

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

**2010-2011**

**Plan Approved by the Board of Education on December 21, 2009**

**Board of Education Members:**

**Jeanie Stevens**

**Scott Travis**

**Mary Ann Carden**

**Sandy Clevenger**

**Shannon Medley**

# **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 Go the Distance for All Students!**

## **District Vision Statement**

**Spencer County Schools will ensure all students reach their full potential through high academic standards empowering them to become highly effective individuals.**

## **Our Beliefs:**

- We believe in basing all decisions on what's best for students.
- We believe all students will learn at high levels.
- We believe in providing a safe environment.
- We believe all staff will positively impact students' individual academic achievement.
- We believe in partnering with parents and the community in service to our students.
- We believe in working collaboratively to develop a variety of instructional strategies, to design methods of assessment, and to provide feedback to students.
- We believe in challenging students to think critically through problem-solving and application.
- We believe in promoting personal independence and social responsibility.
- We believe in committing to ongoing professional development and continuous growth.
- We believe in monitoring the results of our individual and collective efforts to guide our processes for continuous improvement.
- We believe in all schools working together as a team to achieve the district vision.

## SUMMARY OF PLANNING PROCESS

### **CDIP Committee**

Chuck Abell, TES Principal

Charles Adams, Superintendent

Dorothy Beaverson, SCMS Teacher

Becky Brown, SCES Teacher

Sandy Clevenger, BOE Member

Ryan Conard, SCHS Student

Ronda Cox, SCMS Teacher

Rhonda Dockery, SCHS Parent & SBDM Rep

Ed Downs, SCMS Principal

Michelle Gross, SCMS Teacher

Bob Hafendorfer, Director of Pupil Personnel

DeVona Hickerson, TES Teacher/Title I Coordinator

Karen Larimore, SCES Principal

Jocelyn Lyons, SCHS Principal

Amanda Marion, SCHS Teacher

Mary Lynn Martin, SCHS SBDM Rep/Teacher

Patrick Maynard, SCES Teacher

Chandra Michalowski, SCMS Parent

Rebecca Miller, SCHS Teacher

Natalie Mullins, TES Teacher

Jennifer Ruckriegel, TES Teacher

Christy Shelbe, SCES Parent

Jane Shelburne, SCES Instructional Assistant

Jackie Ridsen-Smith, Special Ed Director

Leah Spears, SCHS Student

Ruth Ann Sweazy, TES SBDM Rep & Teacher

Diana Thomas, Personnel Director

Norma Thurman, Asst. Superintendent

Mollie Tichenor, Community Representative

Rick Vincent, Achievement Gap Consultant

Jessica Wethington, TES Parent

## **Summary of Planning Process**

Each school and the district thoroughly analyzed the KCCT, Explore, Plan, ACT, and the NCLB data including novice reduction/achievement gap information. The District Administrative Team consisting of all principals and central office administrators took this information to identify the district's priority needs. An Implementation and Impact Check was completed on the last Comprehensive Plan to determine which strategies/activities had an impact and which ones should be continued as is or refined. The District Instructional Leadership Team (comprised of 3 teachers from each school) also analyzed the data and made suggestions as to changes, additions, and deletions from last year's plan. A draft plan was written based on input received from these two groups. The draft plan was taken to the District Committee consisting of parents, students, classified staff, a community member, and a Board of Education member for their review and input. Further changes and modifications were made at this time and taken back to the Administrative Team. The final draft will be posted on the Spencer County Schools web site for two weeks for review prior to Board of Education approval.

## **Previous Plan**

In analyzing our school and district data as well as Implementation and Impact Checks on the previous plan, all indicators show our previous plan was having a positive impact considering the limited amount of time for implementation prior to the KCCT Test in the Spring, 2009. Therefore, we are continuing many of the strategies/activities from that plan. The District Committee has refined some strategies and added others. Through our focus on Professional Learning Communities and specific strategies/activities for our struggling students, we will ensure all students have their instructional needs met and are learning at high levels.

Priority Needs	Goal (Address the Priority Need)																																																																																																																																																
<p>1. According to the KCCT 2009 Interim Performance Report, the percent of students scoring proficient or distinguished is as follows:</p> <table border="1" data-bbox="163 418 1024 639"> <thead> <tr> <th><u>2009</u></th> <th><u>TES</u></th> <th><u>SCES</u></th> <th><u>SCMS</u></th> <th><u>SCHS</u></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>62.9%</td> <td>75.5%</td> <td>61.7%</td> <td>49.5%</td> </tr> <tr> <td>Math</td> <td>54.2%</td> <td>70.3%</td> <td>57.4%</td> <td>26.5%</td> </tr> <tr> <td>Science</td> <td>58.0%</td> <td>75.4%</td> <td>56.1%</td> <td>20.0%</td> </tr> <tr> <td>Soc. Studies</td> <td>42.5%</td> <td>60.0%</td> <td>41.1%</td> <td>21.5%</td> </tr> <tr> <td>Writing OD</td> <td>40.0%</td> <td>55.0%</td> <td>28.6%</td> <td>25.4%</td> </tr> </tbody> </table> <p>2. According to the 2009 NCLB Report, the Adequate Yearly Progress goals for the Free/Reduced Lunch students and Students with Disabilities are not being met at all grade levels in reading and/or math.</p> <table border="1" data-bbox="163 857 1024 1403"> <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>57.98%P</td> <td>33.33%P</td> </tr> <tr> <td>Math</td> <td>48.75%P</td> <td>27.78%P</td> </tr> <tr> <td><u>SCES</u></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>66.67%P</td> <td>44%P</td> </tr> <tr> <td>Math</td> <td>61.59%P</td> <td>31%P</td> </tr> <tr> <td><u>SCMS</u></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>54.01%P</td> <td>28.13%P</td> </tr> <tr> <td>Math</td> <td>45.99%P</td> <td>20.31%P</td> </tr> <tr> <td><u>SCHS</u></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>40.77%P</td> <td>25%P</td> </tr> <tr> <td>Math</td> <td>22.81%P</td> <td>23.5%P</td> </tr> </tbody> </table>	<u>2009</u>	<u>TES</u>	<u>SCES</u>	<u>SCMS</u>	<u>SCHS</u>	Reading	62.9%	75.5%	61.7%	49.5%	Math	54.2%	70.3%	57.4%	26.5%	Science	58.0%	75.4%	56.1%	20.0%	Soc. Studies	42.5%	60.0%	41.1%	21.5%	Writing OD	40.0%	55.0%	28.6%	25.4%	<u>TES</u>	<u>F/R Lunch</u>	<u>ECE</u>	Reading	57.98%P	33.33%P	Math	48.75%P	27.78%P	<u>SCES</u>			Reading	66.67%P	44%P	Math	61.59%P	31%P	<u>SCMS</u>			Reading	54.01%P	28.13%P	Math	45.99%P	20.31%P	<u>SCHS</u>			Reading	40.77%P	25%P	Math	22.81%P	23.5%P	<p>1. To increase the percent of students scoring proficient or distinguished as measured by the 09/10 KCCT results.</p> <table border="1" data-bbox="1075 418 1936 639"> <thead> <tr> <th><u>CONTENT</u></th> <th><u>TES</u></th> <th><u>SCES</u></th> <th><u>SCMS</u></th> <th><u>SCHS</u></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>73.64%</td> <td>80.0%</td> <td>72.8%</td> <td>59.63%</td> </tr> <tr> <td>Math</td> <td>61.25%</td> <td>75.0%</td> <td>65.0%</td> <td>59.88%</td> </tr> <tr> <td>Science</td> <td>66.4%</td> <td>80.3%</td> <td>64.9%</td> <td>36.0%</td> </tr> <tr> <td>Social Studies</td> <td>54.0%</td> <td>68.0%</td> <td>52.9%</td> <td>37.2%</td> </tr> <tr> <td>Writing OD</td> <td>52.0%</td> <td>64.0%</td> <td>42.9%</td> <td>40.32%</td> </tr> </tbody> </table> <p>2. To increase the percent of students in each subgroup who score Proficient in reading and math as measured by the 09/10 KCCT results. The following are the AYP (Adequate Yearly Progress) goals for 2009/10:</p> <table border="1" data-bbox="1075 896 1936 1435"> <thead> <tr> <th><u>TES</u></th> <th><u>ALL STUDENTS</u></th> <th><u>ECE</u></th> <th><u>F/R LUNCH</u></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>73.64%P</td> <td>73.64%P</td> <td>73.64%P</td> </tr> <tr> <td>Math</td> <td>61.25%P</td> <td>61.24%P</td> <td>61.23%P</td> </tr> <tr> <td><u>SCES</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>73.64%P</td> <td>73.64%P</td> <td>73.64%P</td> </tr> <tr> <td>Math</td> <td>61.23%P</td> <td>61.23%P</td> <td>61.23%P</td> </tr> <tr> <td><u>SCMS</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>72.8%P</td> <td>72.8%P</td> <td>72.8%P</td> </tr> <tr> <td>Math</td> <td>58.25%P</td> <td>58.25%P</td> <td>58.25%P</td> </tr> <tr> <td><u>SCHS</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>59.63%P</td> <td>59.63%P</td> <td>59.63%P</td> </tr> <tr> <td>Math</td> <td>59.88%P</td> <td>59.88%P</td> <td>59.88%P</td> </tr> </tbody> </table>	<u>CONTENT</u>	<u>TES</u>	<u>SCES</u>	<u>SCMS</u>	<u>SCHS</u>	Reading	73.64%	80.0%	72.8%	59.63%	Math	61.25%	75.0%	65.0%	59.88%	Science	66.4%	80.3%	64.9%	36.0%	Social Studies	54.0%	68.0%	52.9%	37.2%	Writing OD	52.0%	64.0%	42.9%	40.32%	<u>TES</u>	<u>ALL STUDENTS</u>	<u>ECE</u>	<u>F/R LUNCH</u>	Reading	73.64%P	73.64%P	73.64%P	Math	61.25%P	61.24%P	61.23%P	<u>SCES</u>				Reading	73.64%P	73.64%P	73.64%P	Math	61.23%P	61.23%P	61.23%P	<u>SCMS</u>				Reading	72.8%P	72.8%P	72.8%P	Math	58.25%P	58.25%P	58.25%P	<u>SCHS</u>				Reading	59.63%P	59.63%P	59.63%P	Math	59.88%P	59.88%P	59.88%P
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Causes & Contributing Factors	Objectives
<p><b>A1. &amp; A2.</b> The curriculum needs to be continuously monitored and modified throughout the school year to meet the needs of all students at each school.</p> <p><b>B1.</b> Observations, Learning Walks, PAS, KCCT, Explore, Plan and ACT data indicate some students' still lack some content knowledge even though the teacher has taught the content.</p> <p><b>B2.</b> Classroom observations indicate a lack of consistent use of varied best practice instructional strategies in all classrooms.</p> <p><b>C1.</b> Observations, PAS data, KCCT, Explore, Plan and ACT data indicate a lack of a consistent use of common KCCT-like assessments.</p> <p><b>D1.</b> According to classroom observations, PAS, KCCT, Explore, Plan, and ACT data, there is a need for high quality, job-embedded professional development.</p> <p><b>E1.</b> Some sub-groups, ECE, and F/R lunch students are not meeting AYP.</p> <p><b>F1.</b> There is a need for providing the best customer service possible to students and parents.</p>	<p><b>A1. &amp; A2</b> 100% of the schools will review and modify curriculum documents and timelines on an on-going basis, but at a minimum, annually.</p> <p>100% of principals will conduct Quarterly Curriculum Reviews in order to monitor curriculum, instruction, and assessment.</p> <p>100% of Learning Walks will include the monitoring of curriculum maps/pacing guides.</p> <p><b>B1.</b> 100% of teachers will utilize flashbacks or other on-going review strategies and formative assessments to ensure that all students have a thorough understanding of the content and maintain that content knowledge over time.</p> <p>100% of teachers will utilize Essential Questions and Daily Learning Targets/I Can Statements to ensure all students know and understand what they are learning.</p> <p>100% of teachers will utilize the District Lesson Plan format.</p> <p><b>B2.</b> 100% of teachers will use varied best practice instructional strategies.</p> <p><b>C1.</b> 100% of teachers will use common assessments that are KCCT-like. 100% of principals will effectively monitor the use of assessments through classroom observations and Learning Walks.</p>

<p><b>F2.</b> There is a need for increased parent involvement in all schools.</p> <p><b>F3.</b> Spencer County Public Schools has a low percentage of graduates who attend a vocational-technical school or a 4-year college/university following high school graduation.</p> <p><b>F4.</b> There is an on-going need to recruit and retain the best teachers.</p> <p><b>G1.</b> Observations and needs assessments indicate a lack of useable and consistent technology throughout the district.</p>	<p><b>C1. Continued.</b> 100% of schools will have an Open Response Question Plan to make sure all students can score a “4”.</p> <p><b>D1.</b> 100% of teachers will participate in highly effective, job-imbedded professional development that will positively impact student achievement.</p> <p><b>E1.</b> ECE students will meet AYP (74% Proficient in Reading; 62% in Math.)</p> <p>F/R Lunch students will meet AYP (74% Proficient in Reading; 62% Proficient in Math.)</p> <p><b>F1.</b> 100% of the schools will develop and implement a customer service plan.</p> <p><b>F2.</b> 100% of the schools will increase parent involvement.</p> <p><b>F3.</b> A plan will be developed and implemented at each school to promote a K-12 college-ready environment.</p> <p><b>F4.</b> A plan will be developed and implemented at the district level and each school to recruit and retain the best teachers.</p>
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	<p><b>G1.</b> Technology use will improve throughout the district which will improve student achievement.</p>
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<b>Component:</b> Academic Performance	<b>Spencer County Public Schools            Comprehensive Improvement Plan (CIP)            2010-2011</b>						
<b>Component Manager:</b> Norma Thurman							
<b>Strategy/Activity</b>	<b>SISI Document Reference</b>	<b>Responsible Person</b>	<b>Start Date</b> <b>End Date</b>	<b>Cost</b>	<b>Fund Sources</b>	<b>I IP IN</b>	<b>Outcomes/ Report of Progress</b>
Curriculum-A1. <ul style="list-style-type: none"> <li>• In order to ensure that a common academic core curriculum is available to all students, all teachers will utilize curriculum documents and timelines as well as collaborate regularly in order to continuously refine and improve instruction.</li> <li>• Each principal/principal designee will conduct Quarterly Curriculum Reviews (QCRs) after each PAS assessment in order to monitor curriculum, instruction, assessment, and individual student progress.</li> <li>• Elementary schools will collaborate on PLC work on a regular basis on Data/PD days and at other times as</li> </ul>	1.1a 1.1f 1.1g	Principals Achievement Gap Coordinator Asst. Supt.	Fall 2009  Spring 2011	0			

<ul style="list-style-type: none"> <li>• Maps/pacing guides will be maintained in each teacher's lesson plan binder and monitored during Learning Walks and classroom visits.</li> <li>• These processes will be monitored through data provided by the principals to the Assistant Superintendent and through classroom observations.</li> </ul>							
<p><b>Curriculum-A2.</b></p> <ul style="list-style-type: none"> <li>• Vertical discussions will be held at least annually with teachers to eliminate gaps and overlaps in the curriculum and refine instruction and assessment.</li> </ul>	<p>1.1b 1.1c 1.1d</p>	<p>Asst. Superintendent</p>	<p>Fall 2009-  Spring 2011</p>	<p>\$8,000</p>	<p>Title II</p>		
<p><b>Instruction-B1.</b></p> <ul style="list-style-type: none"> <li>• Flashbacks on previously taught content will be administered daily at the beginning of each class to ensure the spiraling of the curriculum and provide an on-going review of the content.</li> <li>• Essential questions and Daily Learning Targets/I Can Statements will be</li> </ul>	<p>2.1a 2.1a</p>	<p>Principals  Instructional Coaches</p>	<p>Fall 2009-  Spring 2011</p>	<p>\$2,500</p>	<p>Title 1 &amp; Title II</p>		

<ul style="list-style-type: none"> <li>Formative assessments such as exit slips, etc. will be given daily to determine which students mastered the content during that class. These results will guide teachers in determining what content needs to be re-taught to which students.</li> <li>All teachers will utilize the District Lesson Plan format.</li> <li>The above will be monitored through Learning Walks, Classroom Visits, and Individual Growth Plans.</li> </ul>						
<p><b>B2.</b></p> <ul style="list-style-type: none"> <li>Varied best practice instructional strategies will be utilized in all classrooms. Including but not limited to: Marzano strategies, Larry Bell's Closing the Achievement Gap strategies, Kagan strategies, etc.</li> <li>On-going PD and support will be provided to teachers to stay current with the latest research on best practice strategies.</li> </ul>	3.1a	<p>Teachers Principals Asst. Supt.</p> <p>Asst. Supt. Instructional Coaches</p>	<p>Fall 2009 –</p> <p>Spring 2011</p>	0		



<ul style="list-style-type: none"> <li>• Live scoring will be utilized as often as possible.</li> <li>• Students will be coached to a “4”.</li> <li>• Each unit or common assessment will be KCCT-Like with multiple choice questions and at least one ORQ.</li> <li>• Teachers will utilize formative assessment to refine their instruction and meet the needs of all students. Students will be taught and expected to self-assess to determine strengths and areas needing further refinement or improvement.</li> <li>• PD on developing appropriate assessments will be provided at each school.</li> <li>• Evidence of classroom assessments will be kept in Lesson Plan binder.</li> <li>• Each of the above will be monitored through Learning Walks and Classroom Visits.</li> </ul>		<p>Instructional Coaches</p>					
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<ul style="list-style-type: none"> <li>○ Use of Common Assessments</li> <li>○ Analysis of PAS data</li> <li>○ Customer Service</li> <li>○ Use of Technology</li> <li>○ Essential Questions</li> <li>○ Infinite Campus</li> <li>○ Teaching of Writing</li> </ul>							

<b>Component:</b> Closing Achievement Gap <b>Component Manager:</b> Jackie Ridsen-Smith	<b>Spencer County Public Schools            Comprehensive Improvement Plan (CIP)</b> <i>Insert Date Here</i>						
<b>Strategy/Activity</b>	<b>SISI Document Reference</b>	<b>Responsible Person</b>	<b>Start Date</b> <b>End Date</b>	<b>Cost</b>	<b>Fund Sources</b>	<b>I IP IN</b>	<b>Outcomes/ Report of Progress</b>
<b>Special Education E1.</b> <ul style="list-style-type: none"> <li>• All students with disabilities will reflect on past performance on the KCCT and set goals through the development of Individual Student Success Plans. These will be reviewed with students at least every nine weeks.</li> <li>• All ECE teachers at all schools will attend monthly meetings/trainings with the Director of Special Education. Trainings will include: IEP development, co-teaching, providing accommodations, differentiating instruction, mastery learning, scheduling, etc.</li> <li>• ECE teachers will receive additional opportunities</li> </ul>	2.1d 2.1e 3.1c 3.1g	Principals ECE Director	Spring 2009 –  Spring 2010	0			



<ul style="list-style-type: none"> <li>District RTI guidelines will be developed and communicated.</li> </ul>		Achievement Gap Consultant  Asst. Supt. ECE Director					
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<b>Component:</b> Culture and Climate	<b>Spencer County Public Schools Comprehensive Improvement Plan (CIP)</b>						
<b>Component Manager:</b> DeVona Hickerson	<i>Insert Date Here</i>						
<b>Strategy/Activity</b>	<b>SISI Document Reference</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>Cost</b>	<b>Fund Sources</b>	<b>I IP IN</b>	<b>Outcomes/ Report of Progress</b>
			<b>End Date</b>				
<b>Customer Service F1.</b> <ul style="list-style-type: none"> <li>• Each school will implement and monitor their Customer Service Plan</li> </ul>	4.1h	Principals Personnel Coordinator	Fall 2009 –  Spring 2011	2,500	Title 1 & II		
<b>Parent Involvement F2.</b> <ul style="list-style-type: none"> <li>• Each school will implement, monitor, and evaluate their parent involvement policy to determine barriers and continue to refine goals. Parents will serve on each school's Parent Involvement Committee.</li> <li>• Evidence of increased parent involvement will be provided to the Title 1 Coordinator.</li> </ul>	5.1a	Principal Title 1 Coordinator	Fall 2009 –  Spring 2011	0			
<b>College Readiness F3.</b> <ul style="list-style-type: none"> <li>• Strategies will be researched to develop a plan to promote a K-12 college-ready</li> </ul>	4.1b 4.1c 4.1h	Asst. Supt.	Fall 09  Spring 2011				

<ul style="list-style-type: none"> <li>Multiple opportunities will be provided for parents to learn about their student's progress and readiness for college as determined by Explore, Plan, and ACT scores at 8<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades.</li> </ul>		<p>Middle and High School Principals</p>				
<p><b>Recruitment &amp; Retention Plan F4</b></p> <ul style="list-style-type: none"> <li>A District Recruitment and Retention Plan will be developed to continually increase the number of highly qualified and highly effective teachers hired in SCPS. This plan will include: continuing to develop relationships with colleges/universities, increasing the number of student teachers in SCPS, attending University Job Fairs, observations of student teachers or teacher applicants, creating multiple opportunities to interact with</li> </ul>	<p>4.1f</p>	<p>Asst. Supt Personnel Director</p>	<p>Winter 2010</p>			

<ul style="list-style-type: none"> <li>The District Recruitment and Retention Plan will be implemented throughout the district.</li> </ul>		Asst. Supt Personnel Director	On- Going				

<b>Component:</b> Technology	<b>Spencer County Public Schools Comprehensive Improvement Plan (CIP)</b>						
<b>Component Manager:</b> Eric Cecil	<i>Insert Date Here</i>						
<b>Strategy/Activity</b>	<b>SISI Document Reference</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>Cost</b>	<b>Fund Sources</b>	<b>I IP IN</b>	<b>Outcomes/ Report of Progress</b>
			<b>End Date</b>				
<b>Technology G1.</b> <ul style="list-style-type: none"> <li>• Research the possibility of a technology audit.</li> <li>• Form a district technology committee to include at a minimum all principals, teacher representatives, and a district instructional representative. This committee will update the technology plan and make decisions on the allocation of technology resources.</li> <li>• Fund regular, on-going updates for technology to ensure technology at each school is maintained and up-to-date.</li> <li>• Develop an effective STLP Program at SCHS that will service all of the schools.</li> </ul>	7.1g 8.1a	Asst. Supt.  Technology Director          Superintendent          Technology Director SCHS Principal	Fall 09  Fall 09          Spring 2010 – on Going   Winter 2010 –	-0-          -0-          \$50,000.	          GF Technology		

<ul style="list-style-type: none"> <li>Develop a Coop Program through SCHS and the District Technology Department to provide extra manpower for on-going maintenance and updates.</li> </ul>		Technology Director SCHS Principal	Spring 2011				