

# Comprehensive District Improvement Plan

District: Scott County Public Schools

Year: 2009-2010

## SMART Goal Worksheet:

**District Goal(s):** We will increase student achievement by raising the level of rigor across the district and in every classroom.

District SMART Goal	Strategies and Action Steps	Responsibility (Be specific)	Timeline	Evidence of Effectiveness (short term and long term)
<p><b>Our Reality:</b>                      According to 2009 KCCT scores:                      • 74.04% of all students are scoring P/D in reading                      • 67.86% of all students are scoring P/D in math                      According to 2009 ACT scores:                      • 12% of all 11<sup>th</sup> graders are meeting all 4 ACT benchmark scores                      According to 2009 AP scores:                      • There were 245 qualifying AP scores in high school.</p> <p><b>Our Goal(s):</b></p> <ul style="list-style-type: none"> <li>• We will increase the % of all students scoring P/D by at least 10%.</li> <li>• We will increase the % of 11<sup>th</sup> graders meeting all 4 ACT benchmark scores by 5%.</li> <li>• We will increase the number of qualifying scores on AP tests by 45.</li> </ul>	<ol style="list-style-type: none"> <li>1. Continue to facilitate groups of teachers and Building Administrators working towards a district-wide set of pacing guides and highly rigorous common assessments.</li> <li>2. The district will use at least one of the additional 2 contract days for teachers across the district to collaborate together discussing results on common assessments and instructional strategies</li> </ol>	<ol style="list-style-type: none"> <li>1. Superintendent, Directors of Instruction, Building Administrators</li> <li>2. Superintendent, School Board, Directors of Instruction, Building Administrators</li> </ol>	<ol style="list-style-type: none"> <li>1. Begin: 8/09 Continuous</li> <li>2. Begin: 8/09 Continuous</li> </ol>	<p>List both short term and long term evidences:</p> <ol style="list-style-type: none"> <li>1. Short Term                             <ol style="list-style-type: none"> <li>a. Groups/Teams of teachers/Building Administrators use time and resources to collaborate on pacing guide and common assessments.</li> <li>b. The level of rigor of common assessments continues to increase.</li> <li>c. The district pacing guide is continually in the process refinement to meet the needs of students.</li> </ol> </li> <li>2. Short Term                             <ol style="list-style-type: none"> <li>a. There is at least one day built into the calendar to allow collaboration across the district.</li> <li>b. The agenda for that day includes opportunity for</li> </ol> </li> </ol>

		<p>that may help their students achieve at high levels.</p> <p>3. The district will continue to foster a Professional Learning Community (PLC) by focusing all instruction and instructional resources towards answering the 4 following questions:</p> <ul style="list-style-type: none"> <li>o What is it we want students to learn?</li> <li>o How will we know when they learn it?</li> <li>o What will we do when they do not learn it?</li> <li>o What will we do when they do learn it?</li> </ul> <p>4. The district will continue with the Advanced Placement grant that began in 2008-2009 in which more students are encouraged to begin AP classes and achieve qualifying scores in math, science, and English.</p>	<p>3. Superintendent, Central Office Directors, Building Administrators</p> <p>4. Superintendent, Directors of Instruction, Building Administrators</p>	<p>3. Begin: 8/09 Continuous</p> <p>4. Begin: 8/09 Continuous</p>	<p>collaboration between teachers and team across the district.</p> <p>3. Short Term</p> <ul style="list-style-type: none"> <li>a. An additional vertical teams consisting of grades 4-7 is created and meets with each other to answer the 4 questions.</li> <li>b. Vertical teams (K-5, 6-9, 10-12) meet to focus on collaborative efforts to answer the 4 questions.</li> <li>c. Instructional resources are provided and focused on answering the 4 questions.</li> </ul> <p>4. Short Term</p> <ul style="list-style-type: none"> <li>a. Vertical alignment for 4<sup>th</sup> grade and above occurs.</li> <li>b. Enrollment in Advanced Placement courses increases.</li> <li>c. The number of students taking Advanced Placement tests increases.</li> <li>d. The number of qualifying scores on Advanced Placement tests increases.</li> <li>e. The number of</li> </ul>
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		<p>5. The district will celebrate student and teacher success at each monthly school board meeting in addition to an annual Proficient/Distinguished student celebration in order to foster a climate of success.</p>	<p>5. Superintendent, Directors of Instruction, Building Administrators, School Board, Teachers</p>	<p>5. Begin: 8/09 Continuous</p>	<p>teachers attending “Laying the Foundation” increases.</p> <p>5. Short Term</p> <ul style="list-style-type: none"> <li>a. School Board Meetings have an agenda item designed to celebrate student and teacher success (“Spotlight”)</li> <li>b. Student and teacher celebrations will be communicated to parents and community on a regular basis through multiple avenues.</li> <li>c. An annual celebration for students scoring Proficient and Distinguished on the KCCT is planned and occurs.</li> </ul> <p>Long Term:</p> <ul style="list-style-type: none"> <li>a. We will increase the % of all students scoring P/D by at least 10%.</li> <li>b. We will increase the % of 11<sup>th</sup> graders meeting all 4 ACT benchmark scores by 5%.</li> <li>c. We will increase the</li> </ul>
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					number of qualifying scores on AP tests by 45.
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# Comprehensive District Improvement Plan

District: Scott County Public Schools

Year: 2009-2010

## SMART Goal Worksheet:

**District Goal(s):** We will increase student achievement by closing the achievement gaps between all subpopulations.

District SMART Goal	Strategies and Action Steps	Responsibility (Be specific)	Timeline	Evidence of Effectiveness (short term and long term)
<p><b>Our Reality:</b> According to 2009 KCCT scores large achievement gaps exist between the following subpopulations:</p> <ul style="list-style-type: none"> <li>• White and African Americans in Reading – 19.53% P/D</li> <li>• White and African Americans in Math – 24.15% P/D</li> <li>• Non-disability and Disability in Reading – 30.89% P/D</li> <li>• Non-disability and Disability in Math – 26.34% P/D</li> </ul> <p><b>Our Goal(s):</b></p> <ul style="list-style-type: none"> <li>• We will decrease the achievement gaps by either 5% or to below 20% (whichever is the larger decrease).</li> </ul>	<ol style="list-style-type: none"> <li>1. The district will provide training for school-level teams on ways to increase student engagement.</li> <li>2. All schools will utilize a Response to Intervention (RtI) model in which students will be provided with tiered interventions based on their level of need as monitored through AIMSweb and other school-level assessments.</li> <li>3. Schools will create a process by which students in need of</li> </ol>	<ol style="list-style-type: none"> <li>1. Directors of Instruction, Building Administrators</li> <li>2. Directors of Instruction, Building Administrators, Teachers, District RtI Coordinator</li> <li>3. Directors of Instruction, Building Administrators, Teachers, District RtI</li> </ol>	<ol style="list-style-type: none"> <li>1. Begin: 6/09 Continue in Summer 2010</li> <li>2. Begin: 8/09 Continuous</li> <li>3. Begin: 1/10 Continuous</li> </ol>	<p>List both short term and long term evidences:</p> <ol style="list-style-type: none"> <li>1. Short Term:               <ol style="list-style-type: none"> <li>a. Kagan Professional Development is provided for teams of teachers (K-12)</li> <li>b. Teachers use Kagan on a continual basis in their classrooms</li> </ol> </li> <li>2. Short Term:               <ol style="list-style-type: none"> <li>a. Schools are using multiple assessments including AIMSweb to determine student need.</li> <li>b. Instructional resources will be provided and focused on implementation of RtI.</li> <li>c. School schedules will evidence formation of tiered intervention groups</li> </ol> </li> <li>3. Short Term               <ol style="list-style-type: none"> <li>a. A process will be evident for each</li> </ol> </li> </ol>

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		<p>additional support will be “Named and Claimed” so as to monitor and ensure their progress towards Proficiency.</p> <p>4. The district will monitor district-level and school-level achievement gaps through a PLC including dialogue sessions between the school board and SBDM councils.</p>	<p>Coordinator</p> <p>4. Superintendent, School Board, Central Office Directors, Building Administrators, teachers, SBDM Councils</p>	<p>4. Begin: 11/09 Continuous</p>	<p>school where staff monitor and support students performing below level.</p> <p>4. Short Term: a. Dialogue sessions occur between SBDM Councils and the School Board.</p> <p>Long Term: a. We will decrease the achievement gaps by either 5% or to below 20% (whichever is the larger decrease).</p>
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# Comprehensive District Improvement Plan

District: Scott County Public Schools

Year: 2009-2010

## SMART Goal Worksheet:

**District Goal(s):** We will increase student achievement by increasing the graduation rate and decreasing the dropout rate.

District SMART Goal	Strategies and Action Steps	Responsibility (Be specific)	Timeline	Evidence of Effectiveness (short term and long term)
<p><b>Our Reality:</b> According to 2007-2008 district data:</p> <ul style="list-style-type: none"> <li>The graduation rate was 84.7%</li> <li>The dropout rate was 2.6%</li> </ul> <p><b>Our Goal(s):</b></p> <ul style="list-style-type: none"> <li>Decrease the number of students dropping out between grades 9-12 by at least 25% from the baseline set 10/1/08 – 10/1/09.</li> </ul> <p>1</p>	<ol style="list-style-type: none"> <li>Utilize Rtl to ensure progress for our students most at risk of dropping out.</li> <li>Continue to focus district-level and high school resources on the Intervention Program for the 9<sup>th</sup> Grade Center and SCHS.</li> <li>Continue to refine the relationship/partnership between Scott County Schools and the court system to address truancy and dropout; between the</li> </ol>	<ol style="list-style-type: none"> <li>Directors of Instruction, Building Administrators, District Rtl Coordinator, Teachers</li> <li>Superintendent, School Board, Central Office Directors, Building Administrators</li> <li>Superintendent, Central Office Directors, Building Administrators, Teachers</li> </ol>	<ol style="list-style-type: none"> <li>Begin: 8/09 Continuous</li> <li>Begin: 8/09 Continuous</li> <li>Begin: 8/09 Continuous</li> </ol>	<p>List both short term and long term evidences:</p> <ol style="list-style-type: none"> <li>Short Term               <ol style="list-style-type: none"> <li>Students most at risk in academics are identified.</li> <li>Resources are provided to those students.</li> </ol> </li> <li>Short Term               <ol style="list-style-type: none"> <li>Novel Stars is provided to the Intervention Program</li> <li>The intervention program includes credit recovery, independent study, counseling, and Rtl interventions.</li> <li>Innovative classes are offered to students to maximize resources.</li> </ol> </li> <li>Short Term               <ol style="list-style-type: none"> <li>Meetings occur between school system and courts</li> <li>Communication is increased between</li> </ol> </li> </ol>

		<p>schools and parents to collaborate to address student achievement; and between the schools and the community.</p> <p>4. Continue to celebrate students who graduate</p>	<p>4. Superintendent, School Board, Central Office Directors, Building Administrators, Teachers</p>	<p>4. Begin: 8/09 Continuous</p>	<p>the district and parents.</p> <ul style="list-style-type: none"> <li>c. Community partnerships are established</li> <li>d. Plans are in place to establish truancy diversion strategies (K-12)</li> </ul> <p>4. Short Term</p> <ul style="list-style-type: none"> <li>a. Senior Breakfast</li> <li>b. Senior Field Day</li> <li>c. Collaboration between school and parents to plan Project Graduation</li> <li>d. Students who use credit recovery to complete High School will be recognized at monthly Board Meetings.</li> </ul> <p>Long Term</p> <ul style="list-style-type: none"> <li>a. Decrease the number of students dropping out between grades 9-12 by at least 25% from the baseline set 10/1/08 – 10/1/09.</li> </ul>
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