

2013-2014 Comprehensive School Improvement Plan

Monroe Co High
Monroe County

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Overview

Plan Name

2013-2014 Comprehensive School Improvement Plan

Plan Description

Monroe County High School CSIP

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	Monroe County High School will increase achievement for all student groups so that the achievement gap decreases from 53.2% in 2012 to 26.6% in 2017.	Objectives: 1 Strategies: 5 Activities: 8	Academic	\$0
2	Monroe County High School will increase the percentage of students who are college and career ready from 34% to 68% by 2015.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$2000
3	Monroe County High School will increase the average freshman graduation rate from 76% to 90% by 2017.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
4	Monroe County High School will increase the average combined reading and math proficiency for all gap groups from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$0
5	Increase the percentage of effective teachers from _____% 2015 to _____% in 2020	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Monroe County High School will increase achievement for all student groups so that the achievement gap decreases from 53.2% in 2012 to 26.6% in 2017.

Measurable Objective 1:

100% of Ninth, Tenth and Eleventh grade students will demonstrate a behavior to improve the overall reading and math scores for Monroe County High School from 60.6% to 64.2 % proficient in Mathematics by 05/30/2014 as measured by PLAN/ACT benchmark scores and EOC benchmark scores.

Strategy 1:

Formative and Summative Assessments - Teachers will administer a variety of formative as well as common summative assessments department wide. Data from assessments will be used to modify instruction and to provide intervention in order to eliminate performance gaps.

Research Cited: Classroom Assessment for Student Learning, Stiggins, R. , Arter, J., Chappuis, J, Chappuis, S. 2006

Activity - Assessment For Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and administer rigorous formative and summative assessments based on Quality Core Curriculum and pacing guides.	Direct Instruction	08/05/2013	05/19/2014	\$0	No Funding Required	All teaching and administrative staff

Strategy 2:

Collaboration - Teachers will be actively engaged in grade level PLC meetings as well as in content specific PLC groupings that meet regularly .

Research Cited: Learning Team Facilitator Handbook, J. Chappuis 2007. All Things PLC, Dufour, Rick and Becky 2006.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be actively involved in grade level PLC meetings to monitor progress of students toward learning goals. Specific interventions will be planned for those students that are not making adequate progress at specific intervals. Teachers will participate in department content specific PLC meetings to analyze student work and assessment data. Teachers will identify gaps and work in vertical teams to align curriculum.	Behavioral Support Program	08/09/2013	05/31/2014	\$0	No Funding Required	All teaching staff administrative staff

Strategy 3:

Professional Development - All teachers will be actively involved in content specific professional development geared toward developing a rigorous classroom that produces student learning at high levels.

Activity - Science Plus Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Science department members will attend Science Plus Workshops provided by the Green River Educational Cooperative. Teachers will network with area science teachers to improve strategies and activities for student achievement. The Science Plus workshops are based on the work of Bob Holman, founder of Align, Assess and Achieve.	Academic Support Program	08/09/2013	05/30/2014	\$0	No Funding Required	Science teachers
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Activity - Math Plus and Content Leadership Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will attend a series of workshops provided by the Green River Regional Educational Cooperative focused on the implementation of accelerated learning opportunities for students within the math classroom. Math teachers will be given specific tools needed to differentiate and provide targeted intervention within their classrooms. Math teachers will share ideas to actively engage students in learning and implement critical thinking strategies.	Academic Support Program	08/09/2013	05/30/2014	\$0	No Funding Required	Math teachers

Activity - Social Studies Department Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monroe County High School Social Studies teachers will seek opportunities to network with other Social Studies teachers within our district and with others to enhance and build upon current teaching strategies and techniques. Teachers will work collaboratively to implement common assessments and to use Quality Core resource materials geared toward preparing students to score at or above the proficient level on the end of course assessment in Social Studies.	Academic Support Program	08/09/2013	05/30/2014	\$0	No Funding Required	Social Studies teachers

Strategy 4:

Teaching to Quality Core Materials - Teachers will exhibit teaching practices that reflect Common Core / Quality Core Standards. Teachers will refrain from teaching units that are not directly linked to standards.

Research Cited: Common Core Standards and Quality Core

Activity - Using Quality Core like questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily, teachers will use questions reflecting the format of EOC in formative and assessment activities.	Direct Instruction	08/09/2013	05/30/2014	\$0	No Funding Required	All teachers and administrative staff

Activity - Meeting Benchmark Scores	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will seek resources to add / enhance curriculum and prepare students to score at or above the benchmark level on PLAN and ACT assessments. Teachers will frequently utilize test preparation materials and embed PLAN ACT standards into daily / unit instruction.	Direct Instruction	08/09/2013	05/30/2014	\$0	No Funding Required	All teachers and administrative staff

Strategy 5:

Writing to Win! - Students in English courses will be engaged in on demand writing preparation lessons in English classes. Schoolwide, teachers will administer on demand writing practice as it pertains to all subject areas.

Activity - Writing Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will practice writing in all content areas according to on-demand scoring rubrics.	Direct Instruction	08/09/2013	05/30/2014	\$0	No Funding Required	All teachers

Goal 2: Monroe County High School will increase the percentage of students who are college and career ready from 34% to 68% by 2015.

Measurable Objective 1:

100% of Twelfth grade students will demonstrate a behavior to increase the percentage of students that are college and or career ready from 62.0 % to 67.6% in Career & Technical by 05/30/2014 as measured by KOSSA exams, Work Keys exams, PLAN & ACT exams and Industry Certifications.

Strategy 1:

Preparing for Success! - Teachers will collaborate with other teachers and utilize resources from KDE to align courses and course content in such a way to help students become preparatory and completers of programs related to their career interest.

Activity - KOSSA Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer KOSSA preparation exercises to students prior to KOSSA testing and reteach areas of weakness.	Direct Instruction	08/09/2013	05/30/2014	\$1000	Perkins	CTE Staff

Activity - Aligning Curriculum Documents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to align the curriculum of each course to provide all necessary skills students will need to proceed to the next course or transition into postsecondary goals. Aligning the curriculum will include eliminating curriculum gaps so that preparatory students who take the KOSSA or work to obtain an industry certification will be adequately prepared to move forward.	Academic Support Program	08/09/2013	05/30/2014	\$1000	Perkins	CTE Staff

Strategy 2:

College and Career Readiness Monitoring - All valid CCR senior data will be maintained and monitored at the school and district level. All students who lack a designation of College and or Career Ready will receive remediation and interventions and additional testing performance opportunities.

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Activity - CCR Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based upon data maintained in our CCR Monitor tool, all students are targeted for CCR success. Any student that has not obtained College and or Career Readiness will receive individualized intervention based on their specific needs. Students will retest on the ACT or use the COMPASS exam. All qualifying seniors will sit for the WORKKEYS exam and receive remediation if they score less than a silver status. All 11th grade students will take the ASVAB exam.	Direct Instruction	08/09/2013	05/30/2014	\$0	No Funding Required	CTE Staff, Remediation Staff, Administrative Staff

Strategy 3:

Career Planning - All students will meet with career mentors in specific career areas to develop a 4 year academic plan.

Activity - Career Pathway	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student will complete a (flexible) 4 year study plan that targets electives and core classes that will be pre requisites or helpful towards their postsecondary plans.	Recruitment and Retention	08/09/2013	05/30/2014	\$0	No Funding Required	Guidance Counselors, Teachers, Parents, Administrative Staff

Activity - Operation Preperation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 10th grade students will attend a career fair held at school. Invitations are sent to local businesses, industries, organizations, public service groups and government agencies to provide individuals so that students may gain information about specific career choices, educational requirements, availability of jobs, potential employment and potential salary. All students are required to meet with at least three representatives and are required to get answers to an employment questionnaire.	Career Preparation/Orientation	08/09/2013	05/30/2014	\$0	No Funding Required	Guidance Counselors, Administrative Staff

Goal 3: Monroe County High School will increase the average freshman graduation rate from 76% to 90% by 2017.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a behavior such that the average freshman graduation will be 95.6% in Career & Technical by 05/20/2013 as measured by AFGR calculation formula.

Strategy 1:

Parent Communication - Parents will be contacted by various means concerning attendance and or other issues. Calls and or e-mails are sent daily to parents / guardians of students that are absent from school. Teachers and or Guidance Counselors call parents on a regular basis to "check on kids" that might be having issues

at school.

Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Relationships are built with both students and parents by sending positive notes home during departmental PLC meetings. Parents are contacted by phone and in-person. Collaborate with administrators to contact parents as needed. School information is posted on district, school and teacher websites. One Call Now service is used to inform parent and community of upcoming school events. Daily collaboration takes place with the Director of Pupil Personel concerning student attendance issues.	Parent Involvement	08/09/2013	05/30/2014	\$0	No Funding Required	Teachers, Staff, Administrative Staff, Guidance Counselors, Parents

Strategy 2:

Progress Monitoring - Student progress in core classes is monitored so that students will be successful.

Activity - Falcon Block / Unit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core content teachers monitor student progress and compile listings of students that are deficient in certain areas. One day per week for a 30 minute time period, students are assigned for response to intervention based on their specific needs as compiled by a remediation facilitator. The remediation facilitator also pulls students with specific needs for individualized instruction, which is differentiated by the specific needs of the students. All attempts are made for the student to be remediated by unit instead of allowing failure for the duration of the class.	Academic Support Program	08/09/2013	05/30/2014	\$0	No Funding Required	Teachers, Support Staff, Intervention Facilitators

Strategy 3:

Using the Individual Learning Plan - Student's Individual Learning Plans will be monitored and used for appropriate class scheduling.

Activity - College and Career Readiness Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information provided by the student's ILP is used to schedule students in courses required for their chosen career pathway. Students meet individually with a career mentor to plan their career pathway and complete their class schedule prior to the next school year. Each student has a college and career readiness plan on file that is reviewed and revised annually. The student, the career mentor and parent of the student all have ownership in the college and career readiness plan.	Career Preparation/Orientation	08/09/2013	05/30/2014	\$0	No Funding Required	Teachers, Guidance Counselors, Registrar, Career Mentors, Administrative Staff

Goal 4: Monroe County High School will increase the average combined reading and math proficiency for all gap groups from 33% in 2012 to 66.5% in 2017.

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Measurable Objective 1:

100% of Ninth, Tenth and Eleventh grade students will demonstrate a proficiency such that the average math proficiency ratings in the non duplicated gap group will increase from 46.8% to 52.1% in Mathematics by 05/20/2013 as measured by PLAN/ACT benchmark scores and EOC benchmark scores.

Strategy 1:

Professional Development - All teaches will engage in professional deveopment that will support evidence based strategies that ensure all students have access to accelerated learning opportunities and targeted interventions.

Research Cited: Learning Styles and Strategies, Silver, H., Hanson, J. R.,

Activity - Research Based Literacy Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate research based literacy strategies within classroom instruction.	Behavioral Support Program	08/09/2013	05/30/2014	\$0	No Funding Required	All teachers, Administrative Staff

Activity - Content Specific Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will provide oppotunities for students to read within all core content areas.	Behavioral Support Program	08/09/2013	05/30/2014	\$0	No Funding Required	All teachers, Administrative Staff

Activity - Using Thoughtful Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use processes and proceedures based on Thoughtful Education strategies to provide content specific vocabulary instruction and will connect the vocabulary to real-world applications.	Academic Support Program	08/09/2013	05/30/2014	\$0	No Funding Required	All Teachers, Administrative Staff

Strategy 2:

Progress Monitoring - Student progress in core classes is monitored such that specific interventions can be planned and implemented for the success of all students.

Activity - Falcon Block / Unit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core content teachers monitor student progress and compile listings of students that are deficient in certain areas. One day per week for a 30 minute time period, students are assigned for response to intervention based on their specific needs as compiled by a remediation facilitator. The remediation facilitator also pulls students with specific needs for individualized instruction, which is differentiated by the specific needs of the students. All attempts are made for the student to be remediated by unit instead of allowing failure for the duration of the class.	Academic Support Program	08/09/2013	05/30/2014	\$0	No Funding Required	All Teachers, Administrative Staff, Intervention Facilitators

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be actively involved in grade level PLC meetings to monitor progress of students toward learning goals. Specific interventions will be planned for those students that are not making adequate progress at specific intervals. Teachers will participate in department content specific PLC meetings to analyze student work and assessment data. Teachers will identify gaps in the curriculum and work in vertical teams to align said curriculum.	Academic Support Program	08/09/2013	05/30/2014	\$0	No Funding Required	Teachers, Guidance Counselors, Administrative Staff, Intervention Facilitators

Strategy 3:

Career Planning - All students will meet with career mentors in specific career areas to develop a 4 year academic plan.

Activity - College and Career Readiness Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information provided by the student's ILP is used to schedule students in courses required for their chosen career pathway. Students meet individually with a career mentor to plan their career pathway and complete their class schedule prior to the next school year. Each student has a college and career readiness plan on file that is reviewed and revised annually. The student, the career mentor and parent of the student all have ownership in the college and career readiness plan.	Academic Support Program	08/09/2013	05/30/2014	\$0	No Funding Required	Teachers, Administrative Staff, Guidance Counselors

Goal 5: Increase the percentage of effective teachers from _____% 2015 to _____% in 2020

Measurable Objective 1:

demonstrate a proficiency in the four domains in the Framework for Teaching and Learning by 05/19/2014 as measured by PGES evaluation system.

Strategy 1:

PGES Analysis - During teacher PLC time, teachers will complete a self evaluation and analyze the four domains of the framework of teaching and learning.

Research Cited: Danielson framework for teaching and learning

Activity - Self Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the CIITS program, teachers will complete the self-evaluation survey.	Professional Learning	10/07/2013	05/30/2014	\$0	No Funding Required	District and School administration

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
Parent Communication	Relationships are built with both students and parents by sending positive notes home during departmental PLC meetings. Parents are contacted by phone and in-person. Collaborate with administrators to contact parents as needed. School information is posted on district, school and teacher websites. One Call Now service is used to inform parent and community of upcoming school events. Daily collaboration takes place with the Director of Pupil Personel concerning student attendance issues.	Parent Involvement	08/09/2013	05/30/2014	\$0	Teachers, Staff, Administrative Staff, Guidance Counselors, Parents
Professional Learning Communities	Teachers will be actively involved in grade level PLC meetings to monitor progress of students toward learning goals. Specific interventions will be planned for those students that are not making adequate progress at specific intervals. Teachers will participate in department content specific PLC meetings to analyze student work and assessment data. Teachers will identify gaps and work in vertical teams to align curriculum.	Behavioral Support Program	08/09/2013	05/31/2014	\$0	All teaching staff administrative staff
Professional Learning Communities	Teachers will be actively involved in grade level PLC meetings to monitor progress of students toward learning goals. Specific interventions will be planned for those students that are not making adequate progress at specific intervals. Teachers will participate in department content specific PLC meetings to analyze student work and assessment data. Teachers will identify gaps in the curriculum and work in vertical teams to align said curriculum.	Academic Support Program	08/09/2013	05/30/2014	\$0	Teachers, Guidance Counselors, Administrative Staff, Intervention Facilitators
Math Plus and Content Leadership Days	Math teachers will attend a series of workshops provided by the Green River Regional Educational Cooperative focused on the implementation of accelerated learning opportunities for students within the math classroom. Math teachers will be given specific tools needed to differentiate and provide targeted intervention within their classrooms. Math teachers will share ideas to actively engage students in learning and implement critical thinking strategies.	Academic Support Program	08/09/2013	05/30/2014	\$0	Math teachers
Self Evaluation	Using the CIITS program, teachers will complete the self-evaluation survey.	Professional Learning	10/07/2013	05/30/2014	\$0	District and School administration

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College and Career Readiness Planning	Information provided by the student's ILP is used to schedule students in courses required for their chosen career pathway. Students meet individually with a career mentor to plan their career pathway and complete their class schedule prior to the next school year. Each student has a college and career readiness plan on file that is reviewed and revised annually. The student, the career mentor and parent of the student all have ownership in the college and career readiness plan.	Career Preparation/Orientation	08/09/2013	05/30/2014	\$0	Teachers, Guidance Counselors, Registrar, Career Mentors, Administrative Staff
College and Career Readiness Planning	Information provided by the student's ILP is used to schedule students in courses required for their chosen career pathway. Students meet individually with a career mentor to plan their career pathway and complete their class schedule prior to the next school year. Each student has a college and career readiness plan on file that is reviewed and revised annually. The student, the career mentor and parent of the student all have ownership in the college and career readiness plan.	Academic Support Program	08/09/2013	05/30/2014	\$0	Teachers, Administrative Staff, Guidance Counselors
Using Thoughtful Education	All teachers will use processes and procedures based on Thoughtful Education strategies to provide content specific vocabulary instruction and will connect the vocabulary to real-world applications.	Academic Support Program	08/09/2013	05/30/2014	\$0	All Teachers, Administrative Staff
Science Plus Training	Science department members will attend Science Plus Workshops provided by the Green River Educational Cooperative. Teachers will network with area science teachers to improve strategies and activities for student achievement. The Science Plus workshops are based on the work of Bob Holman, founder of Align, Assess and Achieve.	Academic Support Program	08/09/2013	05/30/2014	\$0	Science teachers
Meeting Benchmark Scores	Teachers will seek resources to add / enhance curriculum and prepare students to score at or above the benchmark level on PLAN and ACT assessments. Teachers will frequently utilize test preparation materials and embed PLAN ACT standards into daily / unit instruction.	Direct Instruction	08/09/2013	05/30/2014	\$0	All teachers and administrative staff
Career Pathway	Each student will complete a (flexible) 4 year study plan that targets electives and core classes that will be pre requisites or helpful towards their postsecondary plans.	Recruitment and Retention	08/09/2013	05/30/2014	\$0	Guidance Counselors, Teachers, Parents, Administrative Staff
Social Studies Department Professional Development	Monroe County High School Social Studies teachers will seek opportunities to network with other Social Studies teachers within our district and with others to enhance and build upon current teaching strategies and techniques. Teachers will work collaboratively to implement common assessments and to use Quality Core resource materials geared toward preparing students to score at or above the proficient level on the end of course assessment in Social Studies.	Academic Support Program	08/09/2013	05/30/2014	\$0	Social Studies teachers

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Writing Practice	Students will practice writing in all content areas according to on-demand scoring rubrics.	Direct Instruction	08/09/2013	05/30/2014	\$0	All teachers
Operation Preparation	All 10th grade students will attend a career fair held at school. Invitations are sent to local businesses, industries, organizations, public service groups and government agencies to provide individuals so that students may gain information about specific career choices, educational requirements, availability of jobs, potential employment and potential salary. All students are required to meet with at least three representatives and are required to get answers to an employment questionnaire.	Career Preparation/Orientation	08/09/2013	05/30/2014	\$0	Guidance Counselors, Administrative Staff
Falcon Block / Unit Recovery	All core content teachers monitor student progress and compile listings of students that are deficient in certain areas. One day per week for a 30 minute time period, students are assigned for response to intervention based on their specific needs as compiled by a remediation facilitator. The remediation facilitator also pulls students with specific needs for individualized instruction, which is differentiated by the specific needs of the students. All attempts are made for the student to be remediated by unit instead of allowing failure for the duration of the class.	Academic Support Program	08/09/2013	05/30/2014	\$0	All Teachers, Administrative Staff, Intervention Facilitators
Content Specific Reading	All teachers will provide opportunities for students to read within all core content areas.	Behavioral Support Program	08/09/2013	05/30/2014	\$0	All teachers, Administrative Staff
Using Quality Core like questions	Daily, teachers will use questions reflecting the format of EOC in formative and assessment activities.	Direct Instruction	08/09/2013	05/30/2014	\$0	All teachers and administrative staff
CCR Intervention	Based upon data maintained in our CCR Monitor tool, all students are targeted for CCR success. Any student that has not obtained College and or Career Readiness will receive individualized intervention based on their specific needs. Students will retest on the ACT or use the COMPASS exam. All qualifying seniors will sit for the WORKKEYS exam and receive remediation if they score less than a silver status. All 11th grade students will take the ASVAB exam.	Direct Instruction	08/09/2013	05/30/2014	\$0	CTE Staff, Remediation Staff, Administrative Staff
Falcon Block / Unit Recovery	All core content teachers monitor student progress and compile listings of students that are deficient in certain areas. One day per week for a 30 minute time period, students are assigned for response to intervention based on their specific needs as compiled by a remediation facilitator. The remediation facilitator also pulls students with specific needs for individualized instruction, which is differentiated by the specific needs of the students. All attempts are made for the student to be remediated by unit instead of allowing failure for the duration of the class.	Academic Support Program	08/09/2013	05/30/2014	\$0	Teachers, Support Staff, Intervention Facilitators
Research Based Literacy Strategies	All teachers will incorporate research based literacy strategies within classroom instruction.	Behavioral Support Program	08/09/2013	05/30/2014	\$0	All teachers, Administrative Staff

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Assessment For Learning	Teachers will develop and administer rigorous formative and summative assessments based on Quality Core Curriculum and pacing guides.	Direct Instruction	08/05/2013	05/19/2014	\$0	All teaching and administrative staff
Total					\$0	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
KOSSA Practice	Teachers will administer KOSSA preparation exercises to students prior to KOSSA testing and reteach areas of weakness.	Direct Instruction	08/09/2013	05/30/2014	\$1000	CTE Staff
Aligning Curriculum Documents	Teachers will work to align the curriculum of each course to provide all necessary skills students will need to proceed to the next course or transition into postsecondary goals. Aligning the curriculum will include eliminating curriculum gaps so that preparatory students who take the KOSSA or work to obtain an industry certification will be adequately prepared to move forward.	Academic Support Program	08/09/2013	05/30/2014	\$1000	CTE Staff
Total					\$2000	