gap group	we will utilize ESS, collaborative instruction and writing assignments to move all learners forward.	Academic Support Program	01/04/2016	06/30/2017	\$0	Social Studies Dept.
Identification through Individual Departments	Departments will compile data including Benchmark and QC EOCA to monitor student progress. The data will be used to identify, target and intervene.	Academic Support Program	01/04/2016	06/30/2017	\$0	Department Leaders
Creating a clear map of courses	Create a clear map of courses offered with sequencing so that teachers are better able to provide students with accurate guidance when choosing current and future courses	Academic Support Program	01/04/2016	06/30/2017	\$0	All staff
Benchmark Analysis Assistance	The instructional coach will assist and facilitate the analysis of Benchmark data.	Academic Support Program	01/01/2016	06/30/2017	\$0	Instructional Coach
Acceleration	Biology teachers will identify high proficient students who are close to distinguished. Teachers will have conversations with these students. The expectation is that these students will "teach" the last unit. This follows Best Practices and the implication is that the high performing students will get more out of this assignment and that it may be enough to move them to the next performance level.	Academic Support Program	01/01/2016	06/01/2017	\$0	Science staff
Identification through Administration	The identities of students who are the non-duplicated group will be shared with departments prior to the start of the school year so that departments can target and provide supports for those students.	Academic Support Program	01/01/2016	06/01/2017	\$0	Instructional Coach
Spanish AP Literature	Spanish AP Literature course now offered so that students may take Spanish all four years of their high school career.	Academic Support Program	01/04/2016	06/30/2017	\$0	All staff

Closing the Achievement Gap

Conner High School

Collaboration	Science teachers and special education teachers will collaboratively orchestrate instruction. Collaborative teams will ensure the development and/or selection of science curriculum that is pedagogically appropriate and encompasses strategies for building conceptual understanding. A variety of teaching styles that emphasize constructive approaches, including differentiated instruction and cooperative learning will be utilized	Academic Support Program	01/04/2016	06/30/2017	\$0	Science dept. and Sp Ed dept.
Math practices	Increase tech usage to increase effectiveness of teachers, increase students engagement and learning.	Academic Support Program	01/01/2016	06/30/2017	\$0	Math department
EPAS Intervention Rosters	Use of EPAS information to include intervention rosters in combination with other tools to identify students at risk, develop and communicate plans to students and teachers.	Academic Support Program	01/04/2016	06/30/2017	\$0	Director of Secondary Teaching and Learning, Middle and High School Counselors
Intervention	The Math department is going to counsel in math course selection, intentionally explain the purpose and content of college prep math, and advertise purpose and benefits of college prep through use of technology.	Direct Instruction	01/01/2016	06/30/2017	\$0	Math Chair
Identification	Students will be identified and monitored. Specifically Term 1 grades will be evaluated. Teachers will evaluate gap group grades.	Policy and Process	01/04/2016	06/30/2017	\$0	Science Dept.
Skills based writing	Classroom teachers will implement quality core released items	Academic Support Program	01/04/2016	06/30/2017	\$0	All Teachers
Guest speakers	Invite guest speakers and members of the community	Academic Support Program	01/04/2016	06/30/2017	\$0	All staff
PLAN Intervention	Integrated science teachers will give a full-length practice PLAN and will record scores so that the results can be used to monitor growth. Integrated teachers will also share these scores so that Novice students can be identified for remediation and high Proficient students who are close, can be targeted and pushed to Distinguished.	Direct Instruction	01/01/2016	06/30/2017	\$0	Science Department

Closing the Achievement Gap

Conner High School

Targeted Interventions	Review of Star data to analyze gaps in instructional programming for students: School leadership runs the persistence to graduation tool (PtGT) from IC to determine which students are at risk of not meeting academic benchmarks or in need of additional supports. Verify the list of students who did not meet benchmarks on the PLAN, or ACT and other student level evaluation data. Determine options for providing targeted transitional interventions to students (intervention period, intervention classes, out-of-school-time intervention, etc.). Identify the transitional intervention curriculum material (Resource: KDE website, search box transitional courses for more information and local university partners). Identify staffing needs for the interventions and develop a plan for implementation. Communicate with parents to inform them of the need for transitional interventions and schedule students into intervention services. Implement the transitional courses and use diagnostic assessments to match the needs of students with the appropriate interventions to set learning targets. Teachers and leaders monitor student progress to determine effectiveness of the intervention(s) and next steps for continuous improvement. Leaders determine overall impact and effectiveness of the transitional course toward CCR goals. Make adjustments to implementation if needed.	Career Preparation/Orientation	01/01/2016	06/30/2017	\$0	Assistant Superintendent of Learning Support Services; Directors of Teaching and Learning; Director of Assessment and CHS Instructional Coach
Data	Ninth grade science teachers will administer a pre-assessment to identify students who need remediation. Remediation will be provided through courses and after school tutoring.	Academic Support Program	01/01/2016	06/30/2017	\$0	Science department
Common Usage and Mechanics Practice	Classes will include activities that address language mechanics such as a strong verb activity and the same mechanics rule addressed in the content writing of each individual class. Use more of students' own work to analyze grammar, syntax and structure. Enhance DAILY mini grammar lessons to reflect specific skills incorporated in to each common unit and practice time management skills and test taking strategies with PLAN/ACT practice.	Direct Instruction	01/01/2016	06/30/2017	\$0	Teachers, Department Chairs, and Administration
ILP and CTE	Utilize the ILP and other information including counseling in order to place freshmen in CTE courses aligned with their career interests	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	Director of Secondary Teaching and Learning; Middle and High School Counselors
Visual awareness	Will increase knowledge, through visual awareness. Ex: bulletin boards, facts, etc....	Academic Support Program	01/01/2016	06/30/2017	\$0	All Teachers

Closing the Achievement Gap

Conner High School

Curriculum and Assessment Alignment	Expand criteria for Math and Business to improve appropriate scheduling of senior math to move all student forward. Put a cap on College Prep to increase student learning, decrease Novice and shrink the GAP.	Academic Support Program	01/04/2016	06/30/2017	\$0	Teacher leaders and Instructional Coaches
Skill specific writing drills	students will be given teacher driven prompts after receiving direct instruction on explicit writing skills.	Direct Instruction	01/04/2016	06/30/2017	\$0	English Dept
College writing lab offered	College writing lab added to the course offerings through the English department	Academic Support Program	01/04/2016	06/30/2017	\$0	All staff
Writing skills	students will be writing their own teacher guided rubric, analyzing the work of their peers, and writing based upon specific writing skills.	Academic Support Program, Direct Instruction	01/04/2016	06/30/2017	\$0	English Dept.
Career and Academic Advising for CTE	Support career and academic advising to broaden career pathways for each CTE program available.	Career Preparation/Orientation	01/01/2016	06/30/2017	\$0	CTE Coordinators; MS/HS Director of Teaching and Learning
Real Life Project	Classes will have one real life project that meets a real world purpose.	Career Preparation/Orientation	01/01/2016	06/30/2017	\$0	All Teachers and Staff
College credit-Latin	Students receive college credit through Latin III and IV now being available as a dual enrollment course through Thomas More University	Academic Support Program	01/04/2016	06/30/2017	\$0	All staff
Advanced Review Session	Biology teachers will hold a "review session" targeted for high achieving students	Academic Support Program	01/01/2016	06/01/2017	\$0	Science teachers
Remediation	Students who are not meeting benchmark will receive remediation through course work. Teachers will implement assessment methods aligned with desired student outcomes. Ensure the use of a variety of qualitative and quantitative assessments for enhanced student learning. Provide support for the development and use of assessments that address the needs of diverse learners and that support understanding of science content and processes. Teachers will use of assessment data to inform instructional practice.	Direct Instruction	01/04/2016	06/30/2017	\$0	Science Dept.
Reading Performance	By providing individual intervention for all novice and resource students using FastForward, adding reading remediation classes for students below benchmark and increasing practice of time strategies our performance scores will improve by moving Novice from 23.3% to 10%, moving Apprentice from 10.2% to 15%, moving Proficient from 49.1% to 50% and moving Distinguished from 17.4% to 25%. Move ACT reading average from 21.1% to 21.4% and to move PLAN reading average from 17.9% to 18.2%.	Academic Support Program	01/01/2016	06/30/2017	\$0	All staff

Closing the Achievement Gap

Conner High School

PLAN/ACT Practice	Biology teachers will use pre-assessment scores, and practice PLAN results to target high/low student needs. Biology teachers will give ACT Flashbacks at least weekly.	Academic Support Program	01/01/2016	06/30/2017	\$0	Science department
Cultural project	As a World Language department the students participate in a cultural project, they must research, write a report to demonstrate findings and present to the class	Academic Support Program	01/01/2016	06/30/2017	\$0	World Language Department
School-wide Usage and Mechanics Instruction through Media	Weekly or daily clips of creative ways to remember rules, commonly confused words, etc. will reach students who are not currently in English or writing classes.	Technology	01/01/2016	06/30/2017	\$0	Teachers, Department Chairs, and Administration
Grammar professional development and resources for teachers	Move the number of Novice from 12.1% to 10%, move Apprentice from 20.6% to 19%, move Proficient from 33.1% to 35% and move Distinguished from 34.2% to 36%.	Academic Support Program	01/01/2016	06/30/2017	\$0	All Teachers and Staff
Activity - Alternate Programs	Continue to utilize of various alternate programs such as the Drop-in Program, transition to high school, and ACE.	Behavioral Support Program	01/04/2016	06/30/2017	\$0	Principal; Director of Pupil Personnel; Director of Special Education
Identification	Students will be identified and monitored. Dis-aggregated student achievement data will drive instructional improvement that are rich in science content and model best practices. Progress in student learning will regularly be communicated to parents and students.	Policy and Process	01/04/2016	06/30/2017	\$0	Science Dept.
Literary Magazine course	Literary Magazine course added to the course offerings	Academic Support Program	01/04/2016	06/30/2017	\$0	All staff
Health committee meetings	Health committee meets regularly to discuss areas and activities to improve health throughout the school	Other	01/04/2016	06/30/2017	\$0	Health committee members selected that consist of faculty, students and staff
Best Practice; Progress Monitoring	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. Personalization requires collaboration among teachers to flexibly group students based on student needs and weekly/bi-weekly assessments to monitor progress.	Academic Support Program	01/01/2016	06/01/2017	\$0	Instructional Coaches; Principals

Closing the Achievement Gap

Conner High School

Policy and process: Professional Learning	Establish protocol and procedures to expand the use of effective collaboration across the district in all classrooms. Provide training and support for regular and special education teacher teams on effective collaboration. Implement a monitoring system to assess continuous progress and inform instructional decisions for student with disabilities. Establish a baseline as to where the district is in the use of effective collaboration. Identify the barriers at each school to effective collaboration. Provide training and support on collaboration to meet the individual needs of students at individual schools. Provide opportunities for all teachers in all departments to attend professional conferences.	Academic Support Program	01/01/2016	06/30/2017	\$0	Director of Special Education and Special Education Coordinators
Small-Group Writing PD	English teachers will work with content learning communities to individualize needs for content-specific writing instruction. The small-group setting will allow for more casual and meaningful discussion.	Professional Learning	01/01/2016	06/30/2017	\$0	Teachers, Department Chairs, and Administration
Instruction	Utilize Quality Core resources for continuous improvement of rigorous and relevant content for every math and science class.	Direct Instruction	01/01/2016	06/30/2017	\$0	Math teachers & Science Teachers
Reading for College Success Class	Students will be placed in extended intervention programs based on EPAS scores to remediate their individual deficiencies.	Direct Instruction	01/04/2016	06/30/2017	\$0	Instructional Coach and English Department Chair
Engineering practices	Members of the Science department will provide opportunities for students to create, build and refine.	Academic Support Program	01/04/2016	06/30/2017	\$0	Science department
Alternate Assignment	An assignment that shows they have gained knowledge of a topic using a different learning style. This should be developed by the special education collaborator, but agreed upon by the regular education teacher.	Academic Support Program	01/01/2016	06/30/2017	\$0	Special Education Collaborator, but agreed upon by the regular education teacher.
Writing Evaluation	Evaluate students writing to reflect accuracy using a rubric. (This does not limit student's use of different formats).	Academic Support Program	01/01/2016	06/01/2017	\$0	All Teachers and Staff
ACT Practice	In chemistry, students will continue to do ACT Flashbacks at least weekly and one full science ACT practice. The results will be used to monitor student progress.	Academic Support Program	01/01/2016	06/01/2017	\$0	Chemistry teachers
In Class Strategies	Practice and model annotation and critical thinking strategies, practice speed reading strategies and weekly integration of context clues and inferencing.	Academic Support Program	01/04/2016	06/30/2017	\$0	Instructional Coach, Language Arts Teachers

Closing the Achievement Gap

Conner High School

Increase achievement for all student groups	By actively practicing time restrictions on assessments and developing time awareness activities to provide time management awareness for students struggling to complete standardized assessments within time constraints.	Academic Support Program	01/01/2016	06/30/2017	\$0	All Teachers and Staff
Math course placement	Intentionally place students in College and Career Readiness Math or Introduction to Algebra courses based on predetermined criteria.	Academic Support Program	01/01/2016	06/30/2017	\$0	Math department
Writing assignments in Math	Each math course includes graded writing assignments.	Academic Support Program	01/01/2016	06/30/2017	\$0	Math department
Provide visual learning posters with standard grammar and writing rules in each English classroom.	Additionally, daily mini grammar rules will air daily on the announcements two weeks prior to the PLAN and ACT.	Academic Support Program	01/04/2016	06/30/2017	\$0	All Teachers and Staff
Constructive Responses and Analytical Writing	Constructive responses and analytical writing will be used in all social studies classes based on topics being discussed.	Academic Support Program	01/04/2016	06/30/2017	\$0	Social Studies Department
Activity - Students At Risk of Failing	Utilize the Persistence to Graduation Tool, 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 communication and interventions to ensure success for the students.	Academic Support Program	01/04/2016	06/30/2017	\$0	Director of Pupil Personnel; Asst. Director of Pupil Personnel; Director of Secondary Teaching and Learning; MS HS Principals
STAR Math	Use STAR math to measure growth and provide timely intervention to individual students in 9th grade.	Academic Support Program	01/04/2016	06/30/2017	\$0	Math Department
Personalization and Progress Monitoring	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. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress.	Academic Support Program	01/01/2016	06/01/2017	\$0	Inst. Coach, Principal
Flashbacks	Flashbacks will be used in every math and social studies class every day to review prior content to increase retention of material.	Academic Support Program	01/01/2016	06/30/2017	\$0	Math and Social Studies Departments
Writing policies	Required science courses will implement a writing policy that includes an authentic piece, monthly high level or EOCA constructed responses and lab report writing.	Direct Instruction	01/04/2016	06/30/2017	\$0	Science Dept.
Intentional Intervention through scheduling	Create a watch list of freshman math students for future scheduling into beginning of students junior year.	Academic Support Program	01/01/2016	06/30/2017	\$0	Math department

Closing the Achievement Gap

Conner High School

KOSSA	Career standard assessment	Career Preparation/Orientation	01/01/2016	06/01/2017	\$0	CTE Department Chair and BAC
Writing Policies	Required science and social studies courses will implement a writing policy that includes an authentic piece, monthly high level or EOC constructed responses, and lab report writing.	Academic Support Program	01/01/2016	06/30/2017	\$0	Integrated Science, Biology, Chemistry and Social Studies Teachers
NGSS	The science department will follow and align to the Next Generation Science Standards as adopted by KDE.	Academic Support Program	01/01/2016	06/30/2017	\$0	Science Department
Career Pathways for Students	Provide middle school 8th grade students with academic and career pathway information related to their ILPs to support career and academic advisement in order to help students make good elective choices. Consider using mentors assigned after ILP completion.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	Director of Secondary Teaching and Learning; Middle and High School Counselors
Vertical Alignment	All teachers will revisit current alignment of Common Core Standards and adjust as needed based on student performance and EOCA data.	Direct Instruction	01/01/2016	06/30/2017	\$0	All Departments
RTI	Support the RTI/tiered intervention process at all grade levels and ensure students in sub-populations (LEP, disabilities, F/RL, African-American, Hispanic) are targeted. Monitor RTI implementation.	Academic Support Program	01/04/2016	06/30/2017	\$0	Directors of Teaching and Learning and Technology
Curriculum and Assessment Alignment	Continue the development and refinement, as well as implementation, of district curriculum, maps, and standards-based units of instruction aligned to KCAS, Quality Core and College Readiness Standards and secure SBDM support.	Academic Support Program	01/04/2016	06/30/2017	\$0	Directors of Teaching and Learning; Director of Technology
On Demand Writing Performance Scores	By incorporating more modern writing, i.e. Blogs and emails, teaching writing in chunk, focusing on specific skills one at a time, compiling ODW tips sheets for all students taking ODW, providing awareness of handwriting bias to students, targeting freshman for remedial writing classes and by adding two new writing courses to curriculum (Literary Magazine for upper level students and College Writing Lab for lower level students) this will bring improve our performance scores. Move Novice from 6.1% to 5%, move Apprentice from 30.8% to 25%, move Proficient from 49.7% to 53% and move Distinguished from 13.3% to 17%.	Academic Support Program	01/01/2016	06/30/2017	\$0	All staff
Test Taking Strategies	Freshman and elective science teachers will teach a unit on test taking skills specific to Science.	Direct Instruction	01/04/2016	06/01/2017	\$0	Science Dept.

Closing the Achievement Gap

Conner High School

Increase Communication	Increase communication among teachers, leaders, and parents regarding the effectiveness of the monitoring of interventions to assure continuous student improvement. The Science department will use career interest listed on the surveys given in courses to target students who should be taking high-level elective science courses. The parents of these students will be sent letters including information on programs offered at local universities. The letter will also include explanations of courses and opportunities.	Parent Involvement	01/01/2016	06/30/2017	\$0	Assistant Superintendent of Learning Support Services; Directors of Teaching and Learning; Director of Assessment; Instructional Coaches; Director of Special Education: Special Education Coordinators and CHS Instructional Coach Science Department Chair
Intentional Intervention	Watch list will be created by Alg. 1 teachers for Intro to Alg. II, Freshman will be placed in CCR based on prior performance, students will receive intentional intervention in the classroom and we will offer ESS.	Academic Support Program	01/04/2016	06/30/2017	\$0	Math Dept.
School-wide Writing Instruction Materials	English Dept. will help create a folder which includes MLA links, pre-writing organizers, thesis statement builders, etc. to help all teachers instruct and require proper documentation and strong writing. The folder will also be a link on the school website for all students to access.	Policy and Process	01/01/2016	06/01/2017	\$0	Teachers, Department Chairs, and Administration
College credit-German	Students receive college credit through German III and IV now being available as a dual enrollment course through Northern Kentucky University.	Academic Support Program	01/04/2016	06/30/2017	\$0	All staff
Career Pathways Alternate	Provide students on an Alternative Diploma track access to programs that align with the career pathways identified in the ILP.	Career Preparation/Orientation	01/01/2016	06/01/2017	\$0	Transition Coordinator; District Special education staff and partnership with OVR and Business community

Closing the Achievement Gap

Conner High School

Synthesis Essay Practice	Increase writing rigor with specific skills to be practiced weekly, practice student driven rubrics and peer analysis, have students critically analyze the Kentucky Writing Rubric, Model each of the 4 levels of writing according to the Kentucky Writing Rubric, recruit students to select the 2 new writing classes during scheduling, encouraging more real world writing, i.e. publishing and awards and time all writing. Should include 3.8 writing practices.	Direct Instruction	01/01/2016	06/30/2017	\$0	Teachers, Department Chairs, and Administration
Arts and Humanities curriculum	Create an Appreciation of Visual and Performing Art course to the pre registration class list and in the course description book available to all grade levels.	Direct Instruction	01/04/2016	06/30/2017	\$0	Curriculum committee
Community Involvement	Invite more professionals from the community to instruct and demonstrate different aspects of the arts to all students.	Community Engagement	01/04/2016	06/30/2017	\$0	All staff
Will reduce the number of novice in the area of 10th and 11th grade writing by 50%	a. Provide students a writing template b. Collaborative teachers in all areas will check student writing using this template c. More writing will be assigned in resource rooms in all content areas	Academic Support Program	01/01/2016	06/30/2017	\$0	Teachers and Instructional Coach
Support	Support will be provided while maintaining high expectations.	Academic Support Program	01/04/2016	06/30/2017	\$0	Science Dept.
National Examination	Students receive recognition for excellence in achievement as compared to other students state and nation wide at their skill level.	Direct Instruction	01/04/2016	06/30/2017	\$0	World Language Dept.
PLAN Data	Chemistry teachers will review student EOC and PLAN scores to target instruction.	Academic Support Program	01/01/2016	06/01/2017	\$0	Science department
Intervention for unduplicated gap group	Utilize intentional intervention in the classroom including one on one instruction, COMPASS learning, data driven instruction, intro to Alg. II, CCR math, and ESS.	Academic Support Program	01/04/2016	06/30/2017	\$0	Math Dept.
MOS	Provide students an opportunity through pathways to become industry certified in Microsoft Office Systems at no cost.	Academic Support Program	01/01/2016	06/30/2017	\$0	CTE Department
Reduce the number of novice in all other areas of testing by 50%	a. Emphasize importance of testing with all students b. Teach multiple choice testing strategies to all students	Academic Support Program	01/01/2016	06/30/2017	\$0	Teachers and Instructional Coach
Intervention	Biology teachers will work together to tutor/remediate students who need extra help	Academic Support Program	01/01/2016	06/01/2017	\$0	Science teachers
Will reduce the number of novice in the area of language mechanics by 50%.	a. Provide teachers with grammar training b. Increase time spent on grammar	Academic Support Program	01/01/2016	06/30/2017	\$0	Teachers and Instructional Coach
Language Option	Addition of the German Technical Language class providing vocational students or students not on a 4 year university track another language option.	Academic Support Program	01/04/2016	06/30/2017	\$0	Language Department

Closing the Achievement Gap

Conner High School

Individual time	Allot specific time for teachers to advise students individually.	Academic Support Program	01/04/2016	06/30/2017	\$0	All staff
CCR Measure	Provide professional development training on the college and career readiness measure to counselors, teachers and administrators.	Other	01/04/2016	06/01/2017	\$0	Counselors, teachers and administrators
Remediation	Science teachers will continue to recommend students for ESS tutoring. In some cases science teachers will make arrangements with NHS members to tutor students who struggle.	Academic Support Program	01/01/2016	06/30/2017	\$0	Science department
Synthesis Essay Practice	Increase by 10% (1 per month)	Academic Support Program	01/01/2016	06/30/2017	\$0	All Teachers and Staff
Total					\$0	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STEM	Increase access and opportunities for all students to participate in science, technology, engineering, and mathematics (STEM) programs.	Academic Support Program	01/04/2016	06/30/2017	\$15000	MS/HS Director of Teaching and Learning
ASK	Career standard assessment	Career Preparation/Orientation	01/01/2016	06/01/2017	\$2000	CTE Department Chair and BAC
Total					\$17000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Tools for Careers	Provide all students the opportunity to explore and utilize technology tools and applications effectively and productively to advance them on their path to career and college ready.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$45000	District and School Special Education Staff, Directors of Teaching and Learning IDEA funding

Closing the Achievement Gap

Conner High School

AP and Dual Enrollment Courses	Provides opportunities for all students to earn college credit while attending CHS through dual enrollment, acceleration and AP programming through various universities. All 3 languages and CTE offer students the opportunity to achieve credits through these enrollment opportunities.	Other	01/01/2016	06/30/2017	\$0	Assistant Superintendent of Learning Support; Director of Secondary Teaching and Learning and CHS Instructional Coach
EPAS Data and ILP	Utilize EPAS data and ILP information to plan for instruction to develop the IEP and 504 plans.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$5000	District and school special education staff, ARC chairpersons IDEA Funding
Course and Assessment Alignment	Increase opportunities for dual and articulated credit through partnerships with state and local colleges and universities.	Academic Support Program	01/01/2016	06/30/2017	\$0	Assistant Superintendent of Learning Support; Director of Secondary Teaching and Learning and CHS Instructional Coach
Total					\$50000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Utilize Internet Resources-Math	CHS Math teachers will utilize internet resources to build curriculum and improve collaborative work as well as differentiated instruction.	Academic Support Program	01/04/2016	06/30/2017	\$7200	Instructional Coach, Math Department Chair and all Math staff
Specialized Intervention	Offering courses Reading for College Success and EXPLORE Reading for College Career Readiness designed to provide assistant and remediation for students 9-11 who are not meeting EPAS benchmarks. Pull out and review COMPASS testing.	Academic Support Program	01/04/2016	06/30/2017	\$3000	Administration, Instructional Coach, Reading Assistant Facilitator
PD	A series of PD opportunities for teachers to develop skills for identifying and implementing intervention strategies	Professional Learning	01/01/2016	06/30/2017	\$300	Asst Principal and Tier II committee

Closing the Achievement Gap

Conner High School

Physical Space	Maximize use of physical space to lead students to engage in learning and implement formative assessment strategies as well as the 8 mathematical practices.	Academic Support Program	01/04/2016	06/30/2017	\$0	Math department
Total					\$10500	

Title II Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Pre AP	Build and enhance Advanced, AP Programs, and Pre-AP Programs to ensure the pass rate, engagement and participation of diverse populations at all grade levels.	Academic Support Program	01/01/2016	06/30/2017	\$5000	Assistant Superintendent of Learning Support; MS/HS Director of Teaching and Learning, Director of Assessment Support and Instructional Coach
Total					\$5000	

Plan for Closing the Achievement Gap 2016-2017

Overview

Plan Name

Plan for Closing the Achievement Gap 2016-2017

Plan Description

Novice reduction and closing the gap goals and threads.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading, writing and math proficiency KPREP ratings for all students in the non-duplicated gap group from 47.0% in 2014 to 60.9% by 2017	Objectives: 1 Strategies: 3 Activities: 11	Organizational	\$0
2	Increase the percentage of students who are college- and career-ready from 69.9% to 78.4% by 2016	Objectives: 2 Strategies: 3 Activities: 5	Academic	\$0
3	Increase the averaged combined reading, writing and math K-Prep scores for 64.4% PD to 79.7% PD by 2017	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$0
4	Reduce the number of student performing at the Novice level in all areas of accountability by 50% within the next 5 years	Objectives: 5 Strategies: 6 Activities: 11	Organizational	\$0

Goal 1: Increase the average combined reading, writing and math proficiency KPREP ratings for all students in the non-duplicated gap group from 47.0% in 2014 to 60.9% by 2017

Measurable Objective 1:

demonstrate a proficiency 71.6% P and D by 06/30/2017 as measured by measured by overall achievement Gap on KPREP.

Strategy 1:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category:

Activity - Personalization and Progress Monitoring	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. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Inst. Coach, Principal
Activity - Small-Group Writing PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will work with content learning communities to individualize needs for content-specific writing instruction. The small-group setting will allow for more casual and meaningful discussion.	Professional Learning	01/01/2016	06/30/2017	\$0	No Funding Required	Teachers, Department Chairs, and Administration
Activity - Increase achievement for all student groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By actively practicing time restrictions on assessments and developing time awareness activities to provide time management awareness for students struggling to complete standardized assessments within time constraints.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	All Teachers and Staff

Strategy 2:

Reduce the GAP between Special Ed Students and All Students - 1. Will reduce the number of novice in the area of 10th and 11th grade writing by 50%.

- a. Provide students a writing template
- b. Evaluate students writing to reflect accuracy using a rubric.

Closing the Achievement Gap

Conner High School

- c. More writing will be assigned in resource rooms in all content areas
- 2. Will reduce the number of novice in the area of language mechanics by 50%.
 - a. Provide special education teachers with grammar training
 - b. Increase time spent on grammar
- 3. Reduce the number of novice in all other areas of testing by 50%.
 - a. Emphasize importance of testing with all students
 - b. Teach multiple choice testing strategies to all students

Category: Continuous Improvement

Activity - Will reduce the number of novice in the area of 10th and 11th grade writing by 50%	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
a. Provide students a writing template b. Collaborative teachers in all areas will check student writing using this template c. More writing will be assigned in resource rooms in all content areas	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	Teachers and Instructional Coach

Activity - Will reduce the number of novice in the area of language mechanics by 50%.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
a. Provide teachers with grammar training b. Increase time spent on grammar	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	Teachers and Instructional Coach

Activity - Reduce the number of novice in all other areas of testing by 50%	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
a. Emphasize importance of testing with all students b. Teach multiple choice testing strategies to all students	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	Teachers and Instructional Coach

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

Closing the Achievement Gap

Conner High School

Math for College and Career Readiness courses designed for students below Star benchmark. Use Star data to identify and effectively schedule students into Math for College & Career Readiness courses and intervention for Algebra II courses. (Must be included in ILP) Expand Algebra II Intervention enrollment to include students who elect to take the course. Counsel students in options, place students in interventions and place students in appropriate rigor. Revisit scheduling options for incoming freshman. Identify students performing at novice level and provide documented intervention to provide growth.	Direct Instruction	01/01/2016	06/30/2017	\$0	No Funding Required	Math Teachers, Math Chair and Instructional Coach
---	--------------------	------------	------------	-----	---------------------	---

Activity - Alternate Assignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An assignment that shows they have gained knowledge of a topic using a different learning style. This should be developed by the special education collaborator, but agreed upon by the regular education teacher.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	Special Education Collaborator, but agreed upon by the regular education teacher.

Activity - On Demand Writing Performance Scores	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By incorporating more modern writing, i.e. Blogs and emails, teaching writing in chunk, focusing on specific skills one at a time, compiling ODW tips sheets for all students taking ODW, providing awareness of handwriting bias to students, targeting freshman for remedial writing classes and by adding two new writing courses to curriculum (Literary Magazine for upper level students and College Writing Lab for lower level students) this will bring improve our performance scores. Move Novice from 6.1% to 5%, move Apprentice from 30.8% to 25%, move Proficient from 49.7% to 53% and move Distinguished from 13.3% to 17%.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	All staff

Activity - Reading Performance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By providing individual intervention for all novice and resource students using FastForward, adding reading remediation classes for students below benchmark and increasing practice of time strategies our performance scores will improve by moving Novice from 23.3% to 10%, moving Apprentice from 10.2% to 15%, moving Proficient from 49.1% to 50% and moving Distinguished from 17.4% to 25%. Move ACT reading average from 21.1% to 21.4% and to move PLAN reading average from 17.9% to 18.2%.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	All staff

Strategy 3:

Tier II - Targeted Interventions designed and delivered for students at risk. Students are determined to be at risk based on the following indicators; Academic Performance, Attendance, and Behavior.

Category:

SY 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Closing the Achievement Gap

Conner High School

Activity - Monthly Tier II Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier II committee members review and revise listing of at risk students	Professional Learning	01/01/2016	06/30/2017	\$0	No Funding Required	Teachers, Guidance, and Administrators

Goal 2: Increase the percentage of students who are college- and career-ready from 69.9% to 78.4% by 2016

Measurable Objective 1:

A 14% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of students who are college- and career-ready in Career & Technical by 06/30/2017 as measured by the percentage of students who are college- and career-ready.

Strategy 1:

College and career ready - Targeted Interventions

Persistence to Graduation

Course and Assessment Alignment

Career Readiness Pathways

Acceleration

Academic and Career Advising

Other

Category: Continuous Improvement

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

Closing the Achievement Gap

Conner High School

Review of Star data to analyze gaps in instructional programming for students: School leadership runs the persistence to graduation tool (PtGT) from IC to determine which students are at risk of not meeting academic benchmarks or in need of additional supports. Verify the list of students who did not meet benchmarks on the PLAN, or ACT and other student level evaluation data. Determine options for providing targeted transitional interventions to students (intervention period, intervention classes, out-of-school-time intervention, etc.). Identify the transitional intervention curriculum material (Resource: KDE website, search box transitional courses for more information and local university partners). Identify staffing needs for the interventions and develop a plan for implementation. Communicate with parents to inform them of the need for transitional interventions and schedule students into intervention services. Implement the transitional courses and use diagnostic assessments to match the needs of students with the appropriate interventions to set learning targets. Teachers and leaders monitor student progress to determine effectiveness of the intervention(s) and next steps for continuous improvement. Leaders determine overall impact and effectiveness of the transitional course toward CCR goals. Make adjustments to implementation if needed.	Career Preparation/Orientation	01/01/2016	06/30/2017	\$0	No Funding Required	Assistant Superintendent of Learning Support Services; Directors of Teaching and Learning; Director of Assessment and CHS Instructional Coach
--	--------------------------------	------------	------------	-----	---------------------	---

Strategy 2:

Identification - Staff responsible for both activities listed should include teachers

Category: Continuous Improvement

Activity - Benchmark Analysis Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional coach will assist and facilitate the analysis of Benchmark data.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	Instructional Coach
Activity - Identification through Administration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The identities of students who are the non-duplicated group will be shared with departments prior to the start of the school year so that departments can target and provide supports for those students.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Instructional Coach
Activity - Identification through Individual Departments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments will compile data including Benchmark and QC EOCA to monitor student progress. The data will be used to identify, target and intervene.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Department Leaders

Measurable Objective 2:

60% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Biology in Science by 06/30/2017 as measured by Biology EOCA accountability scores on the 2015-2016 school report card.

Closing the Achievement Gap

Conner High School

Strategy 1:

Reducing the number of novice - Reduce the number of novice students by identifying and intervening.

Category: Continuous Improvement

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Biology teachers will work together to tutor/remediate students who need extra help	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Science teachers

Goal 3: Increase the averaged combined reading, writing and math K-Prep scores for 64.4% PD to 79.7% PD by 2017

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency to increase the averaged combined reading and math K-Prep scores in English Language Arts by 06/30/2017 as measured by Conner High School's averaged combined reading and math K-prep scores to 70%.

Strategy 1:

Reading and Writing Interventions - All teachers will incorporate and evaluate real world reading and writing assignments into their course curriculum.

Category: Continuous Improvement

Activity - Reading for College Success Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in extended intervention programs based on EPAS scores to remediate their individual deficiencies.	Direct Instruction	01/04/2016	06/30/2017	\$0	No Funding Required	Instructional Coach and English Department Chair

Activity - Skills based writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement quality core released items	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	All Teachers

Activity - Culturally appropriate articles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students seek culturally appropriate articles in both English as well as in the target language and write short reports to discuss and share their findings with the class.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	English and Language Departments

Closing the Achievement Gap

Conner High School

Activity - Constructive Responses and Analytical Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Constructive responses and analytical writing will be used in all social studies classes based on topics being discussed.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Social Studies Department

Activity - Writing assignments in Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each math course includes graded writing assignments.	Academic Support Program	01/01/2016	06/30/2017	\$0	No Funding Required	Math department

Goal 4: Reduce the number of student performing at the Novice level in all areas of accountability by 50% within the next 5 years

Measurable Objective 1:

demonstrate a proficiency by reducing the percentage of students who score Novice on the Biology EOCA from 12.6% to 10.0%. by 06/30/2017 as measured by the Biology EOCA..

Strategy 1:

Target Students with IEP's - Target students who have IEP's and reduce the percent novice from 40% to 35%.

Category: Continuous Improvement

Activity - Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified and monitored. Dis-aggregated student achievement data will drive instructional improvement that are rich in science content and model best practices. Progress in student learning will regularly be communicated to parents and students.	Policy and Process	01/04/2016	06/30/2017	\$0	No Funding Required	Science Dept.

Activity - Accomodations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accommodations and support will be provided while maintaining high expectations. Science teachers will ensure that scientific inquiry and the development of science process skills, such as problem solving, are essential components of instruction and are integrated with content delivery.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Science Dept. and SpEd Dept.

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

Closing the Achievement Gap

Conner High School

Science teachers and special education teachers will collaboratively orchestrate instruction. Collaborative teams will ensure the development and/or selection of science curriculum that is pedagogically appropriate and encompasses strategies for building conceptual understanding. A variety of teaching styles that emphasize constructive approaches, including differentiated instruction and cooperative learning will be utilized	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Science dept. and Sp Ed dept.
--	--------------------------	------------	------------	-----	---------------------	-------------------------------

Strategy 2:

Target gap group - Target students in the non-duplicated gap group and reduce percent novice from 20.6% to 17.5%.

Category: Continuous Improvement

Activity - Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified and monitored. Specifically Term 1 grades will be evaluated. Teachers will evaluate gap group grades.	Policy and Process	01/04/2016	06/30/2017	\$0	No Funding Required	Science Dept.

Activity - Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support will be provided while maintaining high expectations.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Science Dept.

Activity - Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are not meeting benchmark will receive remediation through course work. Teachers will implement assessment methods aligned with desired student outcomes. Ensure the use of a variety of qualitative and quantitative assessments for enhanced student learning. Provide support for the development and use of assessments that address the needs of diverse learners and that support understanding of science content and processes. Teachers will use of assessment data to inform instructional practice.	Direct Instruction	01/04/2016	06/30/2017	\$0	No Funding Required	Science Dept.

Activity - Science passages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading for College Success teachers will incorporate additional PLAN/ACT Science passages into lessons. This will be done in addition to the current practice and learning four Science vocabulary words per week.	Direct Instruction	01/04/2016	06/30/2017	\$0	No Funding Required	Science/English Dept.

Measurable Objective 2:

increase student growth by reducing the percentage of students who score Novice on the Algebra II EOCA from 11.3% to 9.04%. by 06/30/2017 as measured by the Algebra II EOCA..

Strategy 1:

Reduce Novice IEP's in Algebra II - We will reduce our Novice from 42.3% to 33.84% based on the Algebra II EOCA scores.

Category: Continuous Improvement

SY 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Closing the Achievement Gap

Conner High School

Activity - Intentional Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Watch list will be created by Alg. 1 teachers for Intro to Alg. II, Freshman will be placed in CCR based on prior performance, students will receive intentional intervention in the classroom and we will offer ESS.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Math Dept.

Strategy 2:

Reduce Novice in gap group - Reduce Novice in unduplicated gap group from 17.7% to 14.16%

Category: Continuous Improvement

Activity - Intervention for unduplicated gap group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize intentional intervention in the classroom including one on one instruction, COMPASS learning, data driven instruction, intro to Alg. II, CCR math, and ESS.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Math Dept.

Measurable Objective 3:

increase student growth by reducing the percentage of students who score Novice on the US History EOCA from 14.3% to 11.44%. by 06/30/2017 as measured by the U.S. History EOCA.

Strategy 1:

reduction of nonduplicated gap novice score - reduction of novice in non-duplicated gap group from 28.7% to 22.96%.

Category: Continuous Improvement

Activity - Reduce Novice in gap group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
we will utilize ESS, collaborative instruction and writing assignments to move all learners forward.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Social Studies Dept.

Measurable Objective 4:

increase student growth by reducing the percentage of students who score Novice on the On Demand Writing assessment for 10th grade by 1.48% over the 5 years. by 06/30/2017 as measured by the On Demand Writing assessment..

(shared) Strategy 1:

Target gap students with IEP's - Weekly skill driven activities, student driven rubrics, peer analysis, modeling annotation, critical thinking strategies, and speed writing practice.

Category: Continuous Improvement

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

Closing the Achievement Gap

Conner High School

students will be writing their own teacher guided rubric, analyzing the work of their peers, and writing based upon specific writing skills.	Academic Support Program, Direct Instruction	01/04/2016	06/30/2017	\$0	No Funding Required	English Dept.
--	--	------------	------------	-----	---------------------	---------------

Measurable Objective 5:

increase student growth by reducing the percentage of students who score Novice on the On Demand Writing assessment for 11th grade starting at 4.8% and reducing by .96% over the next 5 years. by 06/30/2016 as measured by the On Demand Writing assessment..

(shared) Strategy 1:

Target gap students with IEP's - Weekly skill driven activities, student driven rubrics, peer analysis, modeling annotation, critical thinking strategies, and speed writing practice.

Category: Continuous Improvement

Activity - Writing skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
students will be writing their own teacher guided rubric, analyzing the work of their peers, and writing based upon specific writing skills.	Academic Support Program, Direct Instruction	01/04/2016	06/30/2017	\$0	No Funding Required	English Dept.

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
Reading Performance	By providing individual intervention for all novice and resource students using FastForward, adding reading remediation classes for students below benchmark and increasing practice of time strategies our performance scores will improve by moving Novice from 23.3% to 10%, moving Apprentice from 10.2% to 15%, moving Proficient from 49.1% to 50% and moving Distinguished from 17.4% to 25%. Move ACT reading average from 21.1% to 21.4% and to move PLAN reading average from 17.9% to 18.2%.	Academic Support Program	01/01/2016	06/30/2017	\$0	All staff
Monthly Tier II Meetings	Tier II committee members review and revise listing of at risk students	Professional Learning	01/01/2016	06/30/2017	\$0	Teachers, Guidance, and Administrators
Skills based writing	Classroom teachers will implement quality core released items	Academic Support Program	01/04/2016	06/30/2017	\$0	All Teachers
Increase achievement for all student groups	By actively practicing time restrictions on assessments and developing time awareness activities to provide time management awareness for students struggling to complete standardized assessments within time constraints.	Academic Support Program	01/01/2016	06/30/2017	\$0	All Teachers and Staff
Reading for College Success Class	Students will be placed in extended intervention programs based on EPAS scores to remediate their individual deficiencies.	Direct Instruction	01/04/2016	06/30/2017	\$0	Instructional Coach and English Department Chair
Intervention for unduplicated gap group	Utilize intentional intervention in the classroom including one on one instruction, COMPASS learning, data driven instruction, intro to Alg. II, CCR math, and ESS.	Academic Support Program	01/04/2016	06/30/2017	\$0	Math Dept.
Reduce Novice in gap group	we will utilize ESS, collaborative instruction and writing assignments to move all learners forward.	Academic Support Program	01/04/2016	06/30/2017	\$0	Social Studies Dept.
Reduce the number of novice in all other areas of testing by 50%	a. Emphasize importance of testing with all students b. Teach multiple choice testing strategies to all students	Academic Support Program	01/01/2016	06/30/2017	\$0	Teachers and Instructional Coach

Closing the Achievement Gap

Conner High School

On Demand Writing Performance Scores	By incorporating more modern writing, i.e. Blogs and emails, teaching writing in chunk, focusing on specific skills one at a time, compiling ODW tips sheets for all students taking ODW, providing awareness of handwriting bias to students, targeting freshman for remedial writing classes and by adding two new writing courses to curriculum (Literary Magazine for upper level students and College Writing Lab for lower level students) this will bring improve our performance scores. Move Novice from 6.1% to 5%, move Apprentice from 30.8% to 25%, move Proficient from 49.7% to 53% and move Distinguished from 13.3% to 17%.	Academic Support Program	01/01/2016	06/30/2017	\$0	All staff
Small-Group Writing PD	English teachers will work with content learning communities to individualize needs for content-specific writing instruction. The small-group setting will allow for more casual and meaningful discussion.	Professional Learning	01/01/2016	06/30/2017	\$0	Teachers, Department Chairs, and Administration
Identification through Individual Departments	Departments will compile data including Benchmark and QC EOCA to monitor student progress. The data will be used to identify, target and intervene.	Academic Support Program	01/04/2016	06/30/2017	\$0	Department Leaders
Culturally appropriate articles	Students seek culturally appropriate articles in both English as well as in the target language and write short reports to discuss and share their findings with the class.	Academic Support Program	01/04/2016	06/30/2017	\$0	English and Language Departments
Personalization and Progress Monitoring	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. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress.	Academic Support Program	01/01/2016	06/01/2017	\$0	Inst. Coach, Principal
Math Intervention	Math for College and Career Readiness courses designed for students below Star benchmark. Use Star data to identify and effectively schedule students into Math for College & Career Readiness courses and intervention for Algebra II courses. (Must be included in ILP) Expand Algebra II Intervention enrollment to include students who elect to take the course. Counsel students in options, place students in interventions and place students in appropriate rigor. Revisit scheduling options for incoming freshman. Identify students performing at novice level and provide documented intervention to provide growth.	Direct Instruction	01/01/2016	06/30/2017	\$0	Math Teachers, Math Chair and Instructional Coach
Benchmark Analysis Assistance	The instructional coach will assist and facilitate the analysis of Benchmark data.	Academic Support Program	01/01/2016	06/30/2017	\$0	Instructional Coach
Alternate Assignment	An assignment that shows they have gained knowledge of a topic using a different learning style. This should be developed by the special education collaborator, but agreed upon by the regular education teacher.	Academic Support Program	01/01/2016	06/30/2017	\$0	Special Education Collaborator, but agreed upon by the regular education teacher.

Closing the Achievement Gap

Conner High School

Remediation	Students who are not meeting benchmark will receive remediation through course work. Teachers will implement assessment methods aligned with desired student outcomes. Ensure the use of a variety of qualitative and quantitative assessments for enhanced student learning. Provide support for the development and use of assessments that address the needs of diverse learners and that support understanding of science content and processes. Teachers will use of assessment data to inform instructional practice.	Direct Instruction	01/04/2016	06/30/2017	\$0	Science Dept.
Targeted Interventions	Review of Star data to analyze gaps in instructional programming for students: School leadership runs the persistence to graduation tool (PtGT) from IC to determine which students are at risk of not meeting academic benchmarks or in need of additional supports. Verify the list of students who did not meet benchmarks on the PLAN, or ACT and other student level evaluation data. Determine options for providing targeted transitional interventions to students (intervention period, intervention classes, out-of-school-time intervention, etc.). Identify the transitional intervention curriculum material (Resource: KDE website, search box transitional courses for more information and local university partners). Identify staffing needs for the interventions and develop a plan for implementation. Communicate with parents to inform them of the need for transitional interventions and schedule students into intervention services. Implement the transitional courses and use diagnostic assessments to match the needs of students with the appropriate interventions to set learning targets. Teachers and leaders monitor student progress to determine effectiveness of the intervention(s) and next steps for continuous improvement. Leaders determine overall impact and effectiveness of the transitional course toward CCR goals. Make adjustments to implementation if needed.	Career Preparation/Orientation	01/01/2016	06/30/2017	\$0	Assistant Superintendent of Learning Support Services; Directors of Teaching and Learning; Director of Assessment and CHS Instructional Coach
Support	Support will be provided while maintaining high expectations.	Academic Support Program	01/04/2016	06/30/2017	\$0	Science Dept.
Intervention	Biology teachers will work together to tutor/remediate students who need extra help	Academic Support Program	01/01/2016	06/01/2017	\$0	Science teachers
Collaboration	Science teachers and special education teachers will collaboratively orchestrate instruction. Collaborative teams will ensure the development and/or selection of science curriculum that is pedagogically appropriate and encompasses strategies for building conceptual understanding. A variety of teaching styles that emphasize constructive approaches, including differentiated instruction and cooperative learning will be utilized	Academic Support Program	01/04/2016	06/30/2017	\$0	Science dept. and Sp Ed dept.

Closing the Achievement Gap

Conner High School

Writing assignments in Math	Each math course includes graded writing assignments.	Academic Support Program	01/01/2016	06/30/2017	\$0	Math department
Will reduce the number of novice in the area of 10th and 11th grade writing by 50%	a. Provide students a writing template b. Collaborative teachers in all areas will check student writing using this template c. More writing will be assigned in resource rooms in all content areas	Academic Support Program	01/01/2016	06/30/2017	\$0	Teachers and Instructional Coach
Accommodations	Accommodations and support will be provided while maintaining high expectations. Science teachers will ensure that scientific inquiry and the development of science process skills, such as problem solving, are essential components of instruction and are integrated with content delivery.	Academic Support Program	01/04/2016	06/30/2017	\$0	Science Dept. and SpEd Dept.
Intentional Intervention	Watch list will be created by Alg. 1 teachers for Intro to Alg. II, Freshman will be placed in CCR based on prior performance, students will receive intentional intervention in the classroom and we will offer ESS.	Academic Support Program	01/04/2016	06/30/2017	\$0	Math Dept.
Science passages	Reading for College Success teachers will incorporate additional PLAN/ACT Science passages into lessons. This will be done in addition to the current practice and learning four Science vocabulary words per week.	Direct Instruction	01/04/2016	06/30/2017	\$0	Science/English Dept.
Writing skills	students will be writing their own teacher guided rubric, analyzing the work of their peers, and writing based upon specific writing skills.	Academic Support Program, Direct Instruction	01/04/2016	06/30/2017	\$0	English Dept.
Identification	Students will be identified and monitored. Specifically Term 1 grades will be evaluated. Teachers will evaluate gap group grades.	Policy and Process	01/04/2016	06/30/2017	\$0	Science Dept.
Constructive Responses and Analytical Writing	Constructive responses and analytical writing will be used in all social studies classes based on topics being discussed.	Academic Support Program	01/04/2016	06/30/2017	\$0	Social Studies Department
Identification	Students will be identified and monitored. Dis-aggregated student achievement data will drive instructional improvement that are rich in science content and model best practices. Progress in student learning will regularly be communicated to parents and students.	Policy and Process	01/04/2016	06/30/2017	\$0	Science Dept.
Will reduce the number of novice in the area of language mechanics by 50%.	a. Provide teachers with grammar training b. Increase time spent on grammar	Academic Support Program	01/01/2016	06/30/2017	\$0	Teachers and Instructional Coach
Identification through Administration	The identities of students who are the non-duplicated group will be shared with departments prior to the start of the school year so that departments can target and provide supports for those students.	Academic Support Program	01/01/2016	06/01/2017	\$0	Instructional Coach
Total					\$0	