

DISTRICT IMPROVEMENT PLAN – 2009-10

BOONE COUNTY SCHOOLS

EXECUTIVE SUMMARY

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| Superintendent | Randy Poe |
| Superintendent Email | randy.poe@boone.kyschools.us |
| District website | www.boone.kyschools.us |
| District address | 8330 US 42, Florence, KY 41042 |
| District Phone | 859-283-1003 |

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| Plan submitted for approval by the Board of Education on December 10, 2009 | |
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| Chair | Karen Byrd |
| Member | Ken Cook |
| Member | Steve Kinman |
| Member | Ed Massey |
| Member | Bonnie Rickert |

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| District Mission Statement |
| Representing, and in partnership with our stakeholders, the Boone County School District recognizes that all children can learn and dedicates itself to providing a challenging educational environment that allows each student to achieve to his or her highest potential as a learner and citizen. |
| Theory of Action: if all Boone County schools operate as Professional Learning Communities (PLC's) focused on high quality instruction for the 21st century, then teaching, learning, and student performance will improve for EVERY STUDENT in EVERY CLASSROOM EVERY DAY. |

| Improvement Plan Committee | |
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| Role | Name |
| Superintendent | Randy Poe |
| District Staff | Alissa Ayres, District Assessment Coordinator Charlene Ball, Director of Elementary Teaching and Learning Mike Blevins, Deputy Superintendent Karen Cheser, Assistant Superintendent for Learning Support Services |

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| | <p>Nancy Collins, Gifted and Talented Coordinator Mike Ford, Director of Pupil Personnel Diane Henage, Instructional Coach Sandy Holtzapel, Instructional Coach Pat Murray, Chief Academic Officer Kathy Reutman, Executive Director for Student Services Cathy Schafer, Director of MS/HS Teaching and Learning Mike Reichert, Assistant Director of Special Education Linda Schild, Director of Finance Phil Sheehy, Director of Human Resources Karen Snelling, Director of Special Education Anna Marie Tracy, NCLB Supervisor Laurie Walton, School/Community Relations Coordinator Jennifer Warford, Instructional Coach</p> |
| School Staff | <p>Joe Beil, Principal, Kelly Elementary School Pat Berry, Assistant Principal, Erpenbeck Elementary School Linda Dillion, Teacher, Boone Co. high School Tom Hummel, Principal, Gray Middle School Gail Snow, Teacher, Mann Elementary School Amy Marker, Teacher, Mann Elementary School David Rust, Principal, R.A. Jones Middle School Sherry Ryle, Burlington Elementary School Dave Thompson, Principal, Northpointe Elementary School Mike Wilson, Principal, Cooper High School</p> |
| Parent/Business/Community | <p>Rick Jones, President, Boone County Education Association Ashley Kleisinger, parent Karen Byrd, Board Member David Paolo, parent Randy Poe, parent Karen Cheser, parent Cathy Schafer, parent Mike Ford, parent Deanna White, parent</p> |

COMPONENT 1 – ACADEMIC PERFORMANCE

Component Manager: Chief Academic Officer/Deputy Superintendent

Date written or revised: November 2009

| Priority Needs | Root Causes |
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| <p>All students in the district are not proficient in reading, math, and writing as evidenced by data:</p> <p><u>KCCT scores-spring 2009</u></p> <ul style="list-style-type: none"> • 79% of elementary students achieved proficiency in reading and math • 63% of fifth graders achieved proficiency in on-demand writing • 74% of middle school students achieved proficiency in reading • 74% of middle school students achieved proficiency in math • 50% of eighth graders achieved proficiency in on-demand writing • 68% of tenth graders achieved proficiency in reading • 50% of eleventh graders achieved proficiency in math • 45% of twelfth grade students achieved proficiency in on-demand writing <p><u>AYP data-spring 2009</u></p> <ul style="list-style-type: none"> • Three high schools did not make AYP in math for students with disabilities; one high school did not make AYP in math for students participating in the free/ reduced lunch program • Four middle schools did not make AYP in reading for students with Disabilities; one also did not make AYP in math for students with disabilities and in reading for students participating in the free/ reduced lunch program • One elementary school did not make AYP in reading for students with disabilities and for students participating in the free/ reduced lunch program | <p><u>Curriculum:</u></p> <ul style="list-style-type: none"> • All curriculum is not fully aligned, intentional, and monitored for implementation across all grade levels and all schools • Schools have not had adequate time to communicate and align curriculum across levels at transition points • Standards have not been adequately deconstructed to develop curriculum maps and timelines <p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Not all teachers have had adequate training on learning targets and their use • Not all students know the learning targets for the tasks they are completing • Not all teachers are adequately informed of 21st century skills and how to incorporate them into instruction and make the content relevant • Struggling students are not all receiving adequate and appropriate interventions to address skill deficits • Not all teachers have adequate training on higher level thinking and questioning strategies • Not all teachers have adequate training to work with a diverse student population in collaborative settings • Teachers do not have adequate training on differentiation of instruction to meet the needs of all students • New teachers need additional support to implement district initiatives and programs • Instructional strategies are not adequately varied to address learning styles in all classrooms |

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| <p><u>ACT scores at grade 11-spring 2009</u> Between 32% and 42% of the students met the college readiness benchmarks in reading and mathematics</p> | <ul style="list-style-type: none"> • Homework is often not meaningful or appropriate • Teachers do not always take adequate advantage of available resources • Teachers do not always have adequate support and modeling to improve instruction <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Student work is not consistently analyzed to inform instruction • Teachers do not have adequate training in the use of pre-tests and formative assessments • Teachers do not analyze all available assessment data in enough depth to make substantive changes in student learning |
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GOALS

AP1. Based on the spring 2010 KCCT data, the number of students (both total population and sub-groups) performing at or above proficiency in reading and mathematics will increase to the AYP goals of 68.69% and 59.79% respectively; the district will achieve an on-demand writing index of 92.0, and by June 2012, all students exiting grades 3, 5, 8 and 9 will achieve grade level scale scores in reading and mathematics as measured by Scantron data.

2010 Proficiency Goals for Subgroups:

| | Reading | Math |
|---|---------|-------|
| Students with Disabilities | 68.69 | 59.79 |
| Limited English Proficient | 68.69 | 59.79 |
| Students Eligible for Free/ Reduced Lunch | 68.69 | 59.79 |
| African-American | 68.69 | 59.79 |
| Hispanic | 68.69 | 59.79 |

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| Activity AP1.1 | Continue the development and refinement of district curriculum, maps, and learning targets as new standards are released by the state and secure SBDM support. |
| Responsible | Directors of Elementary and MS/HS Teaching and Learning |
| Timeline | May 2011 |
| Cost/Resources | Possible pay for substitute teachers for work days |
| Completed | |

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| Activity AP1.2 | Facilitate the development of common assessments across all levels in all schools for reading, math, and writing and secure SBDM support. |
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| Responsible | Directors of Elementary and MS/HS Teaching and Learning and building Principals |
| Timeline | May 2011 |
| Cost/Resources | Possible pay for substitute teachers for work days |
| Completed | |

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| Activity AP1.3 | Facilitate the development of exit criteria at transition points for reading, math, English and science based on College Readiness Standards (EPAS), and secure SBDM support. |
| Responsible | Assistant Superintendent for Learning Support Services |
| Timeline | May 2012 |
| Cost/Resources | Possible pay for substitute teachers for work days |
| Completed | |

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| Activity AP1.4 | Facilitate development of units with participating schools/teams focused on established learning targets. |
| Responsible | Directors of Elementary and MS/HS Teaching and Learning and building Principals |
| Timeline | May 2011 |
| Cost/Resources | Possible pay for substitute teachers of summer stipends |
| Completed | |

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| Activity AP1.5 | Provide modeling, embedded PD, and support on differentiation of instruction; develop Professional Development Academies to provide extended teacher professional growth opportunities |
| Responsible | Instructional Coaches |
| Timeline | May 2011 |
| Cost/Resources | N/A |
| Completed | |

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| Activity AP1.6 | Provide training and support on the use of formative assessment—assessment for learning- to assure that the strategies are embedded in instruction |
| Responsible | Instructional coaches |
| Timeline | May 2011 |
| Cost/Resources | N/A |
| Completed | |

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| Activity AP1.7 | Use results of formative and common assessments to provide training and plan for differentiated instruction/interventions for students who have achieved content mastery. Include differentiation on content/process/product for those students achieving 85% mastery of content on the unit pre-assessment. |
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| Responsible | Instructional coaches |
| Timeline | May 2011 |
| Cost/Resources | N/A |
| Completed | |

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| Activity AP1.8 | Use results of pre-assessments, formative, and common assessments to plan for differentiated instruction/interventions for students who have not achieved content mastery and for underperforming students. Include a K-12 tiered intervention approach for those in the bottom 20% and below 40 (math) and 50 (reading) SIP on SCANTRON |
| Responsible | Instructional coaches |
| Timeline | May 2011 |
| Cost/Resources | N/A |
| Completed | |

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| Activity AP1.9 | Expand the RtI / tiered intervention reading process to additional grade levels and implement an RtI/ tiered intervention mathematics process; ensure students in subpopulations (LEP, disabilities, FRL, African-American, Hispanic) are targeted |
| Responsible | Assistant Superintendent for Learning Support Services |
| Timeline | May 2011 |
| Cost/Resources | N/A |
| Completed | |

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| Activity AP1.10 | Expand the use of professional learning communities to the elementary, middle, and high school levels by using results from EXPLORE, PLAN, and ACT, KCCT, formative and common assessments, as well as summative/interim assessments (such as SCANTRON, AIMSWEB benchmarking) to drive instructional decisions |
| Responsible | Instructional coaches and building Principals |
| Timeline | May 2011 |
| Cost/Resources | N/A |
| Completed | |

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| Activity AP1.11 | Provide embedded PD on relevance, 21 st century skills, and questioning strategies as needed and reflected in the individual schools' improvement plans |
| Responsible | Instructional coaches |
| Timeline | May 2011 |
| Cost/Resources | N/A |
| Completed | |

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| Activity AP1.12 | Provide training on available resources (human, technology, and social/emotional) and support teachers in their effective use to enhance instruction and eliminate barriers to learning |
| Responsible | Assistant Superintendent for Learning Support Services and Executive Director of Student Services |
| Timeline | May 2011 |
| Cost/Resources | PD\$ |
| Completed | |

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| Activity AP1.13 | Develop and provide training to newly hired teachers on school and district initiatives. Investigate options for mentors for newly hired teachers. |
| Responsible | Assistant Superintendent for Learning Support Services |
| Timeline | August 2009 |
| Cost/Resources | Stipends or use of flexible in-service time |
| Completed | |

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| Activity AP1.14 | Conduct an analytical study of homework practices in the district, their relationship to current research, and make recommendations to the district and SBDM councils for changes to enhance student learning |
| Responsible | Chief Academic Officer |
| Timeline | May 2011 |
| Cost/Resources | Survey tools |
| Completed | |

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| Activity AP1.15 | Develop and implement a plan to focus on the Top 10 Qualities of Good Teaching through learning walks and embedded PD, including Marzano strategies and iObservation process where applicable. |
| Responsible | Chief Academic Officer |
| Timeline | October 2010 |
| Cost/Resources | Possible software tools |
| Completed | |

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| Activity AP1.16 | Establish protocols and procedures to expand the use of collaboration in classrooms, working through the components in The Power of 2 – roles, agreements, planning, and models. |
| Responsible | Director of Special Education and Supervisor of NCLB |
| Timeline | June 2012 |
| Cost/Resources | TBD |
| Completed | |

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| Activity AP1.17 | Provide training for regular education and special education teacher teams as well as classroom and ELL teacher teams on effective collaboration; implement weekly progress monitoring system to assess students' continuous progress and inform instructional decisions |
| Responsible | Instructional coaches and Special Education Strategists |
| Timeline | August 2010 |
| Cost/Resources | Stipends for summer training |
| Completed | |

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| Activity AP1.18 | Identify critical content vocabulary for all levels, monitor for mastery, and publish on school websites for parent involvement and support. |
| Responsible | Directors of Elementary and MS/HS Teaching and Learning |
| Timeline | June 2011 |
| Cost/Resources | TBD |
| Completed | |

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| Activity AP1.19 | Provide training on reading strategies for working with complex text to be implemented across all content areas by all teachers. |
| Responsible | Instructional Coaches |
| Timeline | August 2010 |
| Cost/Resources | TBD |
| Completed | |

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| Activity AP1.20 | Provide training on POS and instructional strategies for ELL teachers and para-educators. |
| Responsible | Assistant Superintendent for Learning Support Services |
| Timeline | August 2009 |
| Cost/Resources | TBD |
| Completed | |

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| Activity AP1.21 | Offer professional development training on research-based strategies, cultural characteristics/ behaviors, language/content objectives, language development, etc. for classroom teachers. |
| Responsible | ELL teachers, instructional coaches |
| Timeline | December 2010 |
| Cost/Resources | TBD |
| Completed | |

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| Activity AP1.22 | Investigate options for alternative educational opportunities for students with limited English Language proficiency |
| Responsible | Assistant Superintendent for Learning Support Services & Executive Director of Student Services |
| Timeline | June 2010 |
| Cost/Resources | TBD |
| Completed | |

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| Activity AP1.23 | Develop procedures and deliver training to understand “giftedness” and appropriately identify and support gifted students in the classroom on a consistent basis. |
| Responsible | Gifted & Talented Coordinator; instructional coaches |
| Timeline | October 2009 |
| Cost/Resources | TBD |
| Completed | |

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| Activity AP1.24 | Implement the EETT grant to improve instruction in MS science through the use of technology. |
| Responsible | Director of Technology & Director of MS/HS Teaching and Learning |
| Timeline | September 2011 |
| Cost/Resources | Grant Funds |
| Completed | |

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| Activity AP1.25 | Expand learning opportunities for students not achieving proficiency in reading and math, including those in subgroups (LEP, disabilities, FRL, African-American, Hispanic); opportunities may include Summer Bridge activities, summer school, and ESS |
| Responsible | Director of Technology & Director of MS/HS Teaching and Learning |
| Timeline | September 2011 |
| Cost/Resources | Grant Funds |
| Completed | |

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| <p>There is a need for a more effective and collaborative approach to teaching and learning.</p> | <ul style="list-style-type: none"> • Parent involvement lacks consistency between levels/buildings (PTO attendance). • Parents are not sufficiently educated about what goes on in the schools and/or how to get involved (parent input). • Professional learning communities focused on student work are just beginning to develop (principal reports). • Teachers do not have adequate training on models and strategies for working together (staff input & observation). • Collaboration among staff is not consistent from building to building (observation & site visits). • Leadership expectations for National Board Certified Teachers have not been established by the district. • Low performing students often have social/emotional needs which must be addressed before learning can occur. • Transition programs and support from level to level are not adequate. |
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GOALS

- LE1. Clarify expectations and provide ongoing training to build a consistent, district-wide culture of professionalism and leadership aligned with the district’s mission, vision, and values.** (Measured by pre and post surveys of staff and community.)
- LE2. Expand, and refine communication to all stakeholders including staff, administration, students, parents, and the community.** (Measured by the published documents.)
- LE3. Support and refine effective collaboration practices focused on quality teaching and learning.** (Measured by published documents, minutes of meetings, teacher staff/administrative input, student data, and survey results.)

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| Activity LE1.1 | Assure on-going training and communication on roles/responsibilities for all district employees to assure a welcoming and collaborative environment for all stakeholders. |
| Responsible | Deputy Superintendent for Operations |

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| Timeline | Spring 2010 |
| Cost/Resources | Appropriate scheduling and support district-wide |
| Date Completed | |

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| Activity LE1.2 | Provide diversity/equity training for school and district staff to meet the needs of an increasingly diverse population. |
| Responsible | Executive Director of Student Services and NCLB Supervisor |
| Timeline | Spring 2010 |
| Cost/Resources | Out-of-district expertise, materials |
| Date Completed | |

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| Activity LE1.3 | Provide additional training for staff to increase positive student behavioral outcomes and diminish behaviors which lead to Level 4 hearings and interruption of educational services. |
| Responsible | Executive Director of Student Services & Director of Pupil Personnel |
| Timeline | Spring 2010 |
| Cost/Resources | TBD |
| Date Completed | |

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| Activity LE1.4 | Provide training, resources, and support to address barriers to learning. |
| Responsible | Executive Director of Student Services |
| Timeline | Spring 2010 |
| Cost/Resources | TBD |
| Date Completed | |

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| Activity LE2.1 | Use the results of the 2008-09 survey of Current Beliefs and Perceptions about Roles and Responsibilities to drive continued efforts to improve intra-district communication practices that emphasize the value of two-way communication including the value of employee input. |
| Responsible | Director of Human Resources |
| Timeline | Post-survey in Spring 2010 |
| Cost/Resources | Survey Monkey license & analysis of data |
| Completed | |

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| Activity LE2.2 | Continue to offer and expand multiple venues for communicating information on school/district initiatives to staff, parents and the |
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| | community in multiple language formats via website, TV, newsletters, periodic publications, e-mail, telephone, etc. |
| Responsible | Director of Schools/Community Relations and Media Systems Coordinator |
| Timeline | Spring 2010 |
| Cost/Resources | TBD |
| Completed | |

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| Activity LE2.3 | Continue to offer and expand opportunities for family engagement and parent leadership; work with schools to provide training for parents to assist with their child's learning |
| Responsible | NCLB Supervisor and Building Principals |
| Timeline | Spring 2010 |
| Cost/Resources | Publicity and training materials |
| Completed | |

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| Activity LE2.4 | Continue to offer and expand the use of Community Education opportunities as an additional venue to inform the community of district initiatives and life-long opportunities. |
| Responsible | Director of Schools/Community Relations |
| Timeline | Spring 2010 |
| Cost/Resources | Publicity through Community Education classes |
| Completed | |

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| Activity LE3.1 | Provide opportunities and resources for teachers to focus on the Top 10 Teaching Characteristics and to reflect upon, share, and refine their professional practice via online options, learning walks, coaching, roundtables, classroom visits, and professional growth plans. |
| Responsible | Chief Academic Officer |
| Timeline | Spring 2010 |
| Cost/Resources | Substitute pay for teachers to do classroom visits |
| Completed | |

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| Activity LE3.2 | Offer resources and support for the development and expansion of professional learning communities including investigation of creative scheduling to provide opportunities for staff to analyze student work, and adjust their instruction. |
| Responsible | Chief Academic Officer & Building Principals |
| Timeline | Spring 2010 |
| Cost/Resources | TBD |
| Completed | |

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| Activity LE3.3 | Clarify expectations for National Board Certified teachers and determine how to more effectively use their expertise in the district. |
| Responsible | Chief Academic Officer |
| Timeline | Fall 2009 |
| Cost/Resources | N/A |
| Completed | |

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| Activity LE3.4 | Work with a committee of principals and an outside consultant to develop and implement recommendations for training and opportunities to expand teacher leadership within buildings and review options for more effective use of internal staff. |
| Responsible | Chief Academic Officer |
| Timeline | Spring 2010 |
| Cost/Resources | Consultant fees |
| Completed | |

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| Activity LE3.5 | Develop a list of available community resources to create more relevant, and authentic learning experiences for students; provide summer enrichment opportunities showcase |
| Responsible | Director of School/Community Relations and Assistant Superintendent for Learning Support Services |
| Timeline | June 2010 |
| Cost/Resources | Printing |
| Completed | |

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| Activity LE3.6 | Work with schools and parents to expand the use and value of the ILP process with additional training activities for staff, parents, and students |
| Responsible | MS/HS Principals, Director of MS/HS Teaching and Learning |
| Timeline | Spring 2010 |
| Cost/Resources | TBD |
| Completed | |

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| Activity LE3.7 | Investigate options for meeting the needs of transient students. |
| Responsible | Executive Director of Student Services; Assistant Superintendent for Learning Support Services |
| Timeline | Spring 2010 |
| Cost/Resources | TBD |
| Completed | |

