

## 2011-2012 Comprehensive District Corrective Action Plan (CAP)

<b>District :</b> <b>Nelson County Schools</b>  <b>District Corrective Action Status:</b> <i>check one</i> <input type="checkbox"/> Corrective Action Year 1 <input type="checkbox"/> Corrective Action Year 2 <input type="checkbox"/> Corrective Action Year 3 <input checked="" type="checkbox"/> Corrective Action Year 4 <input type="checkbox"/> Corrective Action Year 5 <input type="checkbox"/> Corrective Action Year 6	<b>District Contact:</b>  Mark Thomas <hr/> <b>Position:</b>  Executive Dir. of Instruction <hr/> <b>email:</b> mark.thomas@nelson.kyschools.us
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### **Purpose of the CAP**

A district identified for corrective action must develop a corrective action plan (CAP) no later than three (3) months after the identification (on or before December 20, 2011). The district must consult with families, school staff, and others in the development of the CAP. The purpose of the CAP is to improve student achievement throughout the district. The CAP must be submitted to the Kentucky Department of Education for review and approval. The CAP must be implemented as soon as possible after approval has been given and must specify how Title I Deferred funds (3102T) will be utilized.

### **College and Career Readiness (Senate Bill 1 – 2009)**

Included in Senate Bill I (2009) was a mandate to develop a unified strategy to reduce college remediation rates of high school graduates. These strategies **must** be included as part of this Corrective Action Plan (CAP). These strategies include:

- **Unified Strategy 1: Increase accelerated learning opportunities for all Kentucky students.**
  - Goal 1: By August 2014, all students will have access to Advanced Placement (AP), International Baccalaureate (IB), or other accelerated learning opportunities. Student success in accelerated learning opportunities will increase.
  - Goal 2: By August 2014, all students will have access to dual credit opportunities and student success in dual credit courses will increase.
  - Goal 3: By August 2014, all students will have access to science, technology, engineering, and mathematics (STEM) program opportunities and student success in STEM programs will increase.
- **Unified Strategy 2: Provide targeted interventions for all students who are not college and career ready.**
  - Goal 1: By May 2011, all Kentucky secondary schools will have a fully operational intervention system.
  - Goal 2: By August 2014, all students will have access to online credit recovery courses for high school graduation requirements.
- **Unified Strategy 3: Increase access to and quality of college and career readiness advising.**
  - Goal 1: By August 2011, all secondary students will have access to a comprehensive advising program.
  - Goal 2: By May 2011, all secondary school personnel will have access to professional development to support the utilization of the advising Toolkit. This PD will ensure that secondary staff is trained in the implementation of a comprehensive advising program.
  - Goal 3: By August 2012, all secondary schools will collaborate with postsecondary regional partners to develop an advising program as an integral component of the curriculum.
- **Unified Strategy 4: Increase the college completion rates of students entering with one or more developmental or supplemental course needs.**
  - Goal 1: Increase the fall-to-fall retention rates of students entering with readiness needs by 8% from 2009 to 2014 by providing bridge programs and support services.
  - Goal 2: All public postsecondary institutions will provide accelerated, online, and/or alternative learning formats to improve success in and completion of developmental and supplemental course work that is recognized by all public postsecondary institutions by 2014.

- Goal 3: Increase degree completion rates for students entering postsecondary institutions with readiness needs by 3% annually from 2009 to 2014.
- Goal 4: All developmental education, college of education, and college of arts and sciences faculties will have access to training on the Kentucky Core Academic Standards by 2011.

### **Directions**

In each table, describe how your district will address each of the seven CAP requirements. If the requirement is addressed in your Comprehensive District Improvement Plan (CDIP), reference the section and page number from the CDIP (e.g., *This is addressed in the Executive Summary of the CDIP on p. 2.*) For any requirement that is not addressed in the CDIP, address fully in the corresponding table. Please attach a complete copy of your CDIP, if applicable, with the CAP when submitting to KDE.

### **A Corrective Action Plan must:**

1. Include a determination of why the district's previous improvement or corrective action plan did not bring about increased student academic achievement.

Describe why the district's previous improvement or corrective action plan did not bring about increased student academic achievement.
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| <ol style="list-style-type: none"> <li>1. According to KCCT data, all students are not achieving at Proficiency levels in Reading and Math at every school.</li> <li>2. According to NCLB reports, not all schools are meeting their target goals in Reading and Math with their total student populations and/or student sub-populations.</li> </ol> |
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2. Address the fundamental teaching and learning needs of schools in the district, especially the academic problems of low-achieving students.

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| <ol style="list-style-type: none"> <li>1. Schools / staff must have common expectations for all children (student ownership).</li> <li>2. Schools / staff must provide the appropriate levels of rigor and the appropriate support for all students to be successful (rigor).</li> <li>3. All students with disabilities must be exposed to the same curriculum as their peers. Even though collaboration is in place at all schools to varying degrees, the collaborative process must be more fully implemented (student ownership / rigor).</li> <li>4. School / staff must utilize the Professional Learning Communities process and structures in order to provide opportunities of success for all students (PLCs).</li> </ol> |
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3. Define specific measurable achievement goal and targets for each of the student sub-groups whose disaggregated results are included on the No Child Left Behind (NCLB) Report.

Define specific measurable achievement goal and targets for each of the student sub-groups whose disaggregated results are included on the No Child Left Behind (NCLB) Report and how they support the unified goals for college and career readiness.

In partnership with the community, all teachers will provide diverse and individualized instructional services to their students. The district's goal is, by May 2012, 84.35% of the students to be at the proficient / distinguished level in Reading and 79.89% of all our students to be at the proficient / distinguished level in Mathematics (DIP Goal 1: Student Ownership). This goal applies to all student sub-populations (Minority, Free/Reduced Lunch, Special Education, Male, Female).

4. Incorporate strategies grounded in scientifically based research that will strengthen instruction in core academic subjects;

Describe strategies grounded in scientifically based research that will strengthen instruction in core academic subjects and improve college and career readiness.

Professional Learning Communities (PLCs), in conjunction with Special Education teachers (BLTs), will collect and analyze student data for the purposes of monitoring progress to proficiency / distinguished, revising the delivery of the instructional program as necessary, as well as identifying programs and training needs of schools and staff (DIP 1.1). Individual student data will be used to target strengths and deficiencies (both academically and behaviorally). Student sub-populations with gaps in achievement will be targeted for the purposes of reducing the achievement gap (gap reduction) in the areas of Reading and Math (DIP 1.2). Staff will develop curricular documents to address the Common Core Standards (KCAS) in the areas of ELA and Math through release time and after school opportunities. Horizontal alignment will be completed for each grade level / content area. Vertical alignment will occur as the horizontal alignment tasks have been completed (DIP 1.4). Monthly individual meetings between the Superintendent and each Principal will be completed with the emphasis of monitoring the culture / climate, determining opportunities for district support, and to complete accountability checks for instructional improvement (DIP 1.8). Schools will articulate systematic writing instruction in all content areas based on real-world, high level writing as reflected in school writing plans. Plans will include incorporating the requirement of having students provide support in their written responses (DIP 2.1). Students will be given opportunities to write for a variety of purposes: writing to learn, writing to demonstrate learning, writing for publication, and technical writing. The teachers will provide frequent, guiding feedback, in relation to the District Non-Negotiables (DIP 2.2). Students will be prepared to successfully transition into a post-secondary setting and/or into the work force. Programs such as TCA / ACT preparation, Nelson Co. ATC courses, AP / Dual credit options, Horizons Academy Career Collaboration, and formal student Co-Op opportunities will be provided (DIP 2.3).

All students have access to Advanced Placement (AP), dual credit, and college courses. All students have access to online credit recovery courses for high school graduation requirements. The high schools will be using Explore data to determine if remedial courses are necessary for entering Freshmen. The high schools' teachers are beginning to attend Quality Core training to embed with their current curricular work. Advanced Math courses are offered in the Middle School programs, including access to High School Math courses and possible High School Math

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credits. The Middle School aged students begin completing their ILPs. Each student's ILPs are updated on a yearly basis until they graduate. Each of our schools offer some form of a career and/or college fair for the students.

5. Include, as appropriate, student learning activities before school, after school, during the summer, and during any extension of the school year.

Describe student learning activities to occur before school, after school, during the summer, and during any extension of the school year that are focused toward improving college and career readiness.

School activities will be provided (before, during, after school, and during the summer) which focus on student deficiencies and enhancements as exhibited by analysis of assessment data and teacher referrals. Two of our schools have 21<sup>st</sup> Century Learning Grants for our students to provide after school and intersession learning opportunities. All of our schools are offering various modes of student interventions through: before, during, after school, and/or during the summer.

6. Provide for high quality professional development for instructional staff that focuses primarily on improved instruction

Describe high quality professional development to occur for instructional staff that focuses primarily on improved instruction and increasing college and career readiness.

PD will be provided to refine Special Education teachers' strategies and techniques, when creating Specially Designed Instruction, to enable all students to improve achievement in Reading and Math (DIP 1.3). Strategies for embedding technology into instruction will be provided to district teachers throughout the year through an Instructional Coaching model, by providing after-school PD sessions, and through embedded PD sessions (DIP 1.6). Instructional Coaches will meet monthly with the emphasis to gain strategies, for working with teachers, in order to improve the instructional setting and student achievement (DIP 2.4). Content areas and/or grade levels at each school will meet weekly as Professional Learning Communities (PLCs) to share strategies, analyze student work, review assessment data, adjust instruction, and complete the Common Core Standards work. This process will include Special Education teachers (BLTs) in the PLC work (DIP 3.1). Leadership PLCs will share strategies, review student data, discuss researched-based strategies, and provide school teams with feedback for next steps (DIP 3.2).

7. Include strategies to promote effective parental involvement in the schools served by the district.

Describe strategies to promote effective parental involvement in the schools served by the district with a focus on improving student achievement.

Conduct / support parent involvement through activities such as Pre-Kindergarten orientation, Back-to-School Readifest, Parent Literacy nights, Shop With A Cop, Title I Parent Advisory Council, Preschool parent activities, PTA/PTO activities, Career/Reality Fairs, Fall / Spring School Festivals, School Holiday / Season Themed Events, collaboration with local community organizations for parent involvement events, and collaboration with the Family Resource and Youth Service Centers for parents involvement. Additionally, community members and district staff will work collaboratively to move forward with the "Summer 2011 Planning Research Process". The groups will develop plans, based upon action research, to move the district forward with increasing student achievement (DIP 1.5).

8. Corrective Action funds (3102t) are set-aside monies used to support the district's corrective action plan.

Briefly describe how the funds will be expended to support the corrective action plan.

Corrective Action funds (3102t) will be used to provide support for the development and refinement of curricular documents to address the Common Core Standards (KCAS) in the areas of ELA and Math through release time and after school opportunities. Horizontal alignment will be completed for each grade level / content area. Vertical alignment will occur as the horizontal alignment tasks have been completed.

Please submit the completed CAP and your CDIP, if applicable, to [title1reports@education.ky.gov](mailto:title1reports@education.ky.gov) on or before December 20, 2011.