

CAMPBELL COUNTY HIGH SCHOOL

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2008-2010

The Campbell County High School council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning Guidebook* prior to approval of our plan.

Renée Boots
Principal & SBDM Chairperson

Date: March 25, 2008

Plan Approved by the School Council:

3/25/08
Date

School Council Members:

Michael Bankemper, Teacher	John Hardy, Administrator
Christina Board, Teacher	Shelly Hegyi, Teacher
Renée Boots, Chairperson	Roseann McCafferty, Teacher
Sandra Bryan, Parent	Mindy Parks, Parent
Janine Caldwell, Parent	Brenda Sauerbeck, Parent
Laurie Gray, Teacher	Troy Styer, Teacher

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY:

Mission Statement

It is the mission of Campbell County High School to provide a safe environment in which students will be provided an opportunity to excel in learning, leadership, citizenship, and character.

Our Vision

It is the vision of Campbell County High School to create one of the **best** high schools in Kentucky where **all** students are valued and the focus is on improving **student achievement**.

Our Values

1. Recognize each student as a unique and valued individual
2. Collaborate with one another
3. Teach a challenging, rigorous, and relevant curriculum
4. Encourage and affirm one another
5. Recognize successes of our students, teachers, and school
6. Encourage students to have pride in themselves and our school

Our Goals

1. Test scores will increase (KCCT, ACT, etc.)
2. Employee turnover will decrease
3. Attendance to school and extracurricular events will increase
4. The number of disciplinary referrals will decrease
5. Membership and participation in school clubs, activities, and organizations will increase
6. Positive publicity will increase
7. Community involvement will increase

Consolidated Planning Process

As a result of our district's Tier III status, we have been working with a Voluntary Partnership Assistance Team (VPAT). As part of this process, our teachers, administrators, and council have become more adept at making decisions based on data. After developing and implementing common assessments and carefully analyzing the data, we have identified areas for concentration and growth. Through the work of our SBDM standing committees and after consultation with students, parents, faculty and staff, and district personnel, our council has decided to streamline our CSIP by developing a plan that will have the most impact on raising our scores and closing the achievement gaps for all Campbell County High School students.

ACTION COMPONENT: A. Student Achievement

District: Campbell County

Component Manager:

School: Campbell County High School

Current Date: March 2008

Plan Year: 2008-2010

Priority Need <i>(Based on Needs Assessment)</i>	Goal (Addresses the Priority Need)																
<p>According to 2007 CATS data, there is a need for further improvement as we progress toward the goal of 100 by 2014.</p> <p>Total 2007 Combined Index: 81.8 Novice: 11.97</p> <p>NCLB status report for 2007 reveals the following discrepancy between all students scoring proficient and disabled students scoring proficient:</p> <p>Reading All students 57.38 Disabled 5.36</p> <p>Math All students 53.57 Disabled 13.73</p> <p>Campbell County High School earned the following indices in 2007:</p> <table data-bbox="130 1068 525 1360"> <tr><td>Reading</td><td>85.3</td></tr> <tr><td>Mathematics</td><td>80.5</td></tr> <tr><td>Science</td><td>76.9</td></tr> <tr><td>Social Studies</td><td>79.8</td></tr> <tr><td>Arts & Humanities</td><td>97.4</td></tr> <tr><td>PL/VS</td><td>87.1</td></tr> <tr><td>Writing</td><td>67.0</td></tr> <tr><td>PLAN</td><td>74.6</td></tr> </table>	Reading	85.3	Mathematics	80.5	Science	76.9	Social Studies	79.8	Arts & Humanities	97.4	PL/VS	87.1	Writing	67.0	PLAN	74.6	<p>By 2010, Campbell County High School will increase the overall percentage of students scoring proficient or better and decrease the percentage of those scoring novice so that we will meet or exceed the growth index established by the Kentucky Department of Education. Our school's goal for the 2008-2010 biennium is 89.0, with a novice level of 12.07.</p>
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PLAN	74.6																

Causes and Contributing Factors	Objectives with Measures of Success
<p>► Curriculum Alignment: All departments have developed curriculum maps for all courses. These need to be updated for the next school year. All teachers need to ensure they are following their curriculum maps and timelines. Departments have developed appropriate KCCT-like common assessments for aligned curriculum, including OR, on-demand prompts, and portfolio appropriate assignments. Unit plans are in various stages of development and completion of these will be a priority.</p> <p>► Assessment: Grades do not reflect achievement on CATS. As a school, we need to be sure that proficient student performance on classroom assessments adequately reflects the standards of proficiency set by the KY Performance Descriptors. Some teachers need more training on how to develop higher level Open Response questions based on curriculum. Teachers need strategies for helping students answer open response questions. Teachers need strategies for analyzing student work to determine what instructional needs must be addressed in order to achieve the standards.</p> <p>► Differentiated Instruction: All teachers must accept responsibility for the learning of every child; teach students, not just subjects. Teachers must learn tools/strategies for how to teach every child; incorporate Best Practices in instruction and analyze student work to measure results and determine next steps. Higher order thinking skills need emphasis. Questioning techniques need development. Teachers need to provide more differentiated learning opportunities for students. All teachers must meet all students' needs by using teaching strategies that address multiple intelligences /multiple learning styles, various interests and different readiness levels. PD has been provided along with instructional resources, but this is an ongoing need. To help students in achievement gap areas, more training for teachers is needed so individual student needs (for at-risk and gifted/talented; novice and proficient/distinguished) can be met. Appropriate accommodations need to be made to ensure assessment of content is not unduly impacted by disability.</p>	<p>A1. Curriculum Alignment By 2010, all teachers at Campbell County High School will utilize their curriculum maps to prepare and teach units of study based on the Kentucky Program of Studies, Core Content, Depth of Knowledge levels, ACT standards.</p> <p>A2. Assessment All students' (including those in special education, technical, and alternative programs) knowledge of Core Content will be assessed through high-level open response questions, on-demand writing, standardized tests, and authentic reading and writing experiences as part of on-going classroom instruction as measured by school analysis of unit plans, student work, portfolios and results from district standardized tests. Teacher designed assessment tasks will be intentionally standards-based, rigorous and authentic requiring all students to use inquiry, problem- solving and higher-order critical thinking skills at a proficient level. Teachers will collaborate to develop KCCT-like common assessments to be administered at the end of each unit of study.</p> <p>A3. Assessment – Analyzing Work Teachers will utilize various collaborative methods to analyze student work (including open response, on-demand, unit tests, portfolio writings, etc.) to drive instruction throughout the year.</p> <p>A4. Differentiated Instruction By the 2008-2009 school year, all staff will apply appropriate instructional strategies for dealing with diverse populations and multiple levels as measured by lesson plans, student achievement on CATS, analysis of student work, perceptive data surveys and results from standardized tests. Additional professional development will take place prior to the 2008-2009 school year. Differentiated units of study will be an integral part of the Freshmen Academy plan for the 2008-2009 school year. Partnerships are being developed with Northern Kentucky University and other parties to help meet the needs of our diverse population.</p>

<p>► Interventions Forty-three percent of students have not achieved proficiency in reading; forty-six percent in math. Additionally, the achievement gap between students with and without disabilities is large.</p>	<p>A5. Interventions All teachers will use appropriate reading, writing, and math strategies across the curriculum as measured by rigorous school and district assessments, unit plans and student work samples. Intervention programs including Fast ForWord, Voyager, and PLATO are utilized to meet student needs.</p> <p>A6. Campbell County High School will utilize Extended School Services (ESS) such as: morning tutoring, daytime waiver, after school tutoring, and extended services opportunities to help non-proficient students meet proficiency.</p>
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Action Component: A. Student Achievement**District Name:** Campbell County**Component Manager:** Renée Boots**School Name:** Campbell County High School**Date:** March 2008**Strategies/Activities (Activity or Strategic Sequence of Activities to Achieve Objectives)**

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Resources Needed	Fund Source
A.1.	Professional development will allow time for teachers to develop rigorous units of study that follow the curriculum maps.	Teachers and school administrators will receive ongoing feedback regarding student learning and will be able to adjust instruction to assure that all students are learning at high levels.	All Department Chairs, All Teachers, Administration Staff Developers	May 2008	Ongoing	Time	Professional Development Hours
A.2.	Regular bi-weekly department meetings will allow time for teachers to analyze student performance on common assessments and plan for modifications in instruction that will ensure student learning.	Increased access to the curriculum for all students. Students will learn core content, not just be exposed to it.	All Teachers Department Chairs Principal Staff Developers	August 2008	Ongoing	Time	N/A
A.3.	Departments will be required to analyze student work on a monthly basis.	Instruction will improve and assessment analysis results will be used to drive instruction. Student learning will increase.	All Teachers, Staff Developers, Principal	August 2008	Ongoing	Time	N/A
A.4.	All new CCHS faculty will receive additional training in how to differentiate instruction for all learners. All CCHS faculty will receive reviewed training on Differentiated instruction .	The individual learning needs of students will be better met.	All Teachers, Staff Developers	August 2008	Ongoing	Time for Training & Planning	Professional Development
A.5.	Continue infusion of Reading Apprenticeship comprehension strategies into all content areas.	Increased content area reading skills	Staff Developers, Principal, All Teachers	August 2008	Ongoing	Stipends for new teachers	Professional Development Funds
A.5.	Add a math intervention program for students in the bottom 20%.	Increased math skills and student achievement. The achievement gap will narrow.	Specified Math Teacher, Math Department Chairs	August 2008	Ongoing	Cost of program & Staff to support	District Funds

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Resources Needed	Fund Source
A.5.	Implement a review process for content area writing prompts.	Strengthened content pieces for senior portfolio	Principal, Staff Developers, Writing Cluster Leader	August 2008	Dec. 2008	Time and District Support	
A.5.	Develop and implement a plan for monitoring instruction of On-Demand Writing in all junior and senior English classrooms	Improved student performance for On-Demand Writing	Principal, Dir. Of School Improve., Writing Cluster Leader, All junior and senior English Teachers, Special Ed. Teachers	May 2007	Ongoing	0	N/A
A.5.	Students identified using MAP data and teacher recommendations as needing remediation in reading will receive extra services through Fast ForWord and/or Voyager Reading	Reading levels will increase	Literary Specialist, Principal, Special Education Teachers Staff Developers	August 2008	2008-09 School Year	Program Costs & Personnel	ESS Funds & Daytime Waiver
A.5.	Reading, math, and special ed. teachers will meet to discuss MAP performance and plan intervention/improvement strategies for specific students.	The achievement gap will close for disabled students.	Administrators Staff Developers District Personnel Reading, Math, and Special Ed. Teachers	August 2008	March 2009	Time and District Support	N/A
A.6.	Offer a credit recovery class (Algebra Essentials) to students who fail Algebra I.	Increase math skills and student achievement. The achievement gap will narrow.	Laurie Gray Stephanie Duncan Special Ed. Teacher as needed	August 2008	2008-09 School Year	Program Costs & Personnel	ESS Funds & Daytime Waiver
A.6.	Extended School Services (ESS) before and after school, daytime waiver, and extended services	Assist students to meet proficiency. Narrow achievement gap.	Adam Ritter Sally Kalb Amanda Robinson	Oct. 2008	2008-09 School Year	Program Costs & Personnel	ESS Funds

Action Component B: Building Positive Relationships

District Name: Campbell County

Component Manager: Renée Boots

School Name: Campbell County High School

Date: March 2008

Priority Need	Goal (Addresses the Priority Need)
<p>According to assessment results:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The needs of the students within identified achievement gap areas are not being met. <input type="checkbox"/> There is a lack of parental and community involvement within our school. <input type="checkbox"/> Although internal and external communications at CCHS have improved in recent years, there is still a need for further improvement. <input type="checkbox"/> We do not do enough to recognize the successes of students, staff, and the school. 	<p>B1. The needs of the students within identified achievement gap areas will be given special consideration.</p> <p>B2. The school shall work with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.</p> <p>B3. There will be an improvement in both internal and external communication at Campbell County High School.</p> <p>B4. Positive recognition for students, staff, and the school will be more frequent.</p>
Causes and Contributing Factors <i>(Both Positive and Negative; Based on Needs Assessment)</i>	Objectives with Measures of Success
<p>Continued focus is needed for students within the achievement gap areas.</p> <p>The school is working to improve two-way communication between the school and total learning community.</p> <p>The large campus makes it difficult for staff/students to communicate within the building.</p> <p>Too often, publicity relating to the school has been negative in nature.</p>	<p>B.1. Students within the achievement gap areas will be given special consideration when developing the master schedule. We will continue with the collaboration strategies. That is, regular education teachers and special education teachers will be partnered. Regular ed. and special ed. teachers will meet together to focus on student needs as demonstrated by student performance on PAS and other measures. Special education teachers will collaborate and provide resource time for students in order to meet their IEP goals. In addition, all teachers will design and implement differentiated instructional strategies into their lesson plans in order to meet the needs of achievement gap students.</p> <p>B.2. By May 2009, 75% of staff, parents and community members surveyed will report that external communication between school and community has been increased.</p> <p>B.3. By May 2009, 90% of staff surveyed will report that internal communication has increased.</p> <p>B.4. Beginning in August of 2008, positive communications will be published on our web site, in newsletters, via e-mail, in local/regional newspapers, or via some other media at least once weekly.</p>

Action Component B: Building Positive Relationships

District Name: Campbell County

Component Managers: Renée Boots and CCHS Administrative Team

School Name: Campbell County High School

Date: March 2008

Strategies/Activities *(Activity or Strategic Sequence of Activities to Achieve Objectives)*

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Resources Needed	Fund Source
B.1.	The school shall have an intervention plan for students who are "at risk." The school administration and guidance department shall develop the plan. District personnel will be asked to assist in the plan development and implementation.	Students will be given assistance, when appropriate , prior to major disciplinary measures being implemented (refer to school discipline code and law). MAP performance meetings will include an intentional focus on bottom 35% students.	Principal, Assistant Principals, RTI Committee, Guidance Staff, Math & Reading Teachers D.P.P., Sp. Ed. Teacher(s)	August 2008	Ongoing	Time Staff	N/A
B.1.	The collaboration plan for regular education teachers and special education teachers will be refined.	Student achievement for disabled students will increase.	Principal, Special Ed. Dept. Chairs, Counseling Chair, District Sp. Ed. Director	June 2008	Ongoing	0	N/A
B.2.	The school web page shall be kept up to date with notice of activities, acknowledgement of student and staff achievements, recruitment of volunteers, tips from the guidance dept., health info. from the nurse, council and administrator news updates, etc. An email distribution list will continue to distribute electronic newsletters & notices to all	Parents, students, and community members will become more aware of what is happening within the CCHS community.	School STC, Business Dept., Assistant Principals, District PR Director	March 2008	Ongoing	0	N/A

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Resources Needed	Fund Source
B.1.	The school shall have an intervention plan for students who are "at risk." The school administration and guidance department shall develop the plan. District personnel will be asked to assist in the plan development and implementation.	Students will be given assistance, when appropriate , prior to major disciplinary measures being implemented (refer to school discipline code and law). MAP performance meetings will include an intentional focus on bottom 35% students.	Principal, Assistant Principals, RTI Committee, Guidance Staff, Math & Reading Teachers D.P.P., Sp. Ed. Teacher(s)	August 2008	Ongoing	Time Staff	N/A
B.1.	The collaboration plan for regular education teachers and special education teachers will be refined.	Student achievement for disabled students will increase.	Principal, Special Ed. Dept. Chairs, Counseling Chair, District Sp. Ed. Director	June 2008	Ongoing	0	N/A
	interested stakeholders.						

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Resources Needed	Fund Source
B.2.	Throughout the 2008-09 school year, parents, staff, and community members will have the opportunity to give feedback after parent nights and service events.	Events will be adjusted to best meet the needs of parents and students.	Administrators PTSA	August 2008	Ongoing	\$300	PTSA School Office
B.3.	The principal shall develop a system for teachers to share their success stories with other staff members.	Teachers will collaborate and share instructional techniques and share ideas for collaboration and reading apprenticeship strategies in department meetings.	Principal, Department Chairs, Staff Developers	Monthly	Ongoing	0	N/A
B.3.	A "brag board" to recognize teacher accomplishments will be maintained monthly.	Staff morale will increase.	Principal, Staff Developers	August 2008	Ongoing	\$250	PD
B.4.	The administration will monitor the school's web site and notify the administrator of the web site about information to be posted on the site in a timely manner.	Community awareness will increase.	Principal, Assistant Principals, Business Dept.	June 2008	Ongoing	0	N/A