

**SPENCER COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN (CDIP)**

2006-2009

Plan Approved by the Board of Education on January 28, 2008

Board of Education Members:

Mary Ann Carden

Jeanie Stevens

Sandy Clevenger

Ronald "Woodie" Cheek

Phyllis Oliver

MISSION / VISION / BELIEFS

Statement of Board Mission

The Spencer County Board of Education, in partnership with and in service to our community, will support our school district in engaging every student with challenging and meaningful work that will result in high levels of learning.

District Mission Statement

Spencer County Schools will engage all students in challenging and meaningful work that will result in high levels of learning.

District Vision Statement

Spencer County Schools will be recognized at the state and national levels for quality of student work and leadership in educational reform.

Our Beliefs:

- We will work with the students and parents as primary customers of our schools.
- We will challenge students to think at higher levels and to actively learn through problem-solving and application.
- We will work collaboratively to develop a variety of instructional strategies, to design methods of assessment, and to provide regular, timely feedback to students on the quality of their work so that they can increase their understanding.
- We will provide an environment that is physically safe for students and staff, a place where they feel honored and respected.
- We will commit to ongoing professional development and continuous growth in order to create high quality work.
- We will be a resource serving the community as a valued partner.
- We will promote personal independence and social responsibility.
- We will monitor the results of our individual and collective efforts and use evidence of results to guide our processes of continuous improvement.
- We will continue to build capacity for sustained change.

SUMMARY OF PLANNING PROCESS

Each school thoroughly analyzed their CATS scores and NCLB data including novice reduction/achievement gap information. District administrators took this information to identify the district's priority needs. Goals and objectives were drafted along with causes and contributing factors. Each school's CSIP was reviewed to determine commonalities across the district. The District Instructional Leadership Team and the CDIP Committee reviewed the CDIP and made suggestions for improvement. The CDIP was posted on the district website for two weeks for public review. The CDIP will be submitted for approval at the January BOE meeting. The following individuals were involved in the development/review of the CDIP:

CDIP Committee

Chuck Abell, TES Principal

Mary Baldock, SCHS SBDM Rep

Robyn Baxter, SCMS SBDM Rep

Connie Bowman, Parent

Jamie Blackburn, Teacher

Kim Cook, SCHS Teacher

Bob Hafendorfer, Director of Pupil Personnel

Karen Larimore, SCES Principal

Gina McGinnis, Special Ed Teacher

Georgia Sienicki, TES Teacher

Ruth Ann Sweazy, TES SBDM Rep

Vicky Thomas, SCES Teacher

Charles Adams, Superintendent

Tracy Bale, SCHS Principal

Nina Beck, Special Education Director

Becky Brown, SCES SBDM Rep

Mary Ann Carden, BOE Member

Ed Downs, SCMS Principal

DeVona Hickerson, TES Teacher/Title I Coord

Mary Lynn Martin, SCHS Math Coach

Katie Minyard, SCHS Student

Shelby Steege, SCMS Teacher

Diana Thomas, Personnel Director

Norma Thurman, Asst. Superintendent

Priority Needs (No more than 2 or 3) Each is lettered A, B, etc. Then component page(s) for Need A identify strategies as A1, A2, A3, etc.	Goal (Addresses the Priority Need) Each goal matches a need and is identified by the same letter as the need it addresses.																																																																																																																																																														
<p>1) According to the KCCT 2007 District Performance Report, our index for the 2006/2007 school year is 78.1. In order to meet the requirement of Proficiency by 2014, our index will need to increase.</p> <table border="1"> <thead> <tr> <th><u>2007</u></th> <th><u>Elementary</u></th> <th><u>Middle</u></th> <th><u>High</u></th> </tr> </thead> <tbody> <tr><td>Reading</td><td>100.3</td><td>86.1</td><td>84.5</td></tr> <tr><td>Math</td><td>89.9</td><td>71.2</td><td>61.3</td></tr> <tr><td>Science</td><td>97.2</td><td>79.4</td><td>65.9</td></tr> <tr><td>Social Studies</td><td>98.8</td><td>78.6</td><td>68.6</td></tr> <tr><td>A & H</td><td>87.4</td><td>85.4</td><td>85.4</td></tr> <tr><td>PL/VS</td><td>83.7</td><td>73.1</td><td>77.4</td></tr> <tr><td>Writing</td><td>82.3</td><td>66.4</td><td>63.7</td></tr> <tr><td>Total Academic Index</td><td>93.1</td><td>76.9</td><td>70.9</td></tr> </tbody> </table> <p>2) According to the 2007 NCLB Report, the Adequate Yearly Progress goals for the Free/Reduced Lunch students and ECE students are not being met at all grade levels in reading and/or math.</p> <table border="1"> <thead> <tr> <th><u>TES</u></th> <th><u>F/R Lunch</u></th> <th><u>ECE</u></th> </tr> </thead> <tbody> <tr><td>Reading</td><td>60.23% P</td><td>N/A</td></tr> <tr><td>Math</td><td>40.91% P</td><td>N/A</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th><u>SCES</u></th> <th><u>F/R Lunch</u></th> <th><u>ECE</u></th> </tr> </thead> <tbody> <tr><td>Reading</td><td>79.73% P</td><td>N/A</td></tr> <tr><td>Math</td><td>59.46% P</td><td>N/A</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th><u>SCMS</u></th> <th><u>F/R Lunch</u></th> <th><u>ECE</u></th> </tr> </thead> <tbody> <tr><td>Reading</td><td>46.60% P</td><td>17.57% P</td></tr> <tr><td>Math</td><td>23.79% P</td><td>9.46% P</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th><u>SCHS</u></th> <th><u>F/R Lunch</u></th> <th><u>ECE</u></th> </tr> </thead> <tbody> <tr><td>Reading</td><td>29.82% P</td><td>N/A</td></tr> <tr><td>Math</td><td>22.58% P</td><td>N/A</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th><u>District</u></th> <th><u>F/R Lunch</u></th> <th><u>ECE</u></th> </tr> </thead> <tbody> <tr><td>Reading</td><td>52.68% P</td><td>33.94% P</td></tr> <tr><td>Math</td><td>33.94% P</td><td>19.16% P</td></tr> </tbody> </table>	<u>2007</u>	<u>Elementary</u>	<u>Middle</u>	<u>High</u>	Reading	100.3	86.1	84.5	Math	89.9	71.2	61.3	Science	97.2	79.4	65.9	Social Studies	98.8	78.6	68.6	A & H	87.4	85.4	85.4	PL/VS	83.7	73.1	77.4	Writing	82.3	66.4	63.7	Total Academic Index	93.1	76.9	70.9	<u>TES</u>	<u>F/R Lunch</u>	<u>ECE</u>	Reading	60.23% P	N/A	Math	40.91% P	N/A	<u>SCES</u>	<u>F/R Lunch</u>	<u>ECE</u>	Reading	79.73% P	N/A	Math	59.46% P	N/A	<u>SCMS</u>	<u>F/R Lunch</u>	<u>ECE</u>	Reading	46.60% P	17.57% P	Math	23.79% P	9.46% P	<u>SCHS</u>	<u>F/R Lunch</u>	<u>ECE</u>	Reading	29.82% P	N/A	Math	22.58% P	N/A	<u>District</u>	<u>F/R Lunch</u>	<u>ECE</u>	Reading	52.68% P	33.94% P	Math	33.94% P	19.16% P	<p>1) To increase the District's Accountability Index by 5 points each year until Proficiency is met, but no later than 2014. 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Component: Academic Performance	Component Manager: Norma Thurman
Causes and Contributing Factors	Objectives with Measures of Success
<p>A. Observations and discussions with principals indicate all schools need to continue to update curriculum documents and maps. There are also some gaps in monitoring of documents by principals.</p> <p>B. Classroom observations, walk-through data, and the student questionnaire data indicate that students are receiving limited instruction with technology integration.</p> <p>C. Classroom observations, walk thru data, and assessment data indicate that the use of high quality units focused on the difficult to teach; hard to learn concepts are not being utilized on a consistent basis throughout the district.</p> <p>D. According to the 2007 KPR, our students' literacy and math skills are not as strong across the district as they need to be.</p> <p>E. According to reports from teachers, students, and administrators and observation data, Open Response questions are being used as an instructional tool AND an assessment on a limited basis.</p> <p>F. According to classroom observations and walk-through data, the classroom use of assessments <u>for</u> learning is limited to adjust instructional practices.</p> <p>G. According to classroom observations and reports from teachers and administrators, struggling students are not systematically identified and provided research-based intensive interventions throughout the district.</p>	<p>A – D. By 2007-08 school year, students will receive intentional, differentiated instruction and meaningful, challenging work aligned with Kentucky's Program of Studies and Kentucky's Core Content for Assessment 4.1 as evidenced by:</p> <ul style="list-style-type: none"> • Review and revision of Curriculum Documents • Observations and walk-throughs • Increase the performance of the students identified in sub-categories in reading and math. • Increase in the reading, writing, and math indices. <p>E. & F. By 2007-08 school year, students will be formatively assessed on a regular basis to inform instruction on both ORQs and Multiple Choice. Open Response questions will be utilized as an instructional tool as well as an on-going (at a minimum once per unit of study) classroom assessment.</p> <p>G. By 2007-08 school year, struggling students will receive research-based intensive interventions.</p>

Component: Academic Performance		Spencer County Public Schools Comprehensive Improvement Plan (CIP)					To be completed at review date:	
Component Manager: Norma Thurman		December, 2006						
Strategy/Activity	Expected Impact	Responsible Person	Start Date	Cost	Fund Sources	I IP IN	Outcomes / Report of Progress	
			End Date					
A1. In order to ensure that a common academic core curriculum is available to all students; all teachers will utilize curriculum maps and units of study as well as collaborate regularly in order to continuously refine and improve instruction. Each principal will closely monitor curriculum, instruction and assessment by following the District Process including the use of Quarterly Curriculum Reviews (QCR).	Students will receive instruction based on the state's curriculum in a timely, efficient manner as evidenced through Quarterly Curriculum Reviews, formative assessment results (including PAS), and analysis of student work.	Assistant Supt	12/06	\$5,000	Professional Development, Title II	IP	Curriculum maps have been written and are being implemented. They will be reviewed and updated as needed in January.	
B1. Teachers will be trained in various technology applications – use of the internet for research, data collection, Read/Write Gold, United Streaming, computer-based graphic organizers, use of e-books, use of student e-mails, digital story telling, web page design, Smart Board, etc.	Increased use of instructional technology will provide more meaningful, challenging work to students. Evidence will include observations, student questionnaires, and QCRs.	Principals Director of Special Education Assistant Supt	Ongoing	\$2,500	<ul style="list-style-type: none"> •Professional Development •IDEA B •ED Tech •Title II 	I	Read/Write Gold Interwrite Pads, Smart Boards, . EncycloMedia and Monthly Trainings at TES for All Teachers.	
C1. Teachers will use data (CATS, PAS, etc.) to determine the difficult to teach; hard to learn concepts. They will then write meaningful, challenging units.	Students will receive more meaningful, challenging work as evidenced by observation, student input and formative assessment results. Student achievement will show signs of improvement thru PAS and CATS scores.	Principals and Assistant Supt	Spring 07 – ongoing	Cost of PAS test	General Fund	I	Implemented but will continue	
D1. Teachers and instructional assistants will receive research-based on-going; job embedded best practices PD in reading,	Students will receive quality, effective instruction in literacy and math as evidenced by	Assistant Supt Principals	Spring 07 – ongoing	\$5,000	PD, Title I, Title II	IP	TES & SCES Through Reading Grant. SCMS writing &	

writing, and math to be integrated across all content areas.	observation, student input and formative assessment results. Student achievement will show signs of improvement thru PAS and CATS scores.						math P.D. provided by teacher leaders.
D2. On-going math network meetings will be held on a regular basis to refine curriculum, instruction, and assessment.	Students' math performance will improve as evidenced by common assessment results, PAS & CATS scores.	Assistant Supt Principals	11/07 – ongoing	\$2,000	District Title I	I	
D3. Vertical Discussions (5 th – 9 th grade teachers) will be held to inform curriculum, instruction, and assessment	Students' academic performance will improve as evidenced by common assessment results, PAS & CATS scores.	Assistant Supt Principals	09/07 – ongoing	None		I	
E & F1. Teachers will utilize quality open response questions for both instructional purposes and as on-going classroom assessments.	Students will utilize higher order thinking skills in answering open response questions as evidenced by observation, formative and summative assessment results.	Principals	Spring 07 – ongoing	No Cost		I	
E&F2. Teachers will design common CATS-like classroom assessments based on the Depths of Knowledge (DOK) levels and will utilize these results to redesign instruction as needed (Assessment FOR Learning).	Students will be formatively assessed on an on-going basis so teachers will constantly know if instruction needs to be adjusted to meet all students' needs as evidenced by observations, formative and summative assessment results.	Principals	Spring 07 – ongoing	No Cost		IP	

G1. Response to Intervention Framework will be developed district wide to identify the needs of struggling students. Student performance will be analyzed to make instructional recommendations based on data to implement appropriate interventions for those struggling students.	Struggling students' academic skills will improve as evidenced by observation, formative and summative assessment results.	Assistant Supt Spec Ed Director Principals	Fall 07 – ongoing	No Cost		I	K-2 nd Grades in Reading
G2. Implementation of school-wide behavior programs will be supported through the Systematic Response to Intervention.	Students will gain an increased amount of instructional time as evidenced by the decrease in office referrals and suspensions.	Assistant Supt Spec Ed Director Principals SIS Teams	Jan 08 – ongoing	No Cost		IP	RTI Committee decided to begin with K-2 Reading Implementing TES and SCMS – KCID
G3. All teachers and instructional assistants will be trained in effective collaboration and differentiation strategies moving from accommodation to instruction in order to promote independent, self-sufficient learners.	More effective collaboration between regular education and ECE teachers will occur which will positively impact ECE students as evidenced by observation, formative and summative assessment results.	Spec Ed Director Principals	Spring 07 – ongoing	No Cost		IP	SCMS

Causes and contributing Factors	Objectives with Measures of Success
A. According to observations and discussions with the Instructional Leadership Team, there is a need to develop teacher leaders throughout the district as instructional coaches.	A. By 2009, a team of teacher leaders will be developed and trained at each school to provide instructional leadership throughout the district.

Component: Instructional Leadership		Spencer County Public Schools Comprehensive Improvement Plan (CIP) December, 2006					
Component Manager: Charles Adams, Superintendent							
Strategy/Activity	Expected Impact	Responsible Person	Start Date	Cost	Fund Sources	I IP IN	Outcomes / Report of Progress
			End Date				
A1. Principals will utilize best practices in recruiting, hiring, and retaining the best teachers in Spencer County. i.e. Teacher Insight, recruiting fairs, classroom observations, interviews, past student academic performance (CATS, other indicators), Teach Kentucky, Future Educators of America, etc.	High quality teachers will be employed in Spencer County which will result in high quality instruction for the students as evidenced by observation, formative and summative assessment results.	Principals	January 07 - ongoing	\$800	General Fund	I	
A2. New Teacher Induction will be provided to all new teachers focusing on research-based best practices.	Students will receive quality effective instruction as evidenced by observation, formative and summative assessment results.	Assistant Supt	July 07 - ongoing	\$4,000	District PD	I	
A3. Each principal will recruit teacher leaders to be trained to provide professional development in their school.	Students will receive quality effective instruction as evidenced by observation, formative and summative assessment results.	Principals	Jan 08 – ongoing	\$2500	Title 1, Title II, Professional Development	I	District PD Day In-School PDs

To be completed at review date:

A4. Different ways to support teachers seeking NBPTS certification will be researched.	Teachers will feel supported with the NBPTS process.	Personnel Director Superintendent	Jan 08 – May 08	None		I	\$500 Reimbursement per successful candidate for expenses. \$500 per candidate to pay for mentoring.
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