

Comprehensive District Improvement Plan

District: Scott County Public Schools

Year: 2011-2012

SMART Goal Worksheet:

District Goal(s): We will improve as next-generation learners in achievement, gap, growth, college/career readiness, and graduation rate.

District SMART Goal	Strategies and Action Steps	Responsibility (Be specific)	Timeline	Evidence of Effectiveness (short term and long term)
<p>Our Reality: According to 2011 KCCT scores:</p> <ul style="list-style-type: none"> • 76.04% of all students are scoring P/D in reading • 70.16% of all students are scoring P/D in math <p>According to 2011 ACT scores:</p> <ul style="list-style-type: none"> • 15% of all 11th graders are meeting all 4 ACT benchmark scores <p>According to 2011 AP scores:</p> <ul style="list-style-type: none"> • There were 353 qualifying AP scores in high school. <p>According to 2011 KCCT scores large achievement gaps exist between the following subpopulations:</p> <ul style="list-style-type: none"> • White and African Americans in Reading – 18.5% P/D • White and African Americans in Math – 21.47% P/D • Non-disability and Disability in Reading – 38.75% P/D • Non-disability and Disability in Math – 37.87% P/D <p>According to 2010-2011 district data:</p> <ul style="list-style-type: none"> • The graduation rate was 	<ol style="list-style-type: none"> 1. Continue to facilitate groups of teachers and Building Administrators working towards a district-wide set of pacing guides and highly rigorous common assessments. 2. The district will use the additional 2 contract days for teachers across the district to collaborate together discussing results on common assessments and instructional strategies 	<ol style="list-style-type: none"> 1. Superintendent, Directors of Instruction, Building Administrators 2. Superintendent, School Board, Directors of Instruction, Building Administrators 	<ol style="list-style-type: none"> 1. Begin: 8/11 Continuous 2. Continue: 8/11 Continuous 	<p>List both short term and long term evidences:</p> <ol style="list-style-type: none"> 1. Short Term <ol style="list-style-type: none"> a. Groups/Teams of teachers/Building Administrators use time and resources to collaborate on pacing guide and common assessments. b. The level of rigor of common assessments continues to increase. c. The district pacing guide is continually in the process refinement to meet the needs of students. 2. Short Term <ol style="list-style-type: none"> a. There are two days built into the calendar to allow district-wide collaboration. b. The agenda for those days include

<p>88.76%</p> <ul style="list-style-type: none"> • The # of dropouts in 2010-2011 was 41. • The College and Career Readiness % in 2010-2011 was 44%. <p>Our Goal(s):</p> <ul style="list-style-type: none"> • We will increase the % of all students scoring P/D by at least 10%. • We will increase the % of 11th graders meeting all 4 ACT benchmark scores by 3%. • We will increase the number of qualifying scores on AP tests by 40. • We will increase the % of students in the state identified sub populations scoring P/D by greater than 10%. • Increase the Graduation Rate to at least 91% • Increase the College and Career Readiness % to 68% by the end of the 2012-2013 school year. • We will implement a way to monitor every student's progress towards at least one year's worth of growth. 	<p>that may help their students achieve at high levels.</p> <p>3. The district will continue to foster a Professional Learning Community (PLC) by focusing all instruction and instructional resources towards answering the 4 following questions:</p> <ul style="list-style-type: none"> ○ What is it we want students to learn? ○ How will we know when they learn it? ○ What will we do when they do not learn it? ○ What will we do when they do learn it? 	<p>3. Superintendent, Central Office Directors, Building Administrators</p>	<p>3. Continue: 8/11 Continuous</p>	<p>opportunities for collaboration between teachers and teams across the district.</p> <p>3. Short Term</p> <ol style="list-style-type: none"> An additional vertical teams consisting of grades 4-7 is created and meets with each other to answer the 4 questions. Vertical teams (K-5, 6-9, 10-12) meet to focus on collaborative efforts to answer the 4 questions. Instructional resources are provided and focused on answering the 4 questions. Teachers will use quality formative assessment effectively and design learning opportunities that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of that learning.
---	---	---	-------------------------------------	---

		<p>4. We will continue to encourage more students to begin AP classes and achieve qualifying scores.</p> <p>5. The district will celebrate student and teacher success at each monthly school board meeting in addition to an annual Proficient/Distinguished student celebration in order to foster a climate of success.</p>	<p>4. Superintendent, Directors of Instruction, Building Administrators</p> <p>5. Superintendent, Directors of Instruction, Building Administrators, School Board, Teachers</p>	<p>4. Continue: 8/11 Continuous</p> <p>5. Continue: 8/11 Continuous</p>	<p>4. Short Term</p> <ul style="list-style-type: none"> a. Vertical alignment for 4th grade and above occurs. b. Enrollment in Advanced Placement courses increases. c. The number of students taking Advanced Placement tests increases. d. The number of qualifying scores on Advanced Placement tests increases. e. The number of teachers attending “Laying the Foundation” increases. <p>5. Short Term</p> <ul style="list-style-type: none"> a. School Board Meetings have an agenda item designed to celebrate student and teacher success (“Spotlight”) b. Student and teacher celebrations will be communicated to parents and community on a regular basis through multiple avenues. c. An annual celebration for students scoring Proficient and
--	--	--	---	---	--

		<p>6. All schools will utilize a Response to Intervention (Rtl) model in which students will be provided with tiered interventions based on their level of need as monitored through AIMSweb and other school-level assessments.</p> <p>7. Schools will create a process by which students in need of additional support will be "Named and Claimed" so as to monitor and ensure their progress towards Proficiency.</p> <p>8. The district will monitor district-level and school-level achievement gaps.</p>	<p>6. Directors of Instruction, Building Administrators, Teachers, District Rtl Coordinator</p> <p>7. Directors of Instruction, Building Administrators, Teachers, District Rtl Coordinator</p> <p>8. Superintendent, School Board, Central Office Directors, Building Administrators, teachers,</p>	<p>6. Continuous</p> <p>7. Continuous</p> <p>8. Continue: 8/11 Continuous</p>	<p>Distinguished on the KCCT is planned and occurs.</p> <p>6. Short Term:</p> <ul style="list-style-type: none"> a. Schools are using multiple assessments including AIMSweb to determine student need. b. Instructional resources will be provided and focused on implementation of Rtl. c. School schedules will evidence formation of tiered intervention groups <p>7. Short Term</p> <ul style="list-style-type: none"> a. A process will be evident for each school where staff monitor and support students performing below level. <p>8. Short Term:</p> <ul style="list-style-type: none"> a. % of students in state-identified sub populations at each
--	--	--	--	---	--

			SBDM Councils		school will increase. Long Term: a. See Goals Column
--	--	--	---------------	--	--

Comprehensive District Improvement Plan

District: Scott County Public Schools

Year: 2011-2012

SMART Goal Worksheet:

District Goal(s): We will improve as next-generation professionals.

District SMART Goal	Strategies and Action Steps	Responsibility (Be specific)	Timeline	Evidence of Effectiveness (short term and long term)
<p>Our Reality: In 2012-2013 all districts in Kentucky will pilot the implementation of new teacher and administrator evaluation rubrics. It is important for us, as a district, to begin creating structures to make this implementation successful.</p> <p>Our Goal(s):</p> <ul style="list-style-type: none"> • We will fully implement new state curriculum standards. • We will facilitate effective and engaging instruction to diverse learners in a diverse learning environment. • Assist building level administrators in verifying new state curriculum standards are being implemented. • Assist building level administrators in guiding teachers and staff in effective instruction to a diverse learning population. 	<ol style="list-style-type: none"> 1. The district will provide training for administrators and teachers focused on Classroom Assessment for Student Learning (CASL) which will provide a focus on the following components: <ul style="list-style-type: none"> ○ Clear purpose for assessment ○ Clear targets for student learning ○ Sound design of assessments ○ Communication to all stakeholders ○ Increased student engagement and ownership of their own learning and progress 2. The district will provide training for administrators and teachers regarding what RTI is and the most effective RTI strategies. 	<ol style="list-style-type: none"> 1. Directors of Instruction, Principals, Teachers 2. Directors of Instruction, Principals, Teachers 	<ol style="list-style-type: none"> 1. Continue: 8/11 Continuous 2. Continue: 8/11 Continuous 	<p>List both short term and long term evidences:</p> <ol style="list-style-type: none"> 1. Short Term: <ol style="list-style-type: none"> a. Teachers will post student friendly targets in their classrooms. b. Assessments will match the target type of the targets. c. Student engagement will increase. d. Students will monitor their own progress. 2. Short Term: <ol style="list-style-type: none"> a. Conversations with teachers will indicate they understand RTI. b. Teachers will implement effective RTI strategies.

		<p>3. The district will provide training for administrators and teachers on Characteristics of Highly Effective Teaching and Learning (CHETL) which will provide a focus on the following areas:</p> <ul style="list-style-type: none"> ○ Rigor and Engagement ○ Relevance ○ Content Knowledge ○ Climate ○ Assessment 	<p>3. Directors of Instruction, Principals, Teachers</p>	<p>3. Continue: 8/11 Continuous</p>	<p>3. Short Term:</p> <ul style="list-style-type: none"> a. Teachers and administrators will be knowledgeable of CHETL. b. Teachers will effectively implement the characteristics of HETL. c. Administrators will be able to guide teachers in implementing CHETL. <p>Long Term: See Goals Column</p>
--	--	--	--	-------------------------------------	---

Comprehensive District Improvement Plan

District: Scott County Public Schools

Year: 2011-2012

SMART Goal Worksheet:

District Goal(s): We will improve as next-generation support systems.

District SMART Goal	Strategies and Action Steps	Responsibility (Be specific)	Timeline	Evidence of Effectiveness (short term and long term)
<p>Our Reality: New Program Reviews for writing, arts and humanities, and practical living and career studies are being implemented during the 2011-2012 school year. It is important to ensure appropriate structures exist in the district to collaborate on effective implementation of these program reviews.</p> <p>Our Goal(s):</p> <ul style="list-style-type: none"> • All schools will effectively implement program reviews in writing, arts and humanities, and practical living and career studies. • All schools will have at least 50% participation in the TELL survey. 	<ol style="list-style-type: none"> 1. The district will review school implementation and evaluation of program reviews prior to submission to the state. 2. The district will provide opportunities for the program review teams at each school to collaborate across the district as a way to facilitate understanding and knowledge of the program reviews. 3. The district will encourage teachers to complete the TELL survey in the Spring. 	<ol style="list-style-type: none"> 1. Directors of Instruction, Principals, School-level Program Review Teams. 2. Directors of Instruction, Principals, School-level Program Review Teams. 3. Superintendent, Directors of Instruction, Principals 	<ol style="list-style-type: none"> 1. April/May 2012 2. February/March/April/May 2012 3. Spring 2012 	<p>List both short term and long term evidences:</p> <ol style="list-style-type: none"> 1. Short Term: <ol style="list-style-type: none"> a. The district provides timelines and due dates to the schools for district review of program reviews. 2. Short Term: <ol style="list-style-type: none"> a. Meetings are scheduled for program review teams to meet together across the district. 3. Short Term: <ol style="list-style-type: none"> a. Communication occurs to teachers encouraging them to complete the TELL survey. <p>Long Term: See Goals Column</p>

1

