

Carroll County Public Schools—District Improvement Plan—2011-2012

Component: Curriculum, Instruction, and Assessment

District Name: Carroll County	Component Manager: Pam Williams																								
Data Sources:	Priority Need:																								
<ul style="list-style-type: none"> • NCLB- adequate yearly progress report • KCCT data • EPAS data • Previous CDIP • Gap analysis • Standards and Indicators for School Improvement • School data: attendance, discipline, achievement, barriers • ISN network: common core, new assessment needs • Current MAP data • Walk Through data and Instructional Rounds Data 	<p>A 1. Based on KCCT data the following % of students are scoring in the proficient range in each content area. The district will move 5-10% of students in each grade level to proficiency in literacy and math, which will increase proficiency in all content areas. Another need is to reduce the novice rate by 5% in each grade level.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr style="background-color: #cccccc;"> <th></th> <th>Reading</th> <th>Math</th> <th>Science</th> <th>SS</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>66.91</td> <td>64.46</td> <td>50.33</td> <td>51.67</td> <td>60</td> </tr> <tr> <td>Middle</td> <td>71.84</td> <td>64.08</td> <td>50.70</td> <td>56.80</td> <td>29.60</td> </tr> <tr> <td>High</td> <td>58.78</td> <td>43.59</td> <td>50.43</td> <td>42.74</td> <td>43.38</td> </tr> </tbody> </table> <p>A 2. Based on the new content for assessment, at all levels, the priority needs include:</p> <ul style="list-style-type: none"> • Understanding and implementation of core standards • Task: analysis, rigor, congruency with standards, and analysis of student work • Text: the new assessment will require that students can navigate complex text using fluency and strategic reading of informational and literary text • Assessment: Congruent with standards/practice new item formats (e.g., Extended response, On demand, Short answer...) • HETL instructional practice <p>B. Data Team process to track and monitor student achievement data</p> <p>C. Develop a College Career Ready Culture</p>		Reading	Math	Science	SS	Writing	Elementary	66.91	64.46	50.33	51.67	60	Middle	71.84	64.08	50.70	56.80	29.60	High	58.78	43.59	50.43	42.74	43.38
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Causes and Contributing Factors:	Objectives with measures of Success:	Goal for all Objectives:
<p>Content Areas</p> <p>A.1</p> <ul style="list-style-type: none"> Reading- lack of sufficient reading frequency in all content areas, lack of leveled text reading to practice as readers, not growing at a steady pace, and losing ground during summer. <hr/> <ul style="list-style-type: none"> Math- lack of foundational skills and limited problem solving skills, due to limited skills students have a mindset of I don't know and do not continue to work hard to get correct answer. Inadequate instructional practice in math has been observed through walkthrough observations. <hr/> <ul style="list-style-type: none"> Science/ Social Studies- limited hands on tasks requiring higher level thinking across all grade levels, content schema through reading has not developed proficiency in these areas, content specific vocabulary has not transferred to student use <hr/> <ul style="list-style-type: none"> Writing- not enough writing to learn and writing to demonstrate learning in all content areas <hr/> <p>A 2. Common Core: text, task, assessments: KCCT data for core content reflects at least 30% of Carroll County students are not at proficiency in Reading and Math.</p> <p>The new common core requires increased cognitive demand to: navigate complex text, tasks, and assessments. Our district will provide focused PLC time on developing increased rigor in tasks, text, and assessments aligned with the common core.</p>	<p>By May 2012</p> <p>A.1</p> <p>Reading- Students will:</p> <ul style="list-style-type: none"> 80% of students will be on grade level as measured by DRA II, Lexile, RIT <hr/> <p>Math- Students will:</p> <ul style="list-style-type: none"> 75% of students will meet benchmark scores according to MAP. <hr/> <p>Science/ SS- Students will:</p> <ul style="list-style-type: none"> On common assessments aligned with core content students will demonstrate 75% mastery. <hr/> <p>Writing- Students will: Students will demonstrate 75% proficiency through on demand scrimmage tasks.</p> <hr/> <p>A 2. Students will increase proficiency on K-Prep/ Quality Core as measured by benchmark scores on EPAS and RIT.</p>	<p>By May 2012 student proficiency rates in reading and math at each grade level will increase by 5-10%, and Novice rates will decrease so that Carroll County will meet the estimated AMO at each school.</p> <ul style="list-style-type: none"> Elementary 63 Middle 59.5 High 59.5.

<p><u>B. Data Teams /PLC Teams</u> The Data team process has not been thoroughly streamlined to intervene timely and change instructional practice.</p>	<p>B. Students will increase proficiency on K-Prep as evidenced through data (e.g. , RIT, common assessments, formative assessments, Read Naturally Fluency, DRA II ...) analyzed through data team process.</p>	
<p><u>C. College Career Readiness</u> As a community of generational poverty College Career Readiness is a low priority for many families.</p>	<p>C . All students will be academically, emotionally, and behaviorally prepared for college and careers at each grade level as measured by benchmarks.</p>	

<p>5. Use PLC time to analyze student work to determine next instructional needs.</p> <p>6. Engage in ongoing HETL strategy (each school will choose the strategy of greatest need) discussions to increase understanding of just right moves of teaching to increase student achievement</p>			<p>Aug</p> <p>Sept</p>				
<p><u>B. Data Teams:</u></p> <ul style="list-style-type: none"> Data teams will meet on an ongoing basis, to analyze student achievement data, on common formative and summative assessments. Define next level of work based on mastery of content, concepts, and skills. Name and claim students that will move to proficiency and those that will move out of novice. Determine responsible party to progress monitor weekly. 	<p>Principals Instructional Supervisors</p>	<p>-0-</p>					
<p><u>C. College Career Readiness</u></p> <p>The district will develop guidelines to define CCR readiness at each level over a two year period of time with community, parent and staff input. A culture will be built to focus on college/career opportunities:</p> <p><u>Make it visible:</u></p> <ul style="list-style-type: none"> Hard work = success: define dispositions for your grade level Roadmap for college/how do you get there and why is it important Key checkpoints/benchmark scores/ Academic rigor/skills Vision for future Community Engagement Awareness of career opportunities 	<p>Instructional Supervisors Principals</p>	<p>\$3,000 Title 1 parent funds</p>					

Carroll County Public Schools—District Improvement Plan—2011-2012

Component: Barriers to Learning

District Name: Carroll County	Component Manager: Sheila Anderson/Larry Curell
Data Sources:	Priority Need:
<ul style="list-style-type: none">• Infinite Campus• End of the Year Data• Kentucky Continuous Monitoring Process• School Surveys• Walk-through data• KCCT data• Infinite Campus Discipline Data• KIP Survey• Explore & Plan data	<ul style="list-style-type: none">A. Reduce office referrals and suspensions by designing alternative consequences that allow continued student learning.B. Increase levels of student motivation at all levels.

Causes and Contributing Factors:	Objectives with measures of Success:	Goals:
<p>A. There is a lack of alternatives to suspension available which makes it difficult to differentiate for individual students needs.</p> <p>B. Students come to school with a limited amount of knowledge with regards to college and career options.</p>	<p>A. By May 2012, 100% of the schools will have developed a plan which includes alternatives to suspensions allowing them to differentiate discipline practices.</p> <p>B. By May 2012, students will be able to articulate possible college and career choices.</p>	<p>A. By May 2012, the percentage of students who are suspended from school will decrease by 20% as evidenced by the Student Information System data and KCMP data including the December 1 Child Count, and discipline date. The number of office referrals will decrease by 25% as based on SWIS data.</p> <p>B. By May 2012, 100% of 8th and 10th grade students will have college and career discussions with a community volunteer.</p>

Strategy	SISI Reference	Responsible Person	Start Date	Cost	Fund Source	Date(s) Cabinet Monitors	Implementation Status to Board			I & I Notes
							Fully	Partially	Not	
<p>A. Each building will begin to develop a building level RTI team to include barriers to learning in order to identify and implement school-wide behavior support processes to include transportation and support staff.</p> <p>B. PEEL (Providing Enhancement to Elevate Learning), Champions for a Drug Free Carroll County, Counselor group meeting, after-school treatment programs, utilizing Lighthouse.</p>		School Counselors, Larry Curell and Sheila Anderson	Jan. 15, 2012	No Cost		May 15, 2012				
<p>B. Buildings will implement college and career readiness activities in an effort to increase student knowledge of college and career options by increasing student motivation. Operation Preparation and counselor group is working on College and Career Readiness as well.</p>		School Counselors, Larry Curell and Sheila Anderson	Jan 15,12	No Cost		May 15, 2012				

Carroll County Public Schools—District Improvement Plan—2011-2012

Component: Leadership

District Name: Carroll County	Component Manager: Bill Hogan																								
Data Sources:	Priority Need:																								
<ul style="list-style-type: none"> • NCLB – adequate yearly progress report • KY Performance Report • Previous CDIP • Gap analysis • Carroll County District Review Report • Standards and Indicators for School Improvement • School needs assessment • Infinite Campus • Kentucky Continuous Monitoring Process • School Surveys • Walk – through data • KIP Survey 	<p>A. According to the NCLB 2011 Performance Report and the Kentucky Continuous Monitoring Process, we need to address the districts’ achievement gaps, in particular sub groups (Special Ed, Free/Reduced Lunch) in order to meet the district achievement gap goals established by SB168 and No Child Left Behind.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th></th> <th style="color: red;">Reading</th> <th style="color: red;">Math</th> <th style="color: red;">Science</th> <th style="color: red;">SS</th> <th style="color: red;">Writing</th> </tr> </thead> <tbody> <tr> <td style="color: red;">Elementary</td> <td style="color: red;">66.91</td> <td style="color: red;">64.46</td> <td style="color: red;">50.33</td> <td style="color: red;">51.67</td> <td style="color: red;">60</td> </tr> <tr> <td style="color: red;">Middle</td> <td style="color: red;">71.84</td> <td style="color: red;">64.08</td> <td style="color: red;">50.70</td> <td style="color: red;">56.80</td> <td style="color: red;">29.60</td> </tr> <tr> <td style="color: red;">High</td> <td style="color: red;">58.78</td> <td style="color: red;">43.59</td> <td style="color: red;">50.43</td> <td style="color: red;">42.74</td> <td style="color: red;">43.38</td> </tr> </tbody> </table> <p>B. According to the 2011 Simulation data, Carroll County Middle’s current CCR score was 5.7. To move within the median of regional schools in two years we need to gain 1.5 points as measured by the EXPLORE test. Carroll County High School’s current CCR score is 8.8, the goal for the 2012 school year will be 9.3.</p> <p>C. According to the Infinite Campus Data, End of the Year Report and Kentucky Continuous Monitoring Process, the percentage need to be reduced so students are in class more often</p> <p>D. According to school surveys and walk through observations, students appear to be disengaged from the educational process.</p>		Reading	Math	Science	SS	Writing	Elementary	66.91	64.46	50.33	51.67	60	Middle	71.84	64.08	50.70	56.80	29.60	High	58.78	43.59	50.43	42.74	43.38
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Causes and Contributing Factors:	Objectives with measures of Success:	Goals:
<p>A.1 Curriculum and Instruction documents have not been fully implemented and clear targets have not been identified for mastery.</p> <p>A.2 There is a lack of a sustained, systematic process, for continuously monitoring and modifying instruction, assessment and curriculum to meet the needs of all students (e.g, disabilities, gifted, ESL, and free reduced lunch students) at each of the schools.</p> <p>A.3. Each school’s staff analysis of school data and other information demonstrates an emerging understanding of root causes and instructional strategies to address achievement gaps.</p>	<p>Fall 2010</p> <p>A.1. 100% of the schools will fully implement their curriculum documents with identified targets for mastery.</p> <p>A.2. 100% of schools will complete a monitoring process for Curriculum, Instruction and Assessment (e.g., through the use of data teams, walkthroughs, mastery learning charts, identification of target students and lesson plans.) This will include an emphasis on improving classroom instructional practice through the Data Team process.</p>	<p>A. The Release of the NCLB data for the 2011-12 school year will show the following:</p> <p><u>By August 2012 the NCLB report will show that the percentage of :</u></p> <ul style="list-style-type: none"> • Students who scored at proficiency and above will increase from: <p>Reading</p> <p>Elementary: 66.91-76.91 Middle: 71.84-81.84 High: 58.78-68.78 District: 67.52-77.52</p> <p>Math</p> <p>Elementary: 64.46-74.46 Middle: 64.08-74.08 High: 43.59-53.59 District: 61.34-71.34</p> <ul style="list-style-type: none"> • Students who are college and career ready as measured by Kentucky Department of Education will increase at each level by 15 students. • The points earned from Graduation Rate will increase from 80.3 to 82. • The points earned from the Gap Total Weighted Score will increase: <p>Elementary: 15.3-17 Middle: 13.6-14.1 High: 7.3-8</p>

<p>Central Office administrators will:</p> <p>A.1. Monitor placement of students in the RTI pyramid. Provide resources to effectively implement the school wide pyramid of interventions.</p> <p>A.2. Use collaborative scoring district wide to discuss rigor (task complexity) and proficiency standards during data team time. This is part of the exemplary data team rubric.</p> <p>Central Office, CCMS, CCHS administrators will:</p> <p>A.3. Research and develop a plan for College and Career Readiness as research is conducted and released.</p>		<p>Bill Hogan Pam Williams Sheila Anderson</p> <p>Bill Hogan Pam Williams Sheila Anderson</p> <p>Bill Hogan</p>	<p>August 10, 2012</p> <p>March 1, 12</p> <p>Ongoing</p>		<p>Title I & P.D. Funds</p> <p>Title I & P.D. Funds</p>	<p>September 15, 12</p> <p>October 1, 12</p> <p>March 1, 12</p>				
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