**2012-2013 CDIP Updates April working session 4/11/13**

|  |  |  |  |
| --- | --- | --- | --- |
| **INCREASE STUDENT ACHIEVEMENT** | **NON-DUPLICATED GAP** | **COLLEGE CAREER READINESS** | **GRADUATION RATE** |
| MAP test /data analysis: 3rd round of MAP testing began 3/1/13.  | Identified non-duplicated GAP students. GAP Students with Data Spreadsheets created. NCHS. Qualitative data with interventions updated for GAP students. **TNHS** | Brochures: | Intervention classes |
| PLC framework: Review of Non-academic data and literacy audit for science/social studies.  | Access to F/R lunch list: All staff signed off and now has access to this information for GAP analysis. Staff participated in 3 week GAP awareness reading guided by Ruby Payne’s Framework for poverty. **TNHS** | ATC showcase (program awareness) Met Feb. 26th to reflect on this event for improvements for next year. Use of ACT practice tests will all 9th11th students ACT practice test given 10th students. **NCHS** | Students now Check in /check out |
| Walk through aligned to coreElements (Includes Teacher/Student Interviews): Walkthroughs with feedback conducted at Boston, Foster Heights, Bloomfield Elementary, Thomas Nelson, Nelson County, OKHMS, and New Haven. District Admin team discussing how student voice is considered a resource for instructional next steps. | GAP plans from each school: All schools have developed a specific GAP plan that is to be embedded into their CSIP. MAP data updated for GAP students and reviewed by teachers. **All schools** | Operation Preparation (career awareness) High school will have individual programs. Middle school has been set for May 2nd in a centralized location at OKHMS.98% of all students have fully participated in the ILP process for Operation Preparation. **TNHS** | Student credit audit: Meeting to discuss credit recover options and prerequisites to summer school. 98% of all students have participated in one-on-one quarterly achievement meetings to review data and set academic goals. **TNHS** |
| Assessment simulations (K-prep like / ACT like): Review of this through District walkthroughs and gave guidance in BAC training.  | Descartes Professional Development: Introduction process complete. Addressed at all school. 4th Descartes PD completed **FH**. | Counselors met with students 1 on 1 to develop career path | RTI: Continued data analysis through ABRI SCOA tool. District Admin met with ABRI team to discuss next steps for last quarter.Combined ABRI behavior team with academic support team. **NCHS** |
| Data conferencing with students | Data conferencing and setting of goals for student performance | Assessment simulations (EXPLORE/PLAN/ACT)(COMPASS/KYOTE) | Credit Recovery |
| Posting of student writing: Review of this through District walkthrough. Compliance met at most schools. KPrep Museum of Quality student work from every content area created. **BMS** | Non-academic data gathering of GAP students | Assessment information parent night | Horizons’ placement process expectations have been revised. |
| Inventory of academic interventions: Listing completed and given to Principals and Instructional Coaches. | MAP test /data analysis: Non-Academic data collected and analyzed for correlation or causation of. | Classroom visits to review EXPLORE | March 12 held a College and Career Early Exposure Night with about 16 different college and career vendors for parents and students. **BOS** |
| Core elements of instructional planning: Observed throughout District walkthroughs. Weekly PLC planning to review these documents before use. **All Schools** | Teacher-led intervention groupings before school, after school, lunch groups, and “homework help” to provide targeted support for skills and concept reteaching; MAP, GRADE, & GMADE data used for core instructional groups to address learning styles and pacing needs of students to assure continuous progress. **CC** | 10th grade college and career conferencing on PLAN results |  |
| MAP parent brochure: Created and distributed with student testing results. | Targeted students (GAP students) for invitation for students and parent to literacy night events to provide activity based practice with skills and concepts in an engaging format; Increased use of GREAT LEAPS one-on-one tutoring with targeted students (8-12 to present); peer tutoring on targeted skills (9-12 to present) CC | High schools charged with conducting literacy audit of EOC courses. |  |
| Kprep parent brochure: Created and distributed with student testing results. | GAP students partnered with a Mentor/Faculty & Staff Volunteer. Check-ins occur 2-5 times a week with identified students. **NH** | Met with High school principals to review ATC class offerings so that more underclassmen have an opportunity to attend ATC. ATC schedule was changed for 2013-2014 as a result. |  |
| Adjusted ABRI teams by combining behavior intervention and academic support. Teams Meeting every two weeks and developed monitoring intervention plans. **NCHS** | Extra-curricular analysis completed for GAP student involvement in February along with sharing of ideas for relationship building and student involvement improvement through district leadership PLC. **All schools** | Held Advanced Program Parent/Student Night held on March 7th to inform parents/students of the value of AP classes, the contract, and course offerings. **NCHS** |  |
| Content data was shared with all parents with 3rd Quarter report cards March 15th. **TNHS** | All students have conferenced with Teachers and recorded STAR and MAP assessment scores to identify growth needed. **BMS** | WIT team initiates interventions to increase pro-academic behaviors and responsibility conferences initiated for all students with five or more behavior referrals. TNHS |  |
| MAP Goal setting has occurred with all students K-5 after Fall and Winter MAP assessments. **All Schools** MAP goals recorded and reviewed in student Data Notebooks. **FH** |  | All 8th students have reviewed KHEAA information and have signed up for KHEAAs account. **OKHMS and BOS** |  |
| Math strategies professional development with emphasis on best practice strategies and standards alignment; Varied differentiated PD offerings to address comprehension instruction (3-11-13), writing instruction (3-14) visualization (3-18-13) , total participation (1-13, standards based lesson planning (11-12) differentiation of instruction. CC |  |  |  |
| 50% of teachers are using CIITS to document lesson plans. 3/18/13 **NH** |  |  |  |
| Pacing guides for Math and ELA in the final stages of development for K-12. **All Schools** |  |  |  |
| 6th and 7th Toyotaborne Learning Workshop held to address early intervention before students begin school. **BOS** |  |  |  |