HENDERSON COUNTY

DISTRICT IMPROVEMENT PLAN

Year 2010 - 2011

Dr. Thomas L. Richey

Responsible Person

Jinger Carter

Contact Person

Approved Date:

12/1/2010

Members or Committee:

Ben Johnston, Board Chairperson

Greg Hunsaker, Vice-Chairman

Lisa Baird, Board Member

Jon L. Sights, Board Member

Mike Waller, Board Member

2010 - 2011 DISTRICT IMPROVEMENT PLAN
Executive Summary
HENDERSON COUNTY

Mission

A Task Force comprised of students, parents, staff, business leaders and community leaders was organized to work on the development and/or review of a mission statement, vision statement and core values for the district. This process was started in February 2006 with final approval by the Henderson County Board of Education in June 2006. The 2005-2006 mission statement for the district was rewritten by the Task Force to reflect student achievement. The group developed a new vision statement for the Henderson County Schools. It gives a sense of direction for the future. It meets the purpose of the Henderson County School System as reflected in the mission statement. A set of core values that allow the district beliefs to become measurable was developed. The values articulate what attitudes, behavior and commitments the district stakeholders must demonstrate in order to make the mission and vision become a reality. The Task Force members were given resources concerning mission and vision beliefs from surveys and ideas solicited from all SBDM council meetings, central office staff, student councils, school staff meetings and principal meetings. Parents and ethnic groups were represented stakeholders in all of the above.   The Henderson County Board of Education accepted the draft recommendations from the Task Force at the April 2006 meeting. Open discussion and dialogue was taken by the Board from stakeholders attending the meeting.   The Board accepted the work of the Task Force with approval to be given for the 2006-2007 school year at the May 2006 Board meeting. The Board approved a new logo and vision statement, "Preparing Students to Succeed Globally" at the August 2008 Board meeting. A Stakeholder group consisting of parents, community members, district administration, and teacher and administrative representation from each school met on November 3, 2010 to further review the District Improvement Plan. The meeting was facilitated by Jinger D. Carter, Director of Accountability and Assessment. At this meeting the group reviewed each school's improvement plan, then completed a table group activity. The activity asked the group to list similarities between the schools plans. The group was then to answer the following questions: • What are the common areas that the district can support? What are areas from specific schools that need district support? • What are activities at the district level to support common needs? The group then broke into three groups: Academic Performance, Learning Environment and Efficiency. These groups reviewed the Priority Need, Goals and Activities from the 2009-10 DIP. The groups revised, added, and edited these portions as well as brainstormed activities that the district could facilitate to achieve the common goal of assuring all of our students are college and career ready. Information gathered at this meeting aided in the further revision of the current document.

Needs Assessment

The plan was developed by using data from Kentucky's Standards and Indicators for School Improvement (SISI). This plan is written to include federal guidelines – NCLB and KCMP, state guidelines – Senate Bill 168, free and reduced lunch data, SACS-CASI reports from district and schools, NCLB AYP and KCCT data, all current SIP components and culture survey data. Internal data sources such as individual classroom data, Inifinite Campus/SWIS data (behavior, attendance, etc.), NWEA MAP data, common assessments, culture/school climate surveys from staff and students, walkthrough data, and numerous other data at the school and district level was also used.   Did the committee use a Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement? Priority Needs, Causes, Goals and Objectives were developed at the district level using needs assessment data from sources already listed, as well as committees, instructional teams at the central office, principals and Board input.   Did the committee identify substantive achievement gaps, set gap targets, and adopt its time schedule for closing the gaps? Achievement gaps, gap targets and the time frame for closing the gap are included within the DIP. These are denoted by the Senate Bill 168 (SB 168) notation.   Did the committee review drafts of the components? A review of the draft of this plan was conducted by central office instructional team, principals, community stakeholder group and the Henderson County Board of Education.   Did the committee review estimates for costs? Review of the financial estimates is considered non-applicable in most cases except for federal monies. Was the plan presented to the public? The plan was presented to the public through the November Board of Education meeting, district website and a notice was sent to media partners. A Stakeholder meeting was held in November that included parents, teachers, administrators, SBDM and community members. When did the board officially adopt the plan? The plan was officially adopted and approved at the _____ Board of Education meeting.

Goals

The Henderson County School District Improvement Plan focuses on students mastering and applying knowledge in math and reading skills. The plan was developed around the Standards and Indicators for School Improvement (SISI) document. Therefore, it is arranged in three separate sections – Standards 1-2-3 – Academic Performance; Standards 4-5-6 – Learning Environment; and Standards 7-8-9 – Efficiency. All the school improvement plans in the district indicated reading and math were areas of significant need. This is also addressed in the district plan. The Learning Environment portion addresses behavioral and academic expectations which are measured by cultural surveys, attendance records, enforcement of rules and regulations in a consistent manner, and parent/staff communication. The last section included in the plan pertains to Efficiency. This component looks to increasing leadership focus on instruction and student learning and organizational efficiency. It emphasizes monitoring and providing assistance to staff to assure a more rigorous curriculum and implementation of multiple instructional strategies to enhance student learning. The district did not meet Reading or Math AYP goals for Students with Disability in 2009-2010, but did meet the Other Academic Indicator (Graduation Rate). The district's previous improvement plan has brought about increases in student achievement. The district expects continued student achievement for at-risk students with the implementation of specific intervention for students below grade level in Reading and Math.

Evaluation

The District Improvement Plan will be monitored and evaluated through Implementation and Impact data forms. Each component's goals, strategies and action steps will be evaluated three times per year. These results will be shared with central office staff, principals, superintendent, Board of Education and through district publications. Additionally the district's network provider—The International Center for Leadership in Education – will monitor progress and implementation.

Stakeholders

Henderson County Board of Education: Ben Johnston, Chairman, Greg Hunsaker, Vice-Chairman, Lisa Baird, Jon L. Sights, Mike Waller; Central Office District Leadership/Instructional Team: Dr. Thomas L. Richey, Superintendent; Marganna Stanley, Assistant Superintendent for Administration; Robin Thacker, Assistant Superintendent of Curriculum & Instruction; Walt Spencer, Assistant Superintendent of Finance; Jinger Carter, Director of Accountability and Assessment; Laura McGrail, Director of Special Education; Linda Payne, Technology Instructional Coordinator; Darrell Daigle, Director of Secondary Education; Jo Swanson, Director of Elementary Education/Early Childhood Education; Aleisha Sheridan, Early Childhood Coordinator; Mike Bruner, Technology Systems Coordinator; James Taylor, Director of Maintenance; Bruce Swanson, Director of Human Resources; Keegan O'Daniel, Director of Transportation; Rhonda Gillham, District Social Worker; Sabrina Jewell, Director of Child Nutrition; Cindy Williams, Community Outreach Coordinator; Leslie Stuen, Gifted/Talented Coordinator; Ellen Redding, Communications Coordinator; Shelia Redmon, Executive Assistant to the Superintendent; Principals: Kim Marshall, Henderson County High School; Scottie Long, North Middle School; Leo Peckenpaugh, South Middle School; Brian Gardner, A.B. Chandler Elementary School; Stephen Steiner, Bend Gate Elementary School; Juli Collins, Cairo Elementary School; Nancy Gibson, East Heights Elementary School; Kasey Farmer, Jefferson Elementary School; Patty Sellers, Niagara Elementary School; Rob Carroll, South Heights Elementary School; Terry Adkins, Spottsville Elementary School; Ryan Reusch, Central Learning Center; Stakeholder group: Doria Bugg, Niagara; Paula Manlove, A.B. Chandler, Heidi Wood, North Middle School; Jodi Pruden, South Middle School; Tracey Williams, Spottsville; Elizabeth Schmitt, Henderson County High School; Rick Hopf, Henderson County High School; Dawn Wheeler, Parent NMS/HCHS; Gwen Courtney, East Heights; Staci Risley, Jefferson; Jill Johnson, Jefferson; Delilah Cobb, Community member; Amy Simpson, Bend Gate; Susan Overton, South Heights; Bethany Watson, Niagara; Brittany Hesley, Bend Gate; Marci Williams, Cairo; Beth Dodson, Jefferson; Lesley Nelson, Spottsville; Stacey Stephen, Central Learning Center; Brad Schneider, Henderson/Henderson Co. Chamber of Commerce.

Component: Academic Performance
Component Manager: Robin Thacker
Last Updated: 11/23/2010
School: HENDERSON COUNTY

Priority Need:	Goal:
* Based on MAP assessment, only 48% of entering Kindergarteners are on grade level in reading. * Based on the number of students who remain below grade level in math and reading, continued use of effective intervention strategies is needed. (SB 168, NCLB, KCMP). * Due to a lag between Open Response scores and Multiple Choice scores and a change in the state writing program, there is a need to implement the district literacy plan. * A variety of researched-based instructional strategies are not used consistently across the district. * The district has not yet met the Reading Position Paper goal. As a result, a 90/60 minute reading/math schedule has been implemented. * Curriculum is text-book driven in many schools and technology is not always used to enhance the learning environment of classrooms. * There is a need for continuous follow-up professional development activities to ensure implementation. * District units of study reflect the state's current Core Content for Assessment; however with the adoption of the new national Common Core Standards, units will need to be updated. * There are not multiple pathways to rigor and relevance for all students. * There is a lack of district-wide consensus of what good instruction looks like. * Students must show mastery of technology skills by the end of eighth grade. * There is a drop in academic performance at key transition points (preschool-K, 5-6, 8-9, 12-postsecondary). * 2010 KCCT On Demand Writing Scores showed the following percentages of students who were Proficient/Distinguished: 5th grade: 70.35% 8th grade: 38.59% 12th grade: 48.08%	On KCCT, to achieve the following % proficient students in subgroups: Reading: o District: 85 o Elementary: 87 o Middle: 80 o High: 70 Math: o District: 75 o Elementary: 87 o Middle: 80 o High: 70 On Demand Writing: o Elementary: 80 o Middle: 50 o High: 60 By spring 2011, to achieve the following percentages of students on/above grade level in MAP Reading: Elementary - 90% Middle - 75% High - 70% To realize our Reading Position Paper Goal by 2015 where 100% of students will be reading on or above grade level. By spring 2011, to achieve the following percentages of students on/above grade level in MAP Math: Elementary - 90% Middle - 75% High - 65%

Benchmark			
Measure	**Date**	**Projected Data**	**Actual Data**
District Reading Proficiency - NCLB	9/1/2011	85	
Elementary Reading Proficiency - NCLB	9/1/2011	87	
Middle Reading Proficiency - NCLB	9/1/2011	80	
High Reading Proficiency - NCLB	9/1/2011	70	
District Math Proficiency - NCLB	9/1/2011	75	
Elementary Math Proficiency - NCLB	9/1/2011	87	
Middle MAP Math On Grade Level	5/30/2011	75	
High MAP Math On Grade Level	5/30/2011	65	
5th grade On Demand	9/1/2011	80	
8th grade On Demand	9/1/2011	50	
12th grade On Demand	9/1/2011	60	
Middle Math Proficiency - NCLB	9/1/2011	80	
High Math Proficiency - NCLB	9/1/2011	70	
Elementary MAP Reading On Grade Level	5/30/2011	90	
Middle MAP Reading On Grade Level	5/30/2011	75	
High MAP Reading On Grade Level	5/30/2011	70	
Elementary MAP Math On Grade Level	5/30/2011	90	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		Provide on going job-embedded professional development activities to emphasize critical and higher order thinking and independent learning in instructional practice, reading strategies in the content areas and Academic Vocabulary in instructional practice.	Thacker	12/1/2010	5/30/2011	$$ PD $$ IDEA $$ Title II		
2		Continue to identify research-based instructional strategies to be implemented district wide.	Instructional Team	12/1/2010	5/30/2011	$$ Title II $$ PD $$ Title I $$ IDEA		
3		Instructional leadership cadre will use coaching strategies to increase teacher efficiency and keep the focus on feedback.	Thacker	12/1/2010	5/30/2011	$$ PD $$ Title II		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
4		Students identified as performing below grade level (Name and Claim list) will receive intervention through KSI.	Daigle/J.Swanson	12/1/2010	5/30/2011	$0 No Funding		
5		District will monitor implementation of Compass Learning, Read 180,System 44, Headsprout, Failure Free Reading, SRA Corrective Reading, SRA Mastery Reading, SRA Math,Number World, Fast Math, Novel Stars, Math in Focus, Everyday Counts, Aimsweb, Creative Curriculum and ALEKS. Updated training will be provided for new teachers in the use of each program.	Daigle/Swanson/McGra	12/1/2010	5/30/2011	$0 No Funding		
6		Through ESS daytime waivers, ESS after school tutoring, Homework help, additional Reading/Math classes, small group instruction, and possibly Summer School, tutoring will be provided weekly for students who are below grade level.	J.Swanson	12/1/2010	5/30/2011	$$ ESS		
7		Monitor the identification and implementation of intervention strategies (RTI) for at-risk students in reading and math through AIMS Web (K-8).	Instructional Team	12/1/2010	5/30/2011	$0 No Funding		
8		Formative district and school common assessments will be administered to monitor curriculum implementation, inform instruction, and measure achievement.	Instructional Team	12/1/2010	5/30/2011	$0 No Funding		
9		District Math Cadre will develop and implement district-wide tools and resources for math instruction.	Daigle/Thacker	12/1/2010	5/30/2011	$$ PD $$ Title II		
10		Data from analysis of student work will be used to inform instruction and assessment. This process will also identify next steps.	Principals/Curr.Spec	12/1/2010	5/30/2011	$0 No Funding		
11		Implement a district literacy program that meets the requirements of Senate Bill 1.	Daigle/J.Swanson	12/1/2010	5/30/2011	$0 No Funding		
12		Implement computer literacy plan and assessment that ensures a foundation of skills prior to entry of sixth grade.	Payne/J.Swanson	12/1/2010	5/30/2011	$0 No Funding $$ Title IID		
13		Assess status of and develop intervention plan (KSI) for high school students performing below grade level on EPAS benchmarks.	Daigle/J.Swanson	12/1/2010	5/30/2011	$0 No Funding		
14		Special Education program (with emphasis on co-teaching model) will be analyzed to determine PD and support needed district-wide.	McGrail	12/1/2010	5/30/2011	$$ IDEA		
15		RAISE committee will plan and implement strategies to ensure post-secondary readiness for all students by 2015.	Richey/Stanley	12/1/2010	5/30/2011	$0 No Funding		
16		Data talks with each of the schools to share data findings and various reports to each school's administrative team.	Carter	12/1/2010	5/30/2011	$0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
17		Implement and monitor the District Transition Plan to include additional strategies to reduce loss of academic performance between each and every grade level.	Daigle/Stanley	12/1/2010	5/30/2011	$0 No Funding		
18		Include writing plans in school literacy plans.	Daigle	12/1/2010	5/30/2011	$0 No Funding		
19		Provide professional development on writing process, on-demand writing, writing to publish, writing to learn and writing to demonstrate learning.	Thacker	12/1/2010	5/30/2011	$$ Title II $$ PD $$ IDEA $$ Title I		
20		Examine current writing program/practices.	Writing Cadre	12/1/2010	5/30/2011	$0 No Funding		
21		Increase writing opportunities for students through the implementation of the K-12 portfolio.	Writing Cadre	12/1/2010	5/30/2011	$$ Title II $$ PD $$ Title I		
22		Create a technology cadre to increase the use of technology as learning tools.	Payne	12/1/2010	5/30/2011	$$ KETS $$ Title IID		
23		Create Program Review Cadres for Practical Living/Career Studies and Arts & Humanities.	Carter	12/1/2010	5/30/2011	$$ Title II $$ PD		
24		Provide professional development on EPAS. This will also include elementary so that they can increase understanding of Duke Talent Search program.	Thacker	12/1/2010	5/30/2011	$$ Gifted and Talented $$ PD		
25		Align district curriculum with Senate Bill 1 in Math and Language Arts.	Thacker	3/1/2011	6/30/2011	$$ PD $$ Title II		

Component: Efficiency

Component Manager: Jinger Carter

Last Updated: 11/23/2010

School: HENDERSON COUNTY

Priority Need:	Goal:
Lack of widespread positive publicity for the district. Ongoing community awareness on need for early education, literacy and numeracy. Due to increased use of intervention systems, there is a need for data to be current and provided in a speedy manner. Lack of parent involvement impacts school/district efficiency. Based on Scholastic reviews, Instructional Team observations and MAP data, schools must continue to address the process of planning, implementing, evaluating and refining the instructional strategies to enhance student learning. Schools' Improvement Plans (SIPs) are enacted. The district needs to continue supporting the school's efforts towards increasing student achievement.	Assure RAISE initiatives are 100% implemented (i.e. common lesson plans, walkthroughs, analyzing student work, district common assessment). Doing so will lead to the accomplishment of Board Goal #1 which states that by 2015 all students will be college or career ready. Change stakeholder perception of public schools so that all know that Henderson County Schools' vision is for 100% of our students to be college and career ready. Organizational efficiency will be sustained by monitoring and supporting the schools in their efforts to increase student achievement to the district goal of meeting 2011 NCLB AYP targets (Reading: 85; Math: 75). Data will be the basis for instructional changes, staff development and evaluation of programs. Create a data system that will produce a comprehensive academic profile for each student. This will include information about student's attendance, discipline, MAP scores, KCCT scores, ACT scores, Aimsweb scores, etc.

Benchmark			
Measure	**Date**	**Projected Data**	**Actual Data**
District Reading Proficiency target	9/1/2011	85	
District Math Proficiency target	9/1/2011	75	
Meet all AYP targets	9/1/2011	100	
Quarterly Report Analyzing Student Work, Walkthroughs, Lesson Plans	12/1/2010	12	
Quarterly Report Analyzing Student Work, Walkthroughs, Lesson Plans	3/31/2011	12	
Quarterly Report Analyzing Student Work, Walkthroughs, Lesson Plans	5/31/2011	12	
Administrators 70% Instructional Time	5/30/2011	70	
District Common Assessment MP1	10/18/2010	1	1
District Common Assessment MP2	1/10/2011	1	
District Common Assessment MP3	3/14/2011	1	
Data System	5/30/2011	1	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		Publications Team will serve as a centralized information source for gathering and disseminating school district information.	Redding	12/1/2010	5/30/2011	$0 No Funding		
2		A Council of Councils meeting will be held on November 29, 2010.	Thacker	11/29/2010	11/29/2010	$0 No Funding		
3		Implementation and Impact (I and I) checks will be submitted and reviewed for impact on student achievement. To reflect current MAP data, dates due will revolve around the close of MAP testing windows: 2/1/11, 5/31/11. To close out the 10-11 SIP, once KCCT data arrives, the final goals and benchmarks will be recorded and due on 10/1/2011.	Carter	12/1/2010	10/1/2011	$0 No Funding		
4		Implement a mandatory Substitute Training Program to ensure consistency and efficiency within each school. Monthly trainings shall include lesson plan format, Math in Focus (elementary level), KyCID (positive behavior support system) strategies and instructional strategies to be used in classrooms. Representatives/administrators from each school should be present to share school specific information and assist with the training.	B. Swanson	12/1/2010	5/30/2011	$0 No Funding		
5		To increase widespread positive publicity in the community, the Communication/Public Relations plan will be implemented. This plan will further educate our stakeholders on district initiatives such as literacy, numeracy, attendance and positive behavior support system.	Redding	12/1/2010	5/31/2011	$0 No Funding		
6		Continue to support the community awareness campaign on early childhood education.	Sheridan	12/1/2010	5/31/2011	$$ IDEA $$ Title I - Parent Invol.		
7		District leadership will support the system school leadership uses to monitor school-adopted curriculum and its impact on instructional capacity and student outcomes. This will occur through classroom walkthrough observations, analyzing student work school reports, and common assessment data.	Thacker	12/1/2010	5/30/2011	$0 No Funding		
8		MAP, Infinite Campus, SWIS, KCCT and NCLB Data will be utilized to produce timely reports to update data notebooks for staff and administrators regarding academic and non-academic information.	Carter	12/1/2010	5/31/2011	$0 No Funding		
9		To assure SACS/CASI accreditation requirements are met and to review school programs, staff will conduct Scholastic Reviews as determined by the 5 year calendar. Schools not making AYP will be included in the process.	Carter	12/1/2010	5/31/2011	$0 No Funding		
10		Prepare documentation and gather evidence for SACS/CASI district reaccreditation that will occur Feb. 28 - March 2, 2011.	Carter	12/1/2010	3/2/2011	$0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
11		New teacher cadre will have the following format: *A new teacher induction facilitated by the district in July. *School-based support for new certified personnel will continue throughout the school year.	Instructional Team	7/1/2010	5/31/2011	$$ Title II $$ PD		
12		School leadership will submit monthly reports to RAISE committee regarding RAISE goals (weekly lesson plans, walkthroughs).	RAISE/Stanley	12/1/2010	5/31/2011	$$ PD		
13		Support community efforts to increase student academic achievement. These include school specific and district initiatives including but not limited to: Lead 2 Read, Colonels 2 College, Project Graduation, Books 4 Babies, Imagination Library, Veterans Day, KIDs HOPE, Grandparents program, etc.	Williams	12/1/2010	5/31/2011	$$ No Funding		
14		Explore programs that can create a comprehensive data system. Also explore feasibility of Infinite Campus serving this function.	Bruner/Carter	12/1/2010	5/30/2011	$$ KETS		

Component: Learning Environment

Component Manager: Marganna Stanley

Last Updated: 11/8/2010

School: HENDERSON COUNTY

Priority Need:
There is a lack of consistent: * communication between teacher/counselor and parents * parental involvement

Goal:
100% of parents will receive positive contact from their student's school. 90% of all elementary, middle and high school parents will attend a parent-teacher conference either in person or via phone. 100% of all schools will implement parent involvement strategies and parent involvement plans.

Benchmark			
Measure	**Date**	**Projected Data**	**Actual Data**
Schools implementing parent involvement plans & strategies	5/30/2011	12	
Parents receiving positive contact	5/30/2011	100	
Elementary school parents attending conference	5/30/2011	90	
Middle school parents attending conference	5/30/2011	90	
High school parents attending conference	5/30/2011	90	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		Investigate and implement innovative strategies to increase parental involvement.	Williams/Like	12/1/2010	5/30/2011	$0 No Funding		
2		Implement the parent involvement plan to increase parent attendance at conferences, parent informational workshops and volunteerism in the schools.	JSwanson/Like/Willia	12/1/2010	5/30/2011	$$ Title I		
3		Create an Excel spreadsheet to track parent contacts. Explore the possibility of adding a Parent Contact tab in Infinite Campus.	Williams/Like	12/1/2010	5/31/2011	$0 No Funding		
4		School Administrators will assure all faculty (teachers and administrators) make at least two positive parent phone calls/week so that by the end of the school year all parents will have received a positive communication from the school. This will be documented throught parent contact logs.	Stanley	12/1/2010	5/31/2011	$0 No Funding		
5		Schools will survey parents two times per year to gain parent insight regarding: teaching, homework, school climate and overall edcucation satisfaction. Survey information will then be submitted to the Communication Coordinator, who will report information to district Leadership team.	Redding	12/1/2010	5/30/2011	$0 No Funding		
6		Parents who have children receiving or children newly identified to receive Special Education services will be offered the opportunity to attend a "Special Ed 101" training regarding Special Education law, eligibility, services and defining acronyms commonly used in Special Education.	McGrail/Like	12/1/2010	5/30/2011	$0 No Funding		
7		Parents of newly identified children in grade 3 and parents of beginning 6th graders who receive Gifted and Talented services will be offered the opportunity to attend a "G/T Symposium" training regarding Gifted Education Law, eligibility, and defining multiple service options used in Gifted Education.	Stuen	12/1/2010	5/30/2011	$$ Gifted and Talented		
8		School Administrators will assure faculty make contact with all parents for parent-teacher conferences.	Stanley	12/1/2010	5/30/2011	$0 No Funding		

Component: Learning Environment

Component Manager: Marganna Stanley

Last Updated: 11/8/2010

School: HENDERSON COUNTY

Priority Need:
2009-10 Secondary attendance was 93.74% 2009-10 Elementary attendance was 95.71% Discipline incidents are declining showing the need to keep the KYCID, KSI and SAM programs. Safe Schools audits indicate school entrance security is weak.

Goal:
Every school will set a goal of 96% attendance or higher. Review staff absenteeism data to establish a baseline for improvement. Increase positive student behavior as measured by a 10% reduction in office referrals.

Benchmark			
Measure	**Date**	**Projected Data**	**Actual Data**
Bend Gate Avg. Daily Attendance	5/30/2011	96	
Cairo Avg. Daily Attendance	5/30/2011	96	
Chandler Avg. Daily Attendance	5/30/2011	96	
East Heights Avg. Daily Attendance	5/30/2011	96	
Jefferson Avg. Daily Attendance	5/30/2011	96	
Niagara Avg. Daily Attendance	5/30/2011	96	
South Heights Avg. Daily Attendance	5/30/2011	96	
Spottsville Avg. Daily Attendance	5/30/2011	96	
North Middle Avg. Daily Attendance	5/30/2011	96	
South Middle Avg. Daily Attendance	5/30/2011	96	
HCHS Avg. Daily Attendance	5/30/2011	96	
CLC Avg. Daily Attendance	5/30/2011	96	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		Continue to implement KYCID, RTI and SAM programs to increase positive behavior.	Stanley/Daigle	12/1/2010	5/31/2011	$$ SIG		
2		Research and implement ways to increase building entrance security. Explore possibility of seeking grants to fund such initiatives.	Stanley/Taylor/Spenc	12/1/2010	5/30/2011	$$ General Fund		
3		Central Office designee will compile Average Monthly Attendance reports and share on a monthly basis at Principal and Board meetings with suggestions for improving attendance.	Stanley	12/1/2010	5/30/2011	$0 No Funding		
4		Present Safe Schools report to the Henderson County Board of Education and monitor reports from each school's Safe Schools Committee.	Stanley	12/1/2010	5/30/2011	$0 No Funding		
5		Monitor and improve staff attendance through review of AESOP reports. Also, explore feasibility of providing attendance incentives.	B. Swanson/Stanley	12/1/2010	5/30/2011	$0 No Funding		
6		Implement and use common language when tracking student attendance. Utilize common practice on use of parent notes - especially at secondary level. (i.e. determine if the note is an event or on a per period basis).	Stanley	12/1/2009	5/30/2010	$0 No Funding		
7		Reduction of discipline infractions as measured by SWIS data. This will be reviewed at the school level at monthly KyCID/behavior RTI team meetings.	Like/McGrail	12/1/2010	5/30/2011	$$ IDEA		
8		Attendance hearings will be conducted twice a month at the district office for students with 5 or more unexcused events.	Stanley	12/1/2010	5/30/2011	$0 No Funding		

Component: Learning Environment

Component Manager: Marganna Stanley

Last Updated: 11/8/2010

School: HENDERSON COUNTY

Priority Need:	Goal:

Student achievement scores and teacher performance data from walkthroughs and evaluations do not indicate a consistent culture of high expectations for all students and adults in the district.

There is an 85% approval rate from parents, students and staff as measured by the district culture survey. [always/often categories used to determine this statistic.]

The following percentages of KCCT Reading Proficient/Distinguished were observed from the 2010 NCLB AYP report:
READING:
All Students: 81.26
White (Non-Hispanic): 82.48
African-American: 71.12
Free/Reduced Lunch: 75.20
With Disability: 62.52

MATH:
All Students: 69.36
White (Non-Hispanic): 70.67
African-American: 56.88
Free/Reduced Lunch: 64.39
With Disability: 48.62

Goal:

To fully realize the Henderson County Schools vision that all graduating seniors will be post-secondary ready by 2015, the district will develop a culture of high expectations for adults and students as a path to improving student achievement. This will be measured by culture surveys.

The school district will address the diversity of our student population to reduce and/or eliminate achievement gaps in student population groups. The KCCT Reading and Math percentages of Proficient/Distinguished for each group as compared to the total population will show a difference of no more than 5 percent for all of the following federally reported NCLB population groups: Free Reduced lunch, With Disability, African-American and White (Non-Hispanic).

Benchmark			
Measure	**Date**	**Projected Data**	**Actual Data**
District Reading AYP Goal	9/1/2011	85	
White	9/1/2011	85	
All vs. White	9/1/2011	5	
African-American	9/1/2011	85	
All vs. African-American	9/1/2011	5	
Free/Reduced Lunch	9/1/2011	85	
African-American	9/1/2011	75	
All vs. African-American	9/1/2011	5	
Free/Reduced Lunch	9/1/2011	75	
All vs. Free/Reduced Lunch	9/1/2011	5	
With Disability	9/1/2011	75	
All vs. With Disability	9/1/2011	5	
All vs. Free/Reduced Lunch	9/1/2011	5	
With Disability	9/1/2011	85	
All vs. With Disability	9/1/2011	5	
District Math AYP Goal	9/1/2011	75	
White	9/1/2011	75	
All vs. White	9/1/2011	5	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		The Equity Resource Council will meet monthly.	Carter	12/1/2010	5/30/2011	$0 No Funding		
2		Develop Equity policy/procedures at the district level.	ERC	12/1/2010	5/30/2011	$0 No Funding		
3		Analyze and monitor equity issues of each school. (i.e. Name and Claim with interventions provided, KCMP, MAP, KCCT, monthly reports for schools with significant achievement gaps, mentoring updates, extra-curricular, co-curricular activities, etc.)	Daigle/Swanson/McGra a	12/1/2010	5/30/2011	$0 No Funding		
4		Increase cultural competency in the curriculum. Integrate culturally competent instructional strategies into the curriculum.	ERC	12/1/2010	5/30/2011	$0 No Funding		
5		Each school will infuse equity practices into its school improvement plans to focus on achievement gaps and overall student achievement.	Carter	11/1/2010	12/1/2010	$0 No Funding		
6		A cadre of trainers will share cultural competency and instructional equity practices to be infused into school culture and curriculum.	ERC	12/1/2010	5/30/2011	$0 No Funding		
7		The district will continue a school based mentoring program for identified students.	ERC/Williams	12/1/2010	5/30/2011	$0 No Funding		
8		Schools who have not made Adequate Yearly Progress for three consecutive years should receive training in school culture and climate.	ERC	12/1/2010	5/30/2011	$$ CSIF $$ General Fund		
9		The district will actively recruit and retain staff of diverse backgrounds in all positions to better reflect the diversity of the total community.	B. Swanson	12/1/2010	5/30/2011	$$ General Fund		
10		Implement the revised English Language Learners Plan to improve achievement of students who are non-native English speakers.	Daigle	12/1/2009	5/30/2010	$0 No Funding		
11		All schools will implement a comprehensive behavior RTI system to include programs such as Check & Connect, behavior charts, etc.	Like/McGrail	12/1/2010	5/30/2011	$$ Title IIA		
12		All schools will promote the importance in their students the vision of post-secondary education as an attainable goal through increased opportunities (i.e. college tours, college speakers, college spirit days, ILP, etc.)	Stanley	12/1/2010	5/30/2011	$$ General Fund $$ Title I		