

NEWPORT INDEPENDENT SCHOOLS

COMPREHENSIVE DISTRICT IMPROVEMENT PLAN

ASSURANCE CERTIFICATION
School Year 2010-2011

I certify that to the best of my knowledge, the information contained in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, regulations and specific program assurances contained in the Kentucky Comprehensive Improvement Planning Guidebook. It is understood that this application, once posted to our local district server for public access constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement. It is the responsibility of the local district to keep copies of past plans on file at the school district.

Superintendent: Michael Brandt Date: June , 2010
Board Chairperson: Robert A. Usleaman Date: June , 2010

A complete copy of the “Assurances” is available for download from the Kentucky Department of Education’s Comprehensive Improvement Planning Web Page.

Revision of 2010-2011 Plan-December 15, 2010. This revised version will be posted to the district website.
All revisions are in bold and underlined.

LOCAL PROGRAM CONTACTS
 Comprehensive Improvement Plan for SY 2010-2011

FEDERAL GRANT PROGRAMS 2008-2009	LOCAL CONTACT EMAIL	LOCAL TELEPHONE
NCLB, Title I: Part A (Improving Basic Programs)	jim.gum@newport.kyschools.us	859-292-3001
NCLB, Title I: Part B (Even Start Continuation)		
NCLB, Title I: Part C (Education of Migratory Children)		
NCLB, Title I: Part D (Neglected and Delinquent)		
NCLB, Title II: Part A (High Quality Teachers and Principals)	jim.gum@newport.kyschools.us	859-292-3001
NCLB, Title II: Part D (Education Technology)	jim.gum@newport.kyschools.us	859-292-3001
NCLB, Title IV: Part A (Safe and Drug Free Schools & Communities)	jim.gum@newport.kyschools.us	859-292-3001
NCLB, Title V: Part A (Innovative Programs)		
Individuals with Disabilities Education Act (IDEA) Basic	marilyn.galvin@newport.kyschools.us	859-292-3040
Individuals with Disabilities Education Act (IDEA) Preschool	marilyn.galvin@newport.kyschools.us	859-292-3040
McKinney -Vento Homeless Education Act (NCLB Title X Part B)	jim.gum@newport.kyschools.us	859-292-3001
Carl D. Perkins Vocational and Technical Education Act- Basic	john.sowinsky@newport.kyschools.us	859-292-3005
Extended School Services/Safe Schools	pamela.rye@newport.kyschools.us	859-292-3058
Gifted and Talented Education	pamela.rye@newport.kyschools.us	859-292-3058
State Preschool Program	pamela.rye@newport.kyschools.us	859-292-3058
Kentucky Education Technology System	kevin.mccormick@newport.kyschools.us	859-292-3072
Textbooks	reggie.taylor@newport.kyschools.us	859-292-3001
Professional Development	pamela.rye@newport.kyschools.us	859-292-3058

DISTRICT IMPROVEMENT PLAN EXECUTIVE SUMMARY

Mission Statement: To nurture, guide, instruct, and challenge our students; to equip them with the intellectual and social skills needed to function successfully and wisely as adults in a complex, diverse world.

Vision: Newport Independent School District aspires to be an exemplary school system, a system that delivers on the promise of providing all of the children of this community with access to high quality education, a safe, inviting environment and the best possible chances of success. With staff and student high expectations, improvement in academic performance will result from respect for student diversity, disciplined work, sustained professional development, and consistency over time. Parental and community support will guide student interests and decisions.

Plan Summary

The Comprehensive District Improvement Plan will support individual school plans and district needs. The district will continue to implement, monitor, and evaluate the aligned curriculum. Analysis of test data will be on-going to determine strengths and weaknesses of instruction. To address achievement gaps and AYP, the district-wide focus will be on reading and math. Emphasis will be on engaging all students in effective, varied and research-based practices to improve student performance.

The district will continue working with schools on improving school climate and relations with parents and community groups to remove barriers to learning. The readiness of young children will be enhanced through enhanced preschool services. Safety and discipline will be addressed. Parent involvement activities will be supported. High quality professional development will support the district's and schools' efforts to improve instruction and to address the achievement gaps for all students.

The district will focus on building leadership capacity for administrators and teachers through individual growth plans and intensive and sustained professional development. Resources will be available to support high student and staff performance. District board policies and SBDM policies will be reviewed and supported to focus on teaching and learning. Evaluation of the plans will be done through I & I reports and at SBDM and Board meetings.

Process Summary

During 2004-05, Newport Independent School District developed a Five-Year Strategic Plan. The district and schools were audited by SchoolMatch Consulting Firm, KDE, Cincinnati Bell, and the Consortium for Public Research in Education (CPRE). Results from these audits and community meetings have been utilized to develop previous and present plans. Input from the community was used to form beliefs, vision and mission statements.

As the Strategic Plan developed, school writing teams worked to utilize the information gathered from many resources, as referenced earlier, to draft School Improvement Plans. Schools incorporated the goals of the Strategic Plan into their plans, in addition to specific recommendations from individual school audits. As drafts were completed, they were reviewed by the school staff, and succeeding drafts reflected the input from the School Councils and the Board of Education. After much discussion and revision, drafts were shared with district office administrators for review.

In regard to the Comprehensive District Improvement Plan, the district instructional team developed the plan based on the Strategic Plan components and goals. Community members, parents, staff and Board members have been involved throughout the whole process.

To continue implementation of the 5-Year Plan, the Comprehensive District/School Improvement Plans have been developed for 2010-2011. The following information was used for planning: NHS audit results; I & I reports; new biennial targets for closing the achievement gaps in compliance with SB 168; KASC achievement gap reports; Collaborative WorkTime feedback; AYP results; SAP results; MAP/EPAS results, Common Core Standards and review of the 2009-10 Improvement Plans.

Extensive discussion has centered on the implementation of the Strategic/Comprehensive District Improvement Plan. The District Level Performance Descriptors and Glossary for Kentucky's Standards and Indicators for School Improvement (Spring, 2007) were utilized by the instructional team to integrate the district and school plans into priorities/goals for the district.

As drafts of the District Plan were completed, reviews from stakeholders including administrators, school staff, students, parents, community members, district personnel, School Council members, Board members, and the superintendent brought adjustments that clarified and strengthened the components. Public review was available. The Comprehensive District Improvement Plan was approved by the Board of Education on June 2010.

Needs Assessment

The district priority needs are based on several areas of data: an analysis of KCCT test data in October, 2009; MAP/EPAS data; portfolio analysis; non-cognitive data; Effective Schools' surveys; professional development analysis; feedback from Collaborative Work Time; technology audit; voluntary KDE Scholastic Reviews and Guided Self Studies; review of the *Standards and Indicators for School/District Improvement*; an analysis of SAP results to determine achievement gaps among various groups of students; I & I Reports; a review of KASC Gap Reports; KCSS Safety audits; the 2009 AYP Report; School Match Report; CPRE audits, and a review of the present 2009-10 Comprehensive District/School Improvement Plans.

The district integrated strategic planning with the district/school findings and priorities and used them for the Improvement Plan. Building administrators and School Councils developed goals and next steps which are reflected in their Improvement Plans. These were also based upon "Best Practice" and other research-based strategies. Schools also analyzed student work throughout the year to measure student progress and to make instructional adaptations. Feedback from parents was encouraged and utilized to promote improvement planning.

Also, the 2009-10 District /School Improvement Plans were examined, and areas of improvement were noted. Action plan activities that were not implemented or only partially implemented were reviewed and continued.

School Councils reviewed the 2009 KCCT Results; MAP/EPAS results; and KCCT" Disaggregated Data" reports to identify and address achievement gaps for various groups of students. Biennial targets, developed in February 2009, were included in the Comprehensive School Improvement Plans, along with appropriate activities and timelines.

The Five-Year Strategic Plan incorporates beliefs, vision/mission statements, goals, performance targets, key quality measures and an action plan. The District Improvement Plan utilizes the *District Level Standards and Indicators for School Improvement* (Spring, 2007) to integrate findings and establish priority needs at the district level. The District Improvement Plan incorporates the Strategic Plan Five Goals which include needs from the schools, needs which involve district planning; equity; and needs for district leadership to support school and district goals.

Revisions to 2010-2011 Comprehensive District Improvement Plan

Due to not attaining district AYP status for two consecutive years, Newport Independent School district has revised the Comprehensive District Improvement Plan to address student achievement gaps and grade reconfiguration issues. Grade reconfigurations have been changed to Newport Primary, grades K-3; Newport Intermediate, grades 4-6; Newport Junior High, grades 7-9; and Newport High School, grades 10-12. Preschool classrooms are located in the Intermediate School. The district must provide additional resources to provide guidance to school and district staff in the areas of reading and math.

A district committee, composed of teachers, parents, school administrators, intervention coaches, union representatives, curriculum consultants, and SBDM Council members met on November 9, 2010 for the purpose of identification and prioritization of student goal performance areas in reading, math and language usage. Based on the data from Fall MAP scores, strengths and challenges were identified and steps were planned , in addition to implementation timelines.

An additional meeting was held on October 25, 2010 that was conducted by the Director of Special Education to examine reasons for achievement gaps with various population groups, including special needs students. The action steps are also added to this document.

Revisions are underlined in the document. The Action Plans are located at the end of the Improvement Plan. Updated funding information was also corrected in the document. This should be current with information sent to the district since June 30, 2010.

Planning Timeline

October, 2004-January, 2005—School Match conducts *Fair Compare Audit of Educational Effectiveness*. Report is issued in January.

November 2004-January, 2005-KDE Reviews and Guided Self Studies of district/schools

December, 2004-January, 2005-Development of belief, vision, mission statements

February, 2005 Board of Education approves new Achievement Gap targets.

March-May, 2005 Cincinnati Bell Technology Audit

March-May, 2005 CPRE Audit and Strategic Planning

May, 2005 Community Partnership Meeting

Board of Education receives first draft of Strategic Plan

June 29, 2005 Board of Education approves Comprehensive District Improvement Plan 2005-06

July 1, 2005-June 30, 2006 Board of Education receives updates of Comprehensive District Improvement Plan and Strategic Plan each month.

January, 2006 School/District 2006-07 plans are in planning stages.

February, 2006 I & I Reports

March-May, 2006 District Planning Committees review and revise plans.

May, 2006 District Plan sent to schools and school councils for public review.

May 31, 2006 Board of Education approves Comprehensive District Improvement Plan 2006-07.

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July 1, 2006-June 30, 2007 Board of Education receives updates of Comprehensive District Improvement Plan and Strategic Plan each month.

January, 2007 School/District 2007-08 plans are in planning stages.

February, 2007 I & I Reports, Board approves new Achievement Gap targets.

March-May, 2007 District Planning Committees review and revise plans.

May, 2007 District Plan sent to schools and school councils for public review.

May 23, 2007 Board of Education approves Comprehensive District Improvement Plan, 2007-08.

October 12, 2007 2007 assessment scores were reviewed and adjustments were made to the CDIP.

January, 2008 Revised plan re-posted to the website.

April-May, 2008 District Planning Committees review and revise plans.

May, 2008 District Plan sent to schools and school councils for public review.

May 29, 2008 Board of Education approves CDIP, 2008-09

February, 2009 Board approves new Achievement Gap targets.

May, 2009 District Planning Committees review and revise plans.

June 1-10,2009 Public Review-Central Office

June 10, 2009 Board of Education approves CDIP, 2009-10

December, 2009 Board of Education approves new grade reconfiguration for 2010-2011.

May, 2010 District Planning Committees review and revise plans.

June 20-29, 2010 Public Review-Central Office

June 30, 2010 Board of Education approves CDIP, 2010-2011

October 25, 2010 Special Education District Committee

November 9, 2010 District Committee meets to identify & prioritize student performance goals based on MAP data for reading and math to address Tier II document revision requirements.

December, 2010 Public Review-Central Office

December 15, 2010 Board of Education approves revisions to CDIP, 2010-2011

Comprehensive District Improvement Plan
2010-2011
Stakeholder Committee Members and Plan Writing Team

Participant	Stakeholder Group
Janet Ball	Teacher
Michelle Beagle*	Reading Intervention Teacher, Primary, Content Leadership Network
Beth Blasingame	Teacher
Michael Brandt *	Superintendent
Jennifer Cottingham*	Curriculum Coordinator/Reading
Duane Crowe	Assistant Principal
Scott Draud*	Principal, High School
Marilyn Galvin*	Director, Special Education
Mark Goetz	Director, Pupil Personnel
Jim Gum	Director, Administrative Services, Federal Programs
Sean Gum*	District Data Manager
Linda Gurren	Teacher
Kathy Hale*	Math Intervention Teacher/Coach, Intermediate, Content Leadership Network
Diane Hatfield*	Curriculum Specialist, Jr. High, Content Leadership Network
Penny Hatter	Secretary
Wendy Holtman	Coordinator, GEAR UP
Sharon Huddleston	Teacher
Elaine Kerley	Adult Education
Beth Lange	Director, School Based Health Center
Kristi Long	Teacher
Kevin McCormick	Director, Technology
Melanie Richardson	Counselor
Liz Runnels	Media Specialist
Pam Rye*	Assistant Superintendent for Instruction/GT/ESS/PD/Preschool
Marie Smith	Teacher
John Sowinsky	Assistant Superintendent
Reggie Taylor*	District Assessment Coordinator, ESL
Scott Taylor	Teacher/Parent
Joy Tucker	Teacher, Newport Teacher Association
Tete Turner	Treasurer
David Upchurch*	Principal, Jr. High
Rob Usleaman	Board of Education Chairperson, Parent
Molly Wesley-Chevalier	Director, Family Resource Center

***District Revision Committee November, 2010**

Additional Members:

Steve Brokamp	Principal, Primary
Angie Brown	Teacher, Jr. High, Content Leadership Network
Peggy Dunn	Teacher, Content Leadership Network
Laurie Franzen	District Math Coordinator, Content Leadership Network
Stacie Greenwood	Assistant Principal, Primary
Josh Jackson	Principal, Intermediate
Jenna Koroly	Teacher, NTA Co-President, Content Leadership Network, SBDM, Parent
Nichole Mayse	Teacher, SBDM
Scott Shepard	Assistant Principal, Intermediate
Kerry Stephenson	Reading Intervention Teacher-Primary
Nicole Thompson	Teacher, Intermediate, Parent
Marlena White	Reading Intervention Teacher, Intermediate

Additional Special Education Committee Members:

Sheila Iott	Special Education Teacher, Jr. High
Kerry Johns-Niemann	District Diagnostician
Mary Harris	Special Education Teacher, Intermediate
Lorie Lech	Teacher, Primary

Action Component Academic Performance School District X Preliminary Revised X

District Name Newport Independent Schools
 School Name _____ (If App.)
 X Public Private, Non-Profit

Component Manager Pamela Rye
 Current Date December, 2010

I.

<p>Priority Need: Spring, 2010 MAP Reading Grade 1-57% Beginning Readers Grade 2-55% Beginning Readers MAP-Reading- <u>Math</u> (Below 50%tile) 3rd- 71% 61% EXPLORE-Reading-12.0—State-14 4th- 57% 57% Math-13.6-----State-14.9 5th- 61% 56% 6th- 57% 67% PLAN- Reading-14.6---State-15.8 7th- 54% 66% Math-15.7-----State-16.5 8th- 51% 64% 9th- 65% 65% ACT Reading-16.9----State-18.4 10th-61% 60% Math-17.6-----State-18.2 11th-51% 54% <u>Fall, 2010 MAP scores are below norms. See revisions at end of this document.</u></p>	<p>Goal: (A Goal addresses a Priority Need) Spring, 2011 MAP</p> <ul style="list-style-type: none"> • There will be a 10% reduction in Beginning Readers . • There will be a 10% reduction in students below national 50%tile in reading and math. • EXPLORE-Reading-14.0 Math-15.0 • PLAN-Reading-16.0 Math-16.0 • ACT-Reading-18.0 Math-18.5 • All schools and district will make AYP. <p><u>See revisions at the end of this plan.</u></p>
<p>Cause(s) Contributing Factors: *Identified Fall, 2010 (Based on Needs Analysis)</p>	<p>Objective(s) with Measures of Success: (Begin with #A.1.)</p>
<p>According to the review of Standards 1-3 of the SISI, achievement gap/ SAP data, MAP/EPAS data, staff observations, I & I reports, review of collaborative work time, Effective Schools Surveys, and feedback from professional development:</p> <ul style="list-style-type: none"> • <u>*The curriculum as written in curriculum documents has not been completely implemented and followed for all content areas. (1.1a)</u> • <u>*There is a lack of complete vertical articulation among schools. (1.b)</u> • <u>*A system for evaluating, monitoring, reviewing and delivering the curriculum has not been fully implemented. (1.1f)</u> • <u>*Math and reading scores are below the MAP proficiency levels with the exception of the Jr. High that falls within norm ranges. (2.1d)</u> • <u>*Multiple assessment strategies are not being analyzed to drive instruction in all classrooms. (2.1e, 3.1g)</u> • <u>*The alignment of instructional strategies and learning activities with the goals and expectations for student learning has not been completed. (3.1b)</u> • <u>*Technology is not consistently embedded in instruction and curriculum. (3.1e)</u> 	<p>A.1. July 2010-June, 2011, the district continues to develop, implement, monitor, and evaluate aligned state and local curriculum that is rigorous, intentional, and aligned to state and local standards, as evidenced by curriculum maps, collaborative work time agendas, skills standards documents, professional development plans. (SISI – Standard 1)</p> <p>A.2. July, 2010-June, 2011, a process will be refined using multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and to support proficient student work as evidenced by on-going evaluations of student assessment scores, and student work. Assessment will include SAP, MAP, EPAS, and DIAL-3. (SISI – Standard 2)</p> <p>A.3. July, 2010-June, 2011, the schools’ instructional programs will actively engage all students by using effective, varied, and research-based practices to improve student academic performance as measured/evidenced by rubrics and student work found in formal and informal assessment and the use of technology. (SISI – Standard 3)</p>

Action Component Academic Performance School ___ District X Preliminary Revised X
 District Name Newport Independent Schools Component Manager Pam Rye
 School Name _____ (If App.) Current Date December, 2010
 Private, Non-Profit

Public

III. Strategy/Activity: [Activity or strategic sequence of activities to achieve objective(s)]

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Costs	Fund Source
A.1.a	June, 2010, teachers will continue to review and refine the state and local curriculum documents and curriculum maps to establish vertical/ horizontal alignment. The focus will be on Common Core Standards, Assessment, and Learning Targets. (SISI 1.1a,1.1b,1.1c,1.1f,1.1g)	District curriculum content will be aligned with local, state, and national standards and research in all content areas. KDE Common Core Standards will be included into all appropriate NIS curriculum documents. The District will plan for state and local curriculum standards to be sequenced for grade levels P-12. <u>A district Standards committee has been formed to implement new standards.</u>	Professional Development Coordinator Curriculum Specialists Principals DAC Lead Teachers	6/10	6/11	\$1,455,651	Title I
A1.b	All CTE teachers will have a curriculum that is aligned to the state curriculum documents and skills standards in their area. Departments will meet monthly to review skills standards and to assess classroom implementation. Reading skills will be addressed by using content related supplemental reading materials. (SISI 1.1a)	Higher percentage of vocational students will pass the Skills Standards Test. 2007-08-45.68% 2008-09-33.3% 2009-10-33.3% For 2010-2011, we are projecting a pass rate of 40%.	CTE Department Heads	8/10	5/11	*\$46,341 (TBA)	Perkins Funds State Vocational
A1.c	Collaborative work time will continue to be utilized to address development and implementation of curriculum, assessment and instruction. The district will initiate discussions that will address these areas: <ul style="list-style-type: none"> • Curricular gaps and overlaps • Transition issues • Vertical alignment • KDE Common Core Standards 	Instruction at all levels (with focus on transition levels) will reflect plans made during collaborative work time. Monitoring of the work time will require the use of the state and local curriculum documents to guide curriculum development, analyze assessments, and eliminate unintentional curricular gaps. Teachers will have time to work together by grade level and across	Assistant Supt. for Curriculum School Principals NMS,NHS Curriculum Specialists	9/10	5/11	\$0.00	

Comprehensive District Improvement Plans

	<ul style="list-style-type: none"> • Instructional practices • Analysis of assessments • Development of standards based assessment • Collaborative work time will be scheduled for each Wednesday. • Program Reviews <p>Agendas and products will be submitted by schools. (SISI 1.1a,1.1b,1.1c,1.1d,1.1f)</p>	<p>schools. Curriculum issues can be addressed and resolved at key transition points with the focus on literacy and math.</p> <p>Increased assessment scores- in reading and math. (See AP Priority Needs and Goals)</p> <p><u>More emphasis on data analysis and instructional adjustments.</u></p>					
A.1.d	Wellness (nutrition and physical activity) will be promoted through the curriculum i.e. science, health, practical living, and after school clubs, Kids Café , Backpack Program, substance abuse counseling, 21 st Century Grant etc. (SISI 1.1.e)	The curriculum will be implemented to support instruction on health and wellness issues. Students will become healthier as measured by participation and assessments in health and fitness programs. Substance abuse issues will be addressed.	District Wellness Committee Grant committee	9/10	6/11	\$297,465 \$150,000	P.E.T.T. 21 st Century Grant Free Store FoodBank
A.1e	The district will continue to work with the Newport Early Childhood Initiative to establish a curriculum that reflects transition into KDE's "Content & Process for Entry Level Primary" in all content areas. The Curriculum Alignment for Preschool Skills (CAPS) will be used as a model for this process. Dial-3 results are used with the NKU data base for comparison. Preschool Village will be developed. KEDS will be implemented. (SISI 1.1.a, 1.1.b, 1.1.c, 1.1.d, 1.1.e, 1.1.f)	Programming will be more equitable for all preschool students in preparation for entering primary school.	Director of Early Childhood	7/10	6/11	A.P. A.1g	KERA Preschool
A.1f	The district will continue to provide the most appropriate programming for exceptional children (inclusion, collaboration, differentiated	All students will have access to the common academic core curriculum with appropriate modifications/ accommodations as prescribed by	Special Education Coordinator/GT Education Coordinator	7/10	6/11	\$41,034 \$551,038	G/T Education IDEA-Basic

Comprehensive District Improvement Plans

	<p>curriculum, IEP, GSSP, 504 plans) GT teacher will be for elementary/secondary. (SISI 1.1.g)</p>	<p>highly qualified teachers. Secondary dropout rates will be decreased by focused strategies.</p> <p>Achievement gaps will be closed to meet adequate yearly progress under No Child Left Behind.</p> <p><u>See District Special Education plan for reducing achievement gaps. See revisions at the end of this plan</u></p>					
A.1g	<p>The district will continue to encourage families to enroll their children in our KERA/district funded preschool program and continue to provide full day kindergarten.</p> <p>The district will partner with other community agencies to:</p> <ul style="list-style-type: none"> • Provide access to full day preschool for all interested families • Devise and implement a continuous assessment system for preschool and kindergarten • Establish stronger transition practices • Align curriculum practices between agencies • Evaluate all early childhood programs based on common high standards • Develop and implement out-reach programs such as to families, Bright Futures for 0 – 2 year olds; • Home Instruction for Parents of Preschool 	<p>The Newport Early Childhood Initiative will encourage more students to enroll in the quality early childhood programs available in Newport Independent Schools. It will also better prepare them for success in school. DIAL 3 results will be used to chart progress.</p> <p>There will be a 10% increase in enrollment for 2010-2011.</p> <p>The readiness of young children to succeed in our schools will be enhanced. 10% more children will be ready for kindergarten.</p> <p>Kindergarten MAP scores will increase. <u>Everyday Math for K is being implemented.</u></p> <p>All students will have access to a common academic and developmental curriculum.</p>	<p>Director of Early Childhood; Director of Special Education Children, Inc., Director Head Start Director Brighton Center, Assoc., United Way-Success by Six, Director NKU Data Team FRYSC</p>	7/10	6/11	<p><u>\$202,387</u></p> <p>\$18,884</p> <p>HIPPY-Brighton Center</p> <p><u>\$259,083</u></p>	<p>KERA Preschool</p> <p>IDEA Preschool</p> <p>United Way</p> <p>FRYSC</p>

	<p>Youngsters (HIPPY) for 3 – 5 year olds;</p> <ul style="list-style-type: none"> • Support Winning Beginnings with United Way funding; • Provide an Early Registration. This program focuses on transition, reading enrichment, building school/family relationships and assessing children entering our Early Childhood programs. <p>(SISI 1.1.g)</p>						
<p>A.1h</p>	<p>The district will support collaborative efforts of the secondary schools to ensure that the school curriculum has intentional links to continuing education, life and career options. Students will have access to guidance services, career planning, college and health fairs, co-op programs, Advanced Placement courses, dual credit courses, articulation agreements, vocational classes/Career Pathways and GEAR UP college information.</p> <p>Each student in grades 6-12 will have an ILP that is reviewed by students, parents and school staff. A process will be developed to evaluate the ILP.</p> <ul style="list-style-type: none"> • The District will continue the KY Scholars Program for grades 8,9, and 10. This will include emphasis upon career and educational planning. • The District will participate in the STRIVE Program to encourage students to pursue post –secondary options. 	<p>Students will become familiar with a variety of post-secondary education and career options.</p> <p>Students will have access to life skills to prepare them to become self-sufficient citizens.</p> <p>Graduation rates will increase from 72.73% (2008-09) to 85% (2009-10). Drop out rates will decrease from 8.41%(2008-09) to 3% (2009-10).</p> <p>The KY Scholars Program will promote a rigorous curriculum which will include business partners that will collaborate with NMS and NHS to provide incentives for career and educational planning for 8th/9th graders.</p> <p>The number of students attending post-secondary institutions will increase from 60.4% (2008-09) to 65% (2009-10) and college bound from 41.6%(2008-09) to 45% (2009-</p>	<p>Assistant Supt. of Curriculum /Instruction</p> <p>Guidance Counselors</p> <p>District Director of Vocational Ed.</p> <p>Curriculum Specialists</p> <p>Principals</p> <p>GEAR UP</p>	<p>7/10</p>	<p>6/11</p>	<p>\$0.00</p>	

	(SISI 1.1e) <u>See revisions at the end of this plan</u>	10). <u>See revisions at the end of this plan.</u>					
A.2a	<p>Teachers and administrators will use assessment data to determine strengths and weaknesses of instruction.</p> <ul style="list-style-type: none"> The district will use results from SAP, MAP, EXPLORE, PLAN, ACT, TCS 3 and DIAL. Other program specific assessments will be administered, (Example-Special Education) .(SISI 2.1.a,2.1d, 2.1e) 	<p>The district will ensure that multiple classroom assessments are aligned with Common Core Standards by providing teachers with time and resources to collaboratively design the assessments (summer, collaborative work time).</p> <p>Assessments will be standards-based and rigorous.</p> <p>Meaningful feedback from assessment data will inform teachers to make appropriate modifications of instruction which addresses gaps and other instructional purposes.</p> <p>Assessment results will increase to stated goals. (See Goals)</p> <p><u>Utilize MAP results for instructional adjustments.</u> <u>Implement intervention strategies.</u></p>	<p>Assistant Supt. for Curriculum and Instruction</p> <p>Director of Administrative Services</p> <p>District Assessment Coordinator</p> <p>District Data Manager</p> <p>Principals</p>	7/10	6/11	<p>See AP A.1.a</p> <p>\$120,000</p>	<p>Title I A Plan</p> <p>RTA Grant</p>
A.2b	<p>The district will ensure that all staff involved in the administration of and ethical procedures for the state assessment program are trained. (SISI 2.1g)</p> <p>The DAC will coordinate the training of staff and district administration of the state testing. The DAC:</p> <ul style="list-style-type: none"> Attends all KDE meetings and provides information to district and schools and a testing calendar. Provides Administrative 	<p>Training/ Professional Development offered to teachers and the appropriate test-taking practice and tips embedded in our students' instructional programs help to establish an organized ethical testing program.</p> <p>Communication related to testing practices and standards are consistent and adhere to state procedures.</p> <p>Teachers know how to organize instruction based on assessment</p>	<p>DAC District Writing Coordinator</p> <p>District Data Manager</p>	7/10	6/11	\$10,000	General Fund

Comprehensive District Improvement Plans

	<p>Code training and accommodations training each year.</p> <ul style="list-style-type: none"> • Orders and submits all testing materials. • Disseminates test results to schools and district. <p>Organizes analysis of data.</p> <p>The District Writing Coordinator directs the following:</p> <ul style="list-style-type: none"> • Scoring and scoring training of writing portfolios., assisted by writing cluster leaders. • Training in On-Dem. Writing • Program Reviews-Writing, PL and A&H • Regional MAP Conference 	<p>administration practices. More students will become proficient as measured by increased test scores.</p> <p>Writing instruction becomes more consistent and focused on the requirements of the Writing Program Reviews. Classroom instruction in all content areas includes the writing process as measured by classroom grades, writing for portfolio development, writing to learn, and writing to demonstrate learning.</p> <p><u>DAC will lead Winter and Spring data retreats to monitor school results and instructional adjustments after MAP testing.</u></p>					
A.2c	<p>The district will provide direction and opportunities for teachers to analyze assessments. (SISI 2.1h)</p>	<p>Improvement of instruction will result in higher test scores as measured by various assessments.</p> <p>Weekly collaborative work time will provide more team time.</p>	<p>Professional Development Coordinator</p> <p>Director of Assessment</p> <p>Principals</p>	7/10	6/11	\$0.00	
A.3a	<p>The district will provide support, including resources and opportunities, to align instructional strategies and learning activities with student learning styles, diverse needs, and national/state/ local assessment goals with the focus on literacy and math. (SISI 3.1a,3.1b, 3.1c)</p> <p><u>Literacy</u></p> <p>Resources include: Read to Achieve Grants Reading is Fundamental Preschool Family Literacy Soar to Success</p>	<p>Reading and math scores will increase. to the KCCT state average or above. (See Priority Needs and Goals)</p> <p>Schools will achieve AYP.</p> <p>Achievement gaps will be eliminated. (SB 168)</p> <p>Performance standards will be clearly communicated and observable in student work.</p> <p>Teachers will receive direct support</p>	<p>Assistant Supt. for Instruction</p> <p>Director of Administrative Services.</p> <p>Director of Early Childhood</p> <p>Reading Coordinator Math Curriculum Specialist</p> <p>Principals</p>	7/10	6/11	<p><u>\$ 45,459</u></p> <p>See AP A.1a</p> <p>\$ 187,000</p>	<p>ESS</p> <p>Title IA</p> <p>Title I ARRA (Tech)</p> <p>Read To</p>

Comprehensive District Improvement Plans

	<p>Early Success <u>Compass Learning</u> <u>Phonics Dance</u></p> <p>Adult Education-GED ESS Services including Day Waiver Literacy Consultants NJHS-Read 180, System 44, Expert 21 NKCES Literacy Programs Reading Advisory Council Reading and Writing Coaches Library Programs PLATO-NHS</p> <p><u>Math</u> NKU River Cities Initiative Connected Math Toyota STEM Grant Math Advisory Council</p> <p><u>Assessments:</u> MAP, EXPLORE, PLAN, ACT Curriculum Specialists</p> <p><u>Opportunities:</u> Collaborative Work Time Content Academies/Projects District Professional Development August 13, 2010.</p>	<p>from Curriculum Specialists at NJHS and NHS.</p> <p>Transition issues will be addressed by principals.</p> <p>The district will continue to align assessment and instruction according to the correlates of Effective Schools</p> <p>Schools will work on reading, math, assessment, parent involvement, on August PD day.</p> <p><u>See revisions at the end of this plan.</u></p>	<p>Curriculum Specialists</p> <p>Media Specialists</p>			<p>\$120,000</p> <p><u>\$290,996</u></p> <p>See LE (A.3c)</p>	<p>Achieve Grant</p> <p>Title IIA</p> <p>PD</p> <p>General Fund</p>
<p>A.3b</p>	<p>The district will monitor instructional practices to ensure effective and varied instructional strategies are implemented in classrooms.</p> <p>Schools will complete the development of Common Core Standards rollout which will include research based practices for differentiation, pre-assessment of student readiness, learning interests, and other student-centered</p>	<p>Varied and effective instructional strategies will lead to an increase on assessment results for reading and math. See A.3a</p> <p>AYP will be achieved in all schools.</p> <p>Professional development to address diverse student needs.</p> <p><u>See revisions at the end of this plan.</u></p>	<p>Assistant Supt. for Instruction</p> <p>Director of Administrative Services</p> <p>District Curriculum Specialists</p> <p>Principals</p>	<p>7/10</p>	<p>6/11</p>	<p>(See AP A.1a)</p> <p>(See AP A.3a)</p>	<p>PD</p> <p>Title I A Plan</p>

Comprehensive District Improvement Plans

	strategies. (SISI 3.1a, 3.1c)						
A.3c	<p>Highly qualified teachers will be recruited and mentored by the district. (New Teacher Institute)</p> <p>Highly qualified teachers will work with the administrators (who monitor curriculum implementation and teaching practices) on their formative and summative evaluations.</p> <p>Teachers will make informed decisions in the development of their individual growth plans and will participate in the planning and implementation of more high quality PD. (SISI 3.1.d)</p>	<p>Teachers will demonstrate the necessary learning strategies and content knowledge to motivate students to achieve increased scores on assessments.</p> <p>100% of district teachers will be highly qualified. Evaluations will be done in accordance with state guidelines</p> <p>Teacher professional growth plans will reflect connections to student – centered instruction.</p> <p>The district will provide opportunities for high quality PD. Instructional practices will improve and be reflected in student work.</p>	<p>Assistant Supt. for Instruction</p> <p>Director of Administrative Services</p> <p>Principals</p>	7/10	6/11	See L.E. (A.3a, A.1g A.3c)	PD
A.3d	The district will assist schools in the identification, selection, and acquisition of instructional resources that reflect diversity and are developmentally appropriate for students. (SISI 3.1.f)	<p>Students will have instructional resources available for use in 100% of the classrooms.</p> <p>Resources will be current and address diverse student needs. Media Centers will receive adequate resources from local schools.</p>	<p>District Textbook Coordinator</p> <p>Board of Education</p> <p>SBDM</p>	7/10	6/11	See L.E. (A.2c) (If Available)	Textbook Funds
A.3e	<p>District allocation of resources is based on an analysis of student achievement data and reflects the developmental needs of students. Technology will be regularly integrated into teaching and student work (<i>Proficiency Quest, Sharepoint,, Synchroneyes, keyboarding</i>) E-mail will be updated with LIVE@EDU. PD is planned with the system. The district monitors and evaluates the use of technology to ensure that</p>	<p>Resources will support instructional programs that actively engage all students.</p> <p>KETS Progress Goals will be met.</p> <p>Students and staff will become proficient in the use of technology as measured by performance indicators.</p> <p>All instructional areas will have equitable use of technology for the developmental needs of students.</p>	<p>Superintendent</p> <p>Board of Education</p> <p>SBDM</p> <p>Chief Information Officer</p>	7/10	6/11	<p>See L.E. (A.3c,A.3.b1)</p> <p>\$3,000</p> <p>See AP (A.3a)</p>	<p>KETS</p> <p>E-Rate</p> <p>Tech Grant</p> <p>Title I ARRA (Tech)</p>

Comprehensive District Improvement Plans

	<p>it is being used equitably and effectively for instructional purposes. New website will be implemented. New Technology-SMART Boards (SISI 3.1e)</p>	<p>Technology will be current and meet the guidelines as outlined in the District Technology Plan.</p> <p>Assessment results will increase in reading and math. (See A.3a)</p> <p><u>Compass Learning will be implemented</u></p>					
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Action Component Learning Environment

School

District

Preliminary

Revised

District Name Newport Independent Schools
(If App.)

Component Manager Pam Rye School Name

Current Date December, 2010

Public

Private, Non-Profit

I.

Priority Need:	Goal: (A Goal addresses a Priority Need)
According to the analysis of school and district through a review of the Standards and Indicators (SISI), our school district is not fully functioning as a community of learners.	A. By June 2011, barriers will be reduced so all students have the opportunity to achieve at or above proficient level with no achievement gaps, as evidenced by Progress Reports, attendance and enrollment data; results of MAP, EXPLORE, PLAN, ACT, benchmark and scrimmage tests; annual review of IEPs; agendas and evaluations of teacher collaboration and Professional Development activities; ESS referrals and records; FRC/YSC records; SAP scores, Safe School audits, and other academic and non-academic data.

II.

Cause(s) Contributing Factors: * <u>Identified Fall, 2010</u> <i>(Based on Needs Analysis)</i>	Objective(s) with Measures of Success: <i>(Begin with #A.1.)</i>
<p>According to the review of the culture and learning environment of our schools and district using Standards 4 – 6 of the SISI document:</p> <ul style="list-style-type: none"> • Due to a changing school culture and transition there is a need to review school policies and procedures to support a safe and orderly learning environment. (4.1a) • Not all leaders and teachers support the mission statement that all children can learn at higher levels. (4.1b) • Equity and diversity are not always supported. (4.1c, 4.1k) • <u>*District needs to promote a culture of high academic and behavioral expectations. (4.1c)</u> • Teachers do not always recognize and accept their roles in student success and failure. (4.1e) • District and schools facilitate efforts that encourage teachers to regularly communicate with families about individual students' progress (e.g., engage through conversation, provide written notification, etc.) (4.1g) • Parents are not always fully engaged in helping their child/children succeed as students achieve their potentials. (5.1a) • Structures are in place to ensure that all students have access to the curriculum. (5.1b) • Strategies to address specific instructional leadership needs are not always employed. School/district does not identify specific instructional leadership 	<p>A.1 July, 2010-June, 2011, the school/district will continue to progress as an effective learning community and will support a climate conducive to performance excellence as evidenced by school safety plans, discipline code, crisis management plans, student recognitions, Effective Schools Survey, parent communications/involvement, Wildcat channel, website, and school and district newsletters, and , policies of SBDM Councils and Board of Education. (SISI – Standard 4)</p> <p>A.2 July, 2010-June, 2011, the school/district will continue working with families and community groups to remove barriers to learning in an effort to meet the diverse intellectual, social, career, and developmental needs of students as evidenced by the school/district communication plan, FRC/YSC reports, ESS plan, community involvement programs, parent involvement policy, attendance and minutes from parent and teacher organizations, and 21st Century Grant activities. (SISI – Standard 5)</p>

needs and strategies to address them.(6.1b)

- Priorities for staff development are not always aligned with goals for student performance and are not always aligned with individual professional growth plans. (6.1c, 6.1e, 6.1f)
- The evaluation process and individual growth plans are not always used to provide leadership and teachers the follow-up and support to change behavior and instructional practice. (6.2c, 6.2f)

A.3 July, 2010-June, 2011, the school/district will continue providing research-based, results driven professional development opportunities for staff as evidenced by school/district professional development plans, Effective Schools Survey, plans for collaborative work days, Implementation and Impact Checks, Master Calendar, data analysis reports , Individual Professional Growth Plans (PGPs), and staff evaluations. (SISI – Standard 6)

See revisions at the end of this plan.

Action Component Learning Environment

School X District Preliminary X Revised

District Name Newport Independent
 _____ (If App.)

Component Manager Pam Rye School Name _____
 Current Date December, 2010

X Public

Private, Non-Profit

III. Strategy/Activity: [Activity or strategic sequence of activities to achieve objective(s)]

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Costs	Fund Source
A.1a	The district requires practices and procedures in schools that ensure a safe, orderly, and equitable environment through a local facilities plan and discipline plans. The district will implement HB 91-Anti-Bullying Plan and train secondary teachers in Suicide Prevention (SB 65) (4.1.a SISI)	Safe and orderly buildings wherein students, teachers, and parents use appropriate procedures that facilitate richer teaching and learning. Transition issues will be minimized. Schools will be safe and accessible.	Assistant Superintendent, Building Principals, all Staff	7/10	6/11	\$15,111	State Safe Schools
A.1b	The district stresses consistent, school-wide discipline policies and support services that are developed with input from students, and that are based on positive reinforcement. NJHS will continue with the 4A system. (4.1.a, b, c SISI)	A focus on school-wide, positive and equitable discipline programs and services, and clear expectations that are understood and reinforced by all stakeholders, encourage regular attendance and participation, and facilitate better use of time, allowing higher levels of teaching and learning.	Director of Pupil Personnel (DPP), District Assessment Coordinator (DAC), Director of Title Programs, Building Principals, Staff,	7/10	6/11		
A.1c	The district/schools will continue to provide professional development on diversity and equity issues, promote and model the belief that all children can learn at higher levels. (4.1.b SISI) A cultural diversity plan will be implemented.	The achievement gap will narrow as students achieve at higher levels as their cultures, beliefs, and learning styles are respected.	Director of Curriculum, Director of Special Education, Title Programs, Building Principals	7/10	6/11	(APA.3a)	Title II A Plan
A.1d	District leadership will assist and support professional development on differentiation strategies and on expanded collaboration between regular classroom teachers and specialists in gifted and special education. (4.1.c, e, f, h, j, k; 6.1.a-f;	The achievement gap and dropouts will decrease as instructional strategies are both enhanced and strategically designed to meet the learning needs of all students. School will receive collaboration	Director of Curriculum, Director of Title Programs, Director of Special Education, Gifted Coordinator, Building Principals	8/10	6/11	(AP A.3a)	PD Title II A Plan

Comprehensive District Improvement Plans

	6.2.a-f SISI)	training. <u>See revisions at the end of this plan.</u>					
A.1e	The district supports schools as they develop a k-12 comprehensive guidance program to establish and monitor schedules for classes and for enrichment activities, for the purpose of meeting the needs of all students, including transient and homeless students. (4.1.f, 4.1.k, 5.1c, SISI)	All students will be encouraged to set and pursue postsecondary educational goals, including the use of funds such as STRIVE. Beginning at grade 6, all students will develop Individual Learning Plans, and will be guided in revisiting them regularly. All students will have access to the core curriculum and the extensions that provide for increased depth and complexity, so that all students will achieve at higher levels, and so that fewer students drop out and achievement gaps will narrow.	Director of Curriculum, Guidance Counselors, Director of Title Programs, Building Principals, Teachers	7/10	6/11	\$ -0-	
A.1f	The district assists schools in finding ways for teachers to have the flexibility to teach to their strengths; to work as a community of learners; to form teams; and to effectively schedule time, grouping, and regrouping of students in order to meet the needs of individuals and groups of students. Weekly collaborative work time will be established. (4.1.f SISI)	Student achievement will be enhanced as teachers are more effective instructors and as students are grouped and regrouped according to need, interest, learning styles, and skill levels.	Director of Curriculum, Building Principals	7/10	6/11	\$ -0- (AP.A2c, A3b, A3c)	
A.1g	The district will assist schools by recruiting and retaining highly qualified and inspiring teachers in a fair and equitable manner. (4.1.f SISI)	Students will be more actively engaged in learning, and will achieve at higher levels.	Superintendent, Director of Administrative Services	7/10	6/11	(AP.A.3c)	Title II A Plan
A.1.h.	District will develop relationships with parents and improve communication: by providing resources and training for office staffs; by encouraging meetings with parents to explain such things as narrative progress report and ILP's; by analyzing and publicizing assessment results; by publishing regular newsletters; by implementing new	Personnel will review Customer Service Handbooks to better serve students and parents. Parents will be welcomed into schools and district offices; will be better informed about such things as: –the roles they can play in the educational processes; curriculum, instruction, and assessments; the importance of regular attendance and of setting	Superintendent, Coordinator of Welcome Center, Building Principals, Teachers, Guidance Counselors, FRYSC	7/10	6/11		Title I Plan General Fund

Comprehensive District Improvement Plans

	website; by providing publicity via the Wildcat local cable channel; by employing the School Messenger communications system; and by providing opportunities to recognize contributions of parents.(Commonwealth Institute-NJHS/NHS) (4.1.g, 4.1.i, SISI)	educational goals with their children; events, programs, and celebrations. School Messenger and internet postings will be in both English and Spanish to meet the needs of our growing Hispanic population. Student achievement will increase as a result of strong relationships that grow with informed, active and regular parent participation.					
A.1.i.	The district will implement programs and target resources to reduce the impact of socio-economic, physical and cultural factors on learning. LEP children will be assisted in learning to speak, read, write and comprehend the English language and to meet state content and performance standards. (4.1k)	LEP programs will be developed to meet increasing needs of diverse student populations. Dropout rates will decrease. Students will earn GED.	LEP Director Director, Adult Ed.	06/10	06/11	\$442,456	Adult Ed.
A.1.j.	The district will support celebrations of diversity, including learning differences, gender, and multi-cultural issues, such as ethnicity and income level. A cultural diversity plan will be implemented. (4.1.k., 5.1.a SISI)	Celebrating the variety of members of our learning community and of the community at large celebration will result in social/emotional and academic growth. Partnering with groups like Brighton Center which sponsors an event that celebrates Appalachian Culture (Block Party) and participates in NIS' activities, and local libraries that celebrate Hispanic Culture days will extend learning.	FRC/YSC, Principals and staff, Coordinator of Welcome Center,	7/10	6/11	(L.E. A.2e)	FRC/YSC
A.1.k	District supports PD for teachers, counselors, and administrators that will lead to increased career opportunities for students. All students will be informed of the many career opportunities and the classes that they need to take in preparation for careers. The district will continue the KY Scholars Program to 8 th /9 th /10 th graders and GEAR UP-10, 11,12. (4.1j, 6.1.c, 6.1.d SISI)	Higher percentages of students will be enrolled in classes that lead to further education and the world of work. Fewer students will fail to pass classes, and fewer will fail to complete secondary school. GEAR-UP will also be offered to 10 th , 11 th and 12 th graders. Careers Fairs are provided at NJHS and NHS.	Guidance Counselors GEAR UP	7/10	6/11	(AP A.1b) (AP A.1h) \$12,000	Perkins Tech Prep Gear Up
A.2.a	District will support activities and	Students will achieve at higher levels	Director of Federal	7/10	6/11	(AP A.lg,	Preschool

Comprehensive District Improvement Plans

	<p>programs that are collaborative with community groups, including but not limited to: co-op exchanges with local universities; inter-/intra- districts; schools; Art Links; mentors; LensCrafters; NKHD; School-Based Health Center; Children, Inc. Head Start, Success By Six, and STRIVE, Big Brothers/Big Sisters, Children, Inc. TARGET and 21st Century Grant. (5.1.a SISI)</p>	<p>due to connections to real world issues, with adults who are successful, and from the enrichment of curriculum that come from programs that extend beyond school. Gaps in achievement will decrease.</p>	<p>Programs, Coordinator of ABCD Collaborative (Juvenile Justice), Campbell County Library, BEST and other business partners, (GEAR UP), STRIVE partners, United Way, 21st Century Grant, Family Literacy, Brighton Center, Children Inc., Head Start, parents, Newport Police Department, on-site child care providers, Trauth Dairy, Free Store Food Bank, Newport Recreation Department, TARGET Newport Aquarium, and other community partners)</p>			<p>A.3a) (AP A.1.a)</p>	<p>General Funds Title I A Plan</p>
A.2.b1.	<p>District supports and encourages efforts to involve parents as active contributors to educational planning and programs by providing information linking achievement to attendance; by emphasizing from primary school forward that future goals must include post-secondary achievement; by utilizing Prichard graduates; by encouraging wellness programs (such as reproductive health) for parents, students and/or the community; by teaching parents how to help students with literacy activities. (5.1.a SISI)</p>	<p>As actively engaged, informed parents partner with schools, students will realize many benefits: Students will attend school more regularly; set, and work toward, goals for post-secondary; and will take advantage of opportunities for learning during and outside the school day. Fewer students will drop out of school. Achievement Gaps will be reduced.</p>	<p>Superintendent, DPP, School Counselors, FRC/YSC Coordinators, Building Principals</p>	7/10	6/11	(A.P. A.1.a)	Title I A Plan
A.2.b2	<p>The district technology department will offer various forms of technology for students to ensure equal access to enhance academics.</p>	<p>Technology resource teachers will implements technology instruction to all students to ensure access to all curriculum</p>	<p>Director of Tech Tech Resource Teachers</p>	Fall, 2010		(LE A.3c, A.3b1)	Tech/ GF Title I ARRA

Comprehensive District Improvement Plans

A.2c	To better match curricular needs and student services, teams of teachers will collaborate to examine and adopt textbook adoption materials in order to align materials with curriculum maps. (5.1.b, c SISI)	Higher achievement levels of all students, including transient and homeless, will result from having the most appropriate textbooks used across the district. Achievement gaps will be reduced.	District Textbook Coordinator	7/10	6/11	*\$61,569 (AP A.3d) If Available	Textbooks State and Local funds
A.2d	The welcome/enrollment center will continue to register and provide orientation for new families and students in order to focus on student readiness from preschool through grade 12, and in order to focus on transition points within and across schools. (5.1.c, g SISI)	Parents who need support during registrations, or those who have children who will be in more than one school, will have a streamlined, standard process. Communication (with assistance of translators, if needed) to parents and students about expectations and goals will support students emotionally, socially, and academically, and will provide for students developmental needs.	Director of Welcome Center and Early Childhood Programs, DPP	7/10	6/11	\$50,000 (AP A.1g)	General Funds
A.2e.	The district will support schools as they provide curricular and co-curricular success at high levels for all students through the various programs such as Gifted/Talented, FRC/YSC, Title programs, IDEA, ESS (including daytime waivers, before/after school), Preschool and Extended Day Preschool, community grants, CSR, GEAR UP, Service Learning, PLATO, Read 180/System 44 , Expert 21, 21 st Century Grant SBHC, and others. (5.1.d SISI)	Reductions in achievement gaps will result from coordinated efforts to meet students' physical, emotional, and intellectual needs and from increased student engagement and attendance. Fewer students will fail to learn and dropout numbers will decrease. The result will be continuous academic progress of all students.	Superintendent, Coordinator of Gifted Services, Coordinator of GEAR UP Grant, Administrators of Children Inc., Director of Preschool and Welcome Center, Director of Special Ed, Juvenile Justice, School-Based Health Center, FreeStore Foodbank,,Toyota STEM Grant, 21 st Century Grant.	7/10	6/11	(AP A.1.f) (TBA) (AP A1.g) (LE A.2f1) (AP A.3.a) (AP A.1g) (AP A.3a) (AP A.1.a) (AP A.1f)	Gifted/ Talented FRC/YSC Title II A Preschool ESS Title I Plan IDEA
A.2f.1	The district encourages students to take advantage of opportunities to receive instruction, practice, and refinement of skills, both within and outside the school day (ESS, Whiz Kids, Kids Café, 21 st Century Grant) (5.1.b, d SISI)	Students who do not qualify for special services (i.e., IDEA, Gifted/Talented) also will achieve at higher levels due to an intentional focus on strategies and opportunities to meet their individual needs, thereby reducing achievement gaps.	Superintendent or his designee, ESS Coordinator, FRYSC 21 st Century Coordinators	7/10	6/11	(AP A.3a) (AP A.1d) (LE A.2e)	ESS 21 st Century Grant
A.2f.2	Tenth, eleventh, and twelfth grade	College awareness will increase and	Superintendent,	7/10	6/11	(LE A.1k)	Gear Up

Comprehensive District Improvement Plans

	students will participate in the GEAR UP program; the EXPLORE will be administered to eighth grade students. PLAN and PSAT will be administered to the 9 th and 10 th graders. (5.1.c, 5.1d SISI)	students will receive assistance beyond classroom instruction.	Coordinator of GEAR UP Grant, Principals of NJHS and NHS Counselors				Grant
A.2g.	The district will continue to assist schools refine a variety of reporting methods so that student progress can be communicated more effectively to parents. (ILP, Infinite Campus,MAP) (5.1.e SISI)	A cooperative team of informed parents and educators supports continuous progress for all students. At risk students will be less likely to fail or to drop out.	Director of Curriculum, Building principals	8/10	6/11	(LE A.1h)	
A.3.a.	Individual Professional Growth Plans of administrators and staff will be aligned with student performance and school and district needs. (6.1a, c; 6.1.e; 6.2.a, e, f; 7.1c SISI)	Strategic and enhanced professional growth of leadership and staff members will result in higher student achievement and in narrowing gaps. Administrators will receive Certified Evaluation Training through KASA approved sessions.	Superintendent, Director of Curriculum, Building Principals	7/10	6/11	(LE A.3c) (EFF A.1a)	PD
A.3.b.1	The district will provide professional development in technology and assist staff in schools. The new e-mail system-Live2EDU will be implemented.(6.1.e SISI) <u>Staff will receive training for interactive boards and Compass Learning</u>	Because continuous progress of staff and leadership will be made in the implementation and instruction of technology tools, students will learn at higher levels, and achievement gaps will decrease. <u>Technology will assist students to address assessment deficiencies.</u>	Director of Curriculum, Director of Technology	8/10	6/11	<u>\$4,853</u> *\$43,966 *\$171,692 (LE A.3c) (AP A.3e)	Title II D KETS, Local E-Rate
A.3.b2	Professional Development will be provided to staff with a school-wide focus on wellness. There will be a coordinated effort with the SBHC. (6.1.d SISI)	Adults and students will form healthier habits of exercising and choosing healthy diets, resulting in better attendance and higher levels of cognitive development.	Director of PD, Director of SBHC, Wellness Committee, School and District Curriculum Committees	7/10	6/11	(AP A.1d)	
A.3.c	District will establish a process for evaluating, and monitoring implementation as follow-up, professional development that focuses on the identified needs of schools and	Improved teaching and student learning will occur because Individual Professional Growth Plans (PGPs) will target needs of individual teachers and	Director of Professional Development , Director of Special Education), DAC,	7/09	6/10	<u>\$15,266 (Will only receive 1st and 2nd Quarter KDE</u>	Prof. Dev. KETS, Local Funds, E-Rate

Comprehensive District Improvement Plans

	<p>districts in areas such as:</p> <ul style="list-style-type: none"> • Early Childhood ❑ Collaboration (Special Needs, Gifted) ❑ Wellness ❑ Reading in the Content Areas ❑ Differentiated Instruction ❑ Learning Styles/Multiple Intelligences ❑ New Teachers Institute ❑ Mathematics Writing authentic assessments (Open Response, multiple choice, projects/presentations, etc.) ❑ MAP Assessments, Benchmarking ❑ Analyzing student assessments ❑ Science instruction ❑ Scoring writing portfolios (in accountability and non-accountability years) ❑ Program Reviews ❑ Adopting textbooks, utilizing textbooks and support materials ❑ Embedding technology in all areas of curriculum, instruction, assessment, and data management. ❑ Authentic Parent Involvement ❑ Revised KDE Standards ❑ Development of A/H, PL/Writing Programs ❑ RTI Development ❑ Implementation of new Literacy Plan ❑ Suicide Prevention-Secondary ❑ LETRS ❑ (5.1.e, 6.1.a, b, c, e; 6.2.e, f; 9.2.b SISI) ❑ <u>Phonics Dance</u> 	<p>administrators, as determined by various methods and instruments. Professional development will continue to be job-embedded; monitoring and follow-up will occur to evaluate implementation and quality.</p> <p>Professional development will continue to be job-embedded and its monitoring by principals and curriculum specialists will be expected at schools to meet their PD goals.</p>	<p>Coordinator(s) of Title Programs and Special Projects Coordinator, Textbooks Coordinator, Director of Early Childhood, Director of Technology, District and School Curriculum Committees</p>			<p><u>payments</u> (LE A.3.b.1)</p> <p>(AP A.3a)</p> <p><u>TBA</u></p>	<p>Title I PD Title II A Plans</p> <p><u>Title I District Required PD</u></p>
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	<ul style="list-style-type: none"><input type="checkbox"/> <u>Descartes</u><input type="checkbox"/> <u>Training and modeling for OROs</u><input type="checkbox"/> <u>Compass Learning</u><input type="checkbox"/> <u>Everyday Math</u> <p>-</p>						
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Action Component Efficiency

School

District

Preliminary

Revised

District Name Newport Independent Schools

Component Manager

Reggie W. Taylor

School Name _____

Current Date

December, 2010

Public

Private, Non-Profit

I.

Priority Need:	Goal: (A Goal Addresses a Priority Need)
<p>According to the analysis of assessment data from the SAP, EPAS, MAP, EXPLORE, PLAN, and DIAL-3; I & I reports, school and district reviews of the Standards and Indicators for School Improvement; and School Board/SBDM policy review, there is a need for leadership and SBDM councils to have an intentional focus on, and to develop, implement, and monitor policy relating to student performance.</p> <p>(See Priority Needs, Academic Performance)</p>	<p>A. Beginning June 2010, the school/district will fully implement the clear, intentional plan focused on district/school academic performance as measured by SBDM policy and minutes; school board policies and procedures; SAP, EPAS, MAP, and DIAL-3 scores; improvement plans; master schedules; I & I reports; Effective Schools surveys; and budgets. Through continued implementation, the following goals will be achieved as evidenced by the Kentucky Performance Reports:</p> <p>Spring, 2011 There will be a 10% reduction in Beginning Readers, grades 1-2. <u>There will be a 10% reduction in students below national 50%ile in reading and math.</u> EXPLORE—Reading 14.0 Math 15.0 PLAN- Reading-16.0 Math-16.0 ACT- Reading-18.0 Math -18.5</p>

II.

Cause(s) Contributing Factors:* <u>Identified, Fall, 2010</u> (Based on Needs Analysis)	Objective(s) with Measures of Success: (Begin with #A.1.)
<p>According to the review of the schools and district in regards to mission/vision, organizational structure and resources, and comprehensive planning (Standards 7-9 of the Standards and Indicators for School Improvement document):</p> <ul style="list-style-type: none"> <u>*Leadership decisions for improvement are not always focused on student performance and are not data driven. School collaboration with district direction is sometimes unclear in relation to common formative assessments, sharing of instructional ideas, and the utilization of instructional resource tools (i.e. Proficiency Quest, district instructional website tools, etc.) (7.1b)</u> 	<p>The following objectives will be conducted to ensure that the needs of the district are satisfied in order to increase student achievement and maximize academic performance:</p> <p>A.1. July 2010- June 2011, the school/district instructional decisions will continue focusing on the support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity. This standard will be measured by School Board/SBDM policies, I&I reports, school/district vision statements, SAP data analysis, other on-going assessments, leadership professional development, evaluation and PGP for administrators. (SISI Standard 7)</p>

- Evaluation and growth plans are not consistently being used as a tool to develop leadership skills, improve academic performance, and monitor administrative work. (7.1c)
- Leadership does not always allocate human resources consistent with district/school vision and mission. (7.1g)
- SBDM policies and procedures are not always in place to keep the SBDM councils focused on student academic performance. (7.1j)
- Allocation of funds is not always based on student and school improvement need. SBDM councils have limited training in the area of financial management. (8.1c, 8.2a, 8.2c)
- Discretionary funds and resources are not always used to maximize student achievement. (8.2b, 8.2c)
- Categorical state and federal funds are not always integrated and used to address student identified need in the area of student achievement. (8.2d)
- ***There is a need for the district to involve planning around the collecting, managing, and analysis of data for the use of identifying strengths and weaknesses for school improvement and maintaining instructional programs. (9.2b)**
- A longitudinal profile of data to determine the goals for student performance and alignment to the improvement planning process needs to be more consistent. (9.2b)
- Full implementation needs to occur for evaluating the effectiveness or impact of the district/school improvement plans. (9.3b)
- ***Implementation of Comprehensive School Improvement Plans and Comprehensive District Improvement Plan are not monitored consistently enough to determine if specific improvement goals are being met. (9.4a) Quarterly reviews by school councils are not always being conducted to ensure that implementation and impact is occurring. (9.4a)**
- Measurable benchmarks, goals, and objectives are not consistently clear and monitored. (9.3c, 9.4b)

A.2. July 2010- June 2011, the school/district will continue maximizing use of all available resources to support high student and staff performance. This will be measured by master schedules, school board/SBDM polices on staffing and class size, teacher and student surveys, classroom observations, budgets, use of funds and resources, and I&I checks. (SISI Standard 8)

A.3. July 2010- June 2011, the school/district will communicate a clear purpose, direction, and action plan focused on teaching and learning to be implemented, monitored, and evaluated by June 2011. School/district goals will be written in measurable objectives to ensure consistent progress is being met to increase student achievement. This standard will be measured by school improvement plans, CSIP/CDIP executive summaries, SBDM minutes, I&I reports, data analysis reports, curriculum maps and learning targets, K-5 Reading and Math Curriculum Enhancements (district benchmark assessments, common formative assessments, etc.). (SISI Standard 9)

**Revision-
SBDM Roles**

**Primary- Complete and implement CSIP.
Approve Implementation timelines
Conduct own data analysis**

**Intermediate-Use data to make student achievement decisions.
Implement learning structure plan.**

**Jr. High- Approve and implement RBI.
Implement CSIP, SIG and Title I Plan**

**High School-Implement interventions for improving student achievement
Approve instructional calendar**

Action Component Efficiency

School District

Preliminary Revised

District Name Newport Independent Schools

Component Manager

Reggie W. Taylor

School Name _____

Current Date

December, 2010

Public

Private, Non-Profit

III. Strategy/Activity: [Activity or strategic sequence of activities to achieve objective(s)]

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person(s)	Start Date	End Date	Estimated Costs	Fund Source
A.1a	<p>All administrators in the district will be intentionally evaluated annually. Based on the results of evaluations and leadership self-assessments, Professional Growth Plans will be developed and utilized to continue growth and progress.</p> <p>Certified Evaluation Training will be conducted by KASA.</p> <p>School administrators will be held accountable for student achievement. (SISI 7.1c and 7.1k)</p>	<p>Leadership skills will be designed to support teaching and learning and promote student achievement. Professional development needs will be established based on goals. The result will be an increase in data-driven decision making by leadership that will focus on teaching and learning. School principals will become more efficient and effective instructional leaders and building managers.</p>	Superintendent	July 2010	June 2011	<p>See LE (A.3a)</p> <p>See LE (A.3c)</p>	<p>PD</p> <p>Title II A</p>
A.1b	<p>The district will continue to engage in regular analysis of disaggregated data from SAP, student data analysis summaries, MAP, EPAS, and NCLB reports to compare academic achievement of population subgroups to drive decision making to meet the needs of students.</p> <p>Leadership will utilize the data in school and district improvement planning. (SISI 7.1d)</p>	<p>Leadership will utilize student data to identify strengths and opportunities for growth in school and district planning. Student needs will be addressed based on data to ensure that achievement gaps are reduced and academic performance increases.</p> <p><u>Winter and spring data retreats will follow up on Fall Retreat. Instructional adjustments will be made.</u></p>	District Assessment Coordinator, District Data Manager, Administrators, Teachers	July 2010	June 2011	\$-0- (AP A.2c)	
A.1c	<p>The district will ensure that district and school staff acquires and have access and training to Kentucky curriculum documents, perception surveys, additional curriculum-related resources, and data tools (Proficiency Quest, K-8 essential learning documents, etc.) to meet</p>	<p>Leadership will provide opportunities for staff growth in curriculum, instruction, and assessment to meet student achievement needs. Curriculum issues will be resolved and student performance will increase through implementation.</p>	Assistant Superintendent of Curriculum, PD Coordinator, District Assessment Coordinator, District Data Manager, and Principals, Curriculum	July 2010	June 2011	See AP (A.1a, A.3.a)	Title I/II Plans PD

Comprehensive District Improvement Plans

	teaching and learning goals. Leadership will ensure that time is protected through appropriate policy by gathering data and providing feedback when applicable (7.1e and 7.1f)		Specialists				
A.1d	District leadership will reorganize central office staff to maximize transition efforts. (SISI 7.1g)	Leadership will address all areas of instruction to reduce gaps. Allowing for monitoring and modification of the instructional programs/resources will help to increase student performance and reduce achievement gaps.	Superintendent	July 2010	Dec. 2011	\$-0-	
A.1e	District leadership will ensure that all required SBDM Council policies and by-laws are in place within each school community, monitor their implementation through regular site visits, and provide guidance and support to promote school council success. School councils will report to the Board annually. (SISI 7.1i)	District SBDM councils will implement appropriate and required policy to meet the needs of students. Leadership will help provide guidance and support to promote collaboration and communication between all stakeholders. Student academic needs will be met and student performance will increase through increase in support structure.	District SBDM, Director of Administrative Services	July 2010	June 2011	\$-0-	
A.1f	The district will make available appropriate consistent professional development for all SBDM councils. Certified training is provided by the district each Fall for experienced SBDM members by KASC. New member training is provided by NKCES. (SISI 7.1j)	Equip SBDM councils with the ability to create and implement legal policy and procedures to enhance student academic performance. By establishing more consistency among SBDM councils at the different schools, by providing each council with a list of available trainings from KASC, leadership decisions will be made based on priority needs and available resources to meet the needs of student academic growth.	District SBDM and PD Coordinator	Aug 2010	June 2011	\$1,000	PD (School)
A.2a	Leadership annually reviews school organizational behavior and structure through CDIP, SBDM policies/procedures, SBDM minutes, master schedules, curriculum, and budgets to identify and maximize use of all available resources to meet the instructional needs of staff. (SISI 8.1a and 8.1b)	Monitoring of school organizational behavior and structure will help to identify limitations in order to meet the learning needs of students and increase the effectiveness of instruction by staff. Building capacity in the master schedules of schools will ensure students have full access to core curriculum.	Assistant Superintendent of Curriculum, District SBDM, Director of Administrative Services, and Principals	July 2010	June 2011	\$0	

Comprehensive District Improvement Plans

A.2b	District leadership will encourage team planning at all schools to promote vertical and horizontal articulation of curriculum through Proficiency Quest and other curriculum tools. District leadership will help school leaders manage staff planning time (e.g. common planning) and teacher use of instructional time through school/district shared online folders and Web pages. Weekly collaborative work time will be implemented.(SISI 8.1d, 8.1e and 8.1f)	School staff will communicate both horizontally and vertically in terms of curriculum to ensure students are provided learning experiences to be prepared for current and future academic needs. An increase in planning will provide students with more meaningful instruction and staff with higher quality teaching. <u>Weekly CWT will be used to examine KY Core Academic Standards. Reports will be made to the district by SBDM Councils.</u>	Assistant Superintendent of Curriculum, Director of Administrative Services, District Technology Coordinator, and Principals	July 2010	June 2011	\$-0-	
A.2c	The school board and SBDM councils will collaborate on procedures to ensure that allocated funds and resources are tied to improvement plans and identified student needs. KDE guidelines will be followed. (SISI 8.2a, 8.2b, and 8.2c)	Budget decisions by leadership will be aligned to CSIP/CDIP action plans. The monitoring and adjustment of funds based on student needs will be attained by consistent communication concerning finances and resources between the school board and SBDM councils.	Business Office, School Board, and SBDM Councils Superintendent	July 2010	June 2011	\$-0-	
A.2d	District leadership will use state and federal procedures to allocate state and federal categorical funds according to schools' identified student academic needs. (SISI 8.2d)	Leadership will support identified student academic needs to maximize student achievement. An increase in support will lead to individualized student growth.	Program Coordinators	June 2010	June 2011	See LE (A.2e) See AP (A.3a, A.1a) See LE (A.1c) (A.1g) (A.3c)	Title I A Plans Title II A Plans
A.3a	Data manager will develop a systematic process for the collection, management, and analysis of MAP and other on-going assessment data. (SISI 7.1b, 9.2a, and 9.2b)	Leadership will make decisions for improvement with focus on student performance and data-driven analysis. Informed decision making will lead to increased focus on academic needs of students and an increase in academic achievement.	District Assessment Coordinator, District Data Manager, and Administrators	June 2010	June 2011		Title I A Plan
A.3b	District leadership will utilize local, state, and national standards, to determine goals and objectives in planning. Leaders will utilize	Improvement planning will be more meaningful and targeted towards increasing student achievement and meeting student needs. Clearly	Assistant Superintendent of Curriculum and Administration	July 2010	June 2011	\$-0-	

Comprehensive District Improvement Plans

	Effective Schools research, and SISI to develop school and district plans. (SISI 9.3a, 9.3b, 9.3c, and 9.5d)	defined student learning will take place and school staff will be better organized to guide instruction and assessment. <u>A district Standards committee has been formed with members of the Content Leadership Networks and Instructional Leadership Network to implement new standards.</u>					
A.3c	Leadership will continue I and I reports annually to monitor CSIPs and CDIP to evaluate impact through a systematic process based on sound research. (SISI 9.5c and 9.6a)	Leadership will identify strengths and limitations of schools and use the information to validate goals and make CSIP and CDIP changes as needed. Constant monitoring of improvement will lead to a clear focus of the needs of schools and district.	Component Managers	Sept 2010	June 2011	\$-0-	
A.3d	Leadership will continue to examine student performance data regularly to monitor and evaluate goals and objectives of student learning to sustain continuous improvement. The district will use Effective Schools surveys, I&I checks, MAP, SAP, EPAS, and student data analysis to measure if goals and objectives at all schools are being achieved. (SISI 9.6b, 9.6c, and 9.6d) <u>SBDM councils will make regular reports to the Board of Education.</u>	Leadership will identify the impact of school and district decisions on classroom instruction and student achievement on a regular basis. The refinement of goals and objectives will occur to meet the academic needs of all students. Through effective and efficient data-driven decision making, student performance will increase on district and state assessments. Through quality analysis, teaching and learning will continue to improve.	Director of Administrative Services, District Assessment Coordinator, and District Data Manager	July 2010	June 2011	\$-0-	
A.3e	Through collaboration between the district assessment coordinator, data manager, administrators, and teachers; measurable academic benchmarks, learning targets, and common formative assessments will be established and monitored through a common assessment system (i.e. SAP, MAP, EPAS, etc.) to monitor student performance. (SISI 9.3c and 9.6c)	Leadership will clearly define desired results for student learning through a more intense focus on common formative assessments and a district assessment system. An intentional focus on student learning and district assessment system will lead to data-driven decision making. <u>Standards work and assessments will receive additional focus in Summer, 2011.</u>	DAC Data Manager	July 2010	Oct 2011	AP A.2a AP A.2c	Title IA Plan

*Rationale for Using MAP results to determine achievement gaps:
 Transient population-Ability to test 3 times per year
 MAP is used as a Formative Assessment with immediate results.
 Effective MAP correlation to KCCT

AYP Goal Performance
MAP, Fall, 2010

Reading

Strengths

Challenges

	Strengths	Challenges
Newport Primary	Grades 2-3: Literary Text	Grades 2:Forming a foundation Grade 3: Informational text
Newport Intermediate	Grades 4-5: Interpreting text for information Grade 6: Interpreting text-literary	Grades 4-5: Initial understanding Grade 6: Forming a foundation
Newport Jr. High	Close to national mean at all grade levels No strengths or weaknesses stand out.	Newly enrolled students with limited reading and math scores.
Newport High School	Grades 10, 11,12: Forming a foundation	10: Initial understanding (Informational) 11: Initial understanding (literary) 12: Initial understanding (informational)

Math

Strengths

Challenges

	Strengths	Challenges
Newport Primary	Grade 2: Number computation Grade 3: Algebraic thinking	Grade 2: Number and operations Grade 3: Measurement
Newport Intermediate	Grades 4, 5, 6: Geometry	Grades 4, 5: Measurement Grade 6: Number and Operations
Newport Jr. High	Grade 7: Data & probability Grade 8: Geometry Grade 9: Probability & statistics	Grades 7-9: Number computation
Newport High School	Grade 10: Probability & statistics Grade 11: Measurement Grade 12: Geometry	Grades 10-11: Number computation

Next Steps
Reading & Math

Overall

- Analyze MAP data with more depth into the types of questions that students cannot answer.
- Use Early Release time to look at the MAP Descartes system.

Primary

- Training and model ORQs for students.
- Provide more informational text in the primary building.
- Utilize Phonics Dance –school wide

Intermediate

- Create a consistent learning structure.
- Finish data boards and identify patterns and trends.
- Use RIT band instructional groups with WildCat Wednesday .

Jr. High

- Develop more interventions for math.
- Use Compass Learning for differentiated instruction.

High School

- Implement RTI
- Continue use of data boards.
- Focus on math number and computation skills, even in higher math classes.

Immediate Actions and Persons Responsible

Primary (Intervention/instructional coaches, team leaders, classroom teachers, administrators)

- Provide and teach informational reading across content areas (periodicals.)
- Distribute and utilize ORQ strategy posters
- Order Phonics Dance materials
- Train teachers to implement Compass Learning

Intermediate (Intervention/instructional coaches, team leaders, classroom teachers, administrators)

- Train teachers to implement Compass Learning
- Implement LETRS program

Jr. High (Laurie Franzen, Compass Learning)

- Train teachers to implement Compass Learning

High School (Classroom teachers, department chairpersons, administrators)

- Hire RTI teacher
- Provide and teach informational reading across content areas.
- Make a comparison of Study Island to Compass Learning.

Special Education Review and Action Plan

Participation and performance of children with IEPs on statewide assessment

NCLB/AYP Progress Report-2010 documents that Newport Independent School district did not meet AMO in Reading and Math for students with a disability.

TREND-The performance trend for students with disabilities declines as the students get older. Last proficiency in reading dropped from 59% in third grade to 1% in tenth grade with scores dropping off by 16% considerably at Grade 5, and 40% and more from grade 6 and higher. Math Proficiency also dropped as students progressed through the grades.

Reasons for Trend:

- Overall, students with disabilities tend to perform better in reading than they do in math. This is thought to be related to the fact that many of the students have readers for assessment and this accommodation helps their performance in reading. No comparable accommodation is available to assist students in math.
- As a District, we may not be providing disabled students with targeted and research-based instruction in basic reading and math skills that lead to proficiency in middle and high grades.

Root Causes:

- Teachers do not differentiate instruction for students with disabilities based on analysis of performance.
- Administration and staff have low expectations for students with disabilities.

Action Steps-Reading

- Provide professional development to primary special education teachers to use NWEA MAP Primary Instructional Data Report to translate student test scores into instructional objectives for individual student learning with general education teachers.
- Continue research-based multi-sensory reading instruction using *Recipe for Reading* at the primary and intermediate schools.
- Continue to implement *SRA System 44* (Jr. High) and *Read 180* research-based reading programs at both the Jr. and Sr. High Schools.

Action Steps-Math

- Provide professional development to primary special education teachers to use NWEA MAP Primary Instructional Data Reports to translate student test scores into instructional objectives, and to plan instruction for individual student learning.
- Provide special education teachers with training on how to use Every Day Math program components to provide differentiated instruction for students with disabilities.
- Provide special education teachers with information regarding effective practices to support math learning for students with disabilities.

Overall District Plan

Reading and Math

Identified Subgroups:

White, African-American, Free/Reduced Lunch, and Disability

Reading Action Plan and Expected Impact

- Instructional coaches will monitor, model and provide resources to give additional support and guidance in area of reading.
- LETRS , 4-Block, and Big Block reading programs will be provided to help students increase their reading competencies in the primary and intermediate schools.
- It is necessary to revise and implement a new RTI plan to identify and implement interventions to targeted students. Teachers will have an organized approach to interventions and progress monitoring.

Identified Subgroups:

African- American, Free/Reduced Lunch, Disability

Math Action Plan and Expected Impact

- Instructional coaches will monitor, model and provide resources to give additional support and guidance in the area of math.
- Everyday Math will be implemented in the primary and intermediate schools.
- Revise and implement a new RTI plan (all schools).

Overall: Additional Strategies

- **Data retreats for Fall, 2010; Winter, 2011; and Spring, 2011**
- **Develop and implement instructional walkthroughs for all classrooms.**
- **Provide training in the KY Core Academic Standards.**
- **Provide more instructional training for intervention/instructional coaches.**
- **Implement Compass Learning**