HENDERSON COUNTY

DISTRICT IMPROVEMENT PLAN

Year 2011 - 2012

Dr. Thomas L. Richey

Responsible Person

Jinger Carter

Contact Person

Approved Date:

12/1/2011

Members or Committee:

Ben Johnston, Board Chairman

Greg Hunsaker, Vice-Chairman

Lisa Baird, Board Member

Jon L. Sights, Board Member

Mike Waller, Board Member

2011 - 2012 DISTRICT IMPROVEMENT PLAN
Executive Summary
HENDERSON COUNTY

Mission

Vision Statement: Five community visioning forums took place during summer 2011 to gather input from stakeholders on the vision of Henderson County Schools. The resulting data was used to craft the vision statement and five district goals. Mission Statement: A Task Force comprised of students, parents, staff, business leaders and community leaders was organized to work on the development and review of a mission statement for the district. This process was started in February 2006. A draft was presented April 2006 with final approval by the Henderson County Board of Education in June 2006. Logo: The Board approved a new logo, "Preparing Students to Succeed Globally" at the August 2008 Board meeting. District Improvement Plan: A Stakeholder group consisting of parents, community members, district administration, and teacher and administrative representation from each school met on November 2, 2011 to further review the District Improvement Plan. The meeting was facilitated by Jinger D. Carter, Director of Accountability and Assessment. At this meeting the group was divided into three groups - Academic Performance, Learning Environment and Efficiency - who then reviewed each school's improvement plan. The activity asked the group to list similarities between each school's plans and look for common areas that the district could support. The groups then reviewed the 2010-11 DIP and revised, added and edited their respective portion as well as brainstormed activities the district could facilitate in order to achieve the common goal of college and career readiness for all students.

Needs Assessment

The plan was developed by using data from Kentucky's Standards and Indicators for School Improvement (SISI). This plan is written to include federal guidelines – NCLB and KCMP, state guidelines – Senate Bill 168, free and reduced lunch data, SACS-CASI reports from district and schools, NCLB AYP and KCCT data, all current SIP components and culture survey data. Internal data sources such as individual classroom data, Inifinite Campus/SWIS data (behavior, attendance, etc.), NWEA MAP data, common assessments, culture/school climate surveys from staff and students, walkthrough data, and numerous other data at the school and district level was also used. Did the committee use a Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement? Priority Needs, Causes, Goals and Objectives were developed at the district level using needs assessment data from sources already listed, as well as committees, instructional teams at the central office, principals and Board input. Did the committee identify substantive achievement gaps, set gap targets, and adopt its time schedule for closing the gaps? Achievement gaps, gap targets and the time frame for closing the gap are included within the DIP. These are denoted by the Senate Bill 168 (SB 168) notation. Did the committee review drafts of the components? A review of the draft of this plan was conducted by central office instructional team, principals, community stakeholder group and the Henderson County Board of Education. Did the committee review estimates for costs? Review of the financial estimates is considered non-applicable in most cases except for federal monies. Was the plan presented to the public? The plan was presented to the public through the November Board of Education meeting, district website and a notice was sent to media partners. A Stakeholder meeting was held in November that included parents, teachers, administrators, SBDM and community members. When did the board officially adopt the plan? The plan was first presented on November 21, 2011 and officially adopted and approved at the _____ Board of Education meeting.

Goals

The Henderson County School District Improvement Plan focuses on students mastering and applying knowledge in math and reading skills. The plan was developed around the Standards and Indicators for School Improvement (SISI) document. Therefore, it is arranged in three separate sections – Standards 1-2-3 – Academic Performance; Standards 4-5-6 – Learning Environment; and Standards 7-8-9 – Efficiency. All school improvement plans indicated reading and math were areas of significant need as was assuring college and career readiness for all, so this is also reflected in the district plan. The Learning Environment portion addresses behavioral and academic expectations which are measured by cultural surveys, attendance records, enforcement of rules and regulations in a consistent manner, and parent/staff communication. The last section, Efficiency, looks to increasing leadership focus on instruction, student learning and organizational efficiency. It emphasizes monitoring and providing assistance to staff to assure a more rigorous curriculum and implementation of multiple instructional strategies to enhance student learning.

Evaluation

The District Improvement Plan will be monitored and evaluated through Implementation and Impact data forms. Each component's goals, strategies and action steps will be evaluated three times per year. These results will be shared with central office staff, principals, superintendent, Board of Education and through district publications. Additionally the district's network provider—The International Center for Leadership in Education – will monitor progress and implementation.

Stakeholders

Henderson County Board of Education: Ben Johnston Chairman; Greg Hunsaker, Vice-Chairman; Lisa Baird, Jon L. Sights, Mike Waller, Central Office District Leadership Team: Dr. Thomas L. Richey, Superintendent; Marganna Stanley, Assistant Superintendent for Administration; Jo Swanson, Assistant Superintendent of Teaching & Learning; Walt Spencer, Assistant Superintendent of Finance; Jinger Carter, Director of Accountability and Assessment; Lisa Crook, Director of Special Education; Linda Payne, Technology Instructional Coordinator; Darrell Daigle, Executive Director of Academic Services & Research; Aleisha Sheridan, T.B. Johnson Early Learning Center Administrator; Mike Bruner, Technology Systems Coordinator; Steve Steiner, Director of Pupil Personnel; James Taylor, Director of Maintenance; Bruce Swanson, Director of Human Resources; Keegan O'Daniel, Director of Transportation; Rhonda Gillham, District Social Worker; Sabrina Jewell, Director of Child Nutrition; Cindy Williams, Community Outreach Coordinator; Leslie Stuen, Gifted/Talented Coordinator; Shelia Redmon, Associate Director of Human Resources; Principals: Kim Marshall, Henderson County High School; Margaret Ubelhor, North Middle School; Ryan Reusch, South Middle School; Brian Gardner, A.B. Chandler Elementary School; Doria Bugg, Bend Gate Elementary School; Juli Collins, Cairo Elementary School; Nancy Gibson, East Heights Elementary School; Kasey Farmer, Jefferson Elementary School; Dan Whitesides, Niagara Elementary School; Rob Carroll, South Heights Elementary School; Terry Adkins, Spottsville Elementary School; Lisa Horn, Central Learning Center; Paige O'Nan, district reading curriculum specialist; Dana Guess-Chumbler, district math coordinator; Carla Haynes, special education consultant, Karen Woodard, special education consultant; Stakeholder group: Joan Hoffman, community member, Andrea Payne, parent Spottsville; Dr. Kris Williams, Henderson Community College; Kim Christian, Niagara; Sherry Gish, A.B. Chandler, Zack Windell, North Middle School; Jodi Pruden, South Middle School; Alice Bassett, Spottsville; Charlotte Baumgartner, parent Henderson County High School; Rita Herron, parent SMS/HCHS; Donna Duncan, East Heights; Elaina Stone, North Middle School; Patty Watkins, South Middle School; Hannah Hudson, Bend Gate; Crissy Sandefur, Assistant Principal South Heights; Neil Jones, Cairo; Becky Johnson, Assistant Principal South Middle School

Component: Academic Performance
Component Manager: Jo Swanson
Last Updated: 11/17/2011

Priority Need:

• There is a need to increase the number of students who are college and career ready.
• Based on fall MAP assessment, only 39% of entering Kindergarteners are on grade level.
• Based on the number of students who remain below grade level in math and reading, continued use of effective intervention strategies is needed. (SB 168, NCLB, KCMP, NWEA, SB 1)
• Due to new ELA Standards and a change in the state assessment system, there is a need to revise and implement the district literacy plan.
• More teachers need to implement with consistency and fidelity multiple research-based instructional strategies across the district.
• The district has not yet met reading and math benchmarks. As a result, a 90/60 minute reading/math schedule has been implemented.
• Technology is not always used to enhance the learning environment of student in the classroom.
• Students must show mastery of technology skills by the end of eighth grade.
• There is a need for continuous emphasis on professional development activities and monitoring of outcomes.
• Teachers need more training and understanding on CASL, CHETL, and Assessment for Learning.
• There is a need to increase academic performance at key transition points (preschool-K, 5-6, 8-9, 12-postsecondary).
• There is need for a better understanding of the rigor of Common Core Standards.
• There is a need for the education and public communities to understand the definition of college/career readiness.
• There is a need to communicate to parents and teachers the multiple, academic opportunities available to students (dual credit, AP, Gatten Academy, Governor's Scholars, etc.)
• 2011 KCCT On Demand Writing Scores showed the following percentages of students who were Proficient/Distinguished:
o 5th grade: 70.35% (needs to be changed)
o 8th grade: 38.59% (needs to be changed)
o 12th grade: 48.02% (needs to be changed)

Goal:

* Henderson County Schools will be ranked in the top ten of all Kentucky public school districts according to the new accountability system
* When considering MAP and college career readiness assessments for the next five years, the benchmarks for each grade level will be as follows:

Preschool:
100% of kindergarten students will be screened by Fall 2012
2011-12 School readiness and method to measure are defined
2012-13 School readiness assessed and baseline set
2013-14 Establish benchmarks to meet state goal of 50% more children will be ready for kindergarten by 2014 based on 2012 baseline results. 2012 targeted baseline is 40%.

Spring percentage of students on/above grade level in MAP Reading:
Elementary
2011-12 - 80%
2012-13 - 84%
2013-14 - 86%
2014-15 - 88%
2015-16 - 90%
Middle
2011-12 - 70%
2012-13 - 75%
2013-14 - 80%
2014-15 - 85%
2015-16 - 90%

Spring percentage of students on/above grade level in MAP Math:
Elementary
2011-12 - 75%
2012-13 - 78%
2013-14 - 80%
2014-15 - 85%
2015-16 - 90%
Middle
2011-12 - 60%
2012-13 - 65%
2013-14 - 75%
2014-15 - 80%
2015-16 - 85%

Percentage of students who meet benchmarks for each content area on: EXPLORE
2011 - 40%
2012 - 45%
2013 - 55%
2014 - 60%
2015 - 65%
2016 - 70%

PLAN
2011 - 40%
2012 - 45%
2013 - 55%
2014 - 60%
2015 - 65%
2016 - 70%

Spring percentage of all high school students who will be College and Career Ready:
2011-12 - 60%
2012-13 - 70%
2013-14 - 80%
2014-15 - 90%
2015-16 - 100%

- 100% of 5th, 8th and 12th graders will be proficient in the use of technology to support learning.

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
Preschool Readiness Defined		5/31/2012	1	
College/Career Readiness Rate		9/1/2012	60	
EXPLORE benchmarks		12/1/2011	40	
PLAN benchmarks		12/1/2011	40	
Elementary MAP Reading On Grade Level		5/31/2012	80	
Middle MAP Reading On Grade Level		5/31/2012	70	
Elementary MAP Math On Grade Level		5/31/2012	75	
Middle MAP Math On Grade Level		5/31/2012	60	
5th grade On Demand		9/1/2012	80	
8th grade On Demand		9/1/2012	50	
12th grade On Demand		9/1/2012	60	
8th grade Technology Proficiency		5/31/2012	100	
12th grade Technology Proficiency		5/31/2012	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		Provide on going job-embedded professional development activities to emphasize critical and higher order thinking and independent learning in instructional practice, reading strategies in the content areas and Academic Vocabulary in instructional practice.	J Swanson	12/1/2011	5/30/2012	$0 No Funding		
2		Continue to identify research-based instructional strategies to be implemented district wide.	Instructional Team	12/1/2011	5/30/2012	$0 No Funding		
3		Instructional leadership cadre will use coaching strategies to increase teacher effectiveness/efficacy and keep the focus on feedback.	J Swanson	12/1/2011	5/30/2012	$0 No Funding		
4		Students identified as performing below grade level (Name and Claim list) will receive intervention through KSI.	Daigle/J. Swanson	12/1/2011	5/30/2012	$0 No Funding		
5		District will monitor implementation of Compass Learning, Read 180,System 44, Headsprout, Failure Free Reading, SRA Corrective Reading, SRA Mastery Reading, SRA Math,Number World, Fast Math, Novel Stars, Math in Focus, Everyday Counts, Aimsweb, Creative Curriculum. Updated training will be provided for new teachers in the use of each program.Catchup, Accelerated MAth	Daigle/ Swanson/ Crook	12/1/2011	5/30/2012	$0 No Funding		
6		Through ESS daytime waivers, ESS after school tutoring, Homework help, additional Reading/Math classes, small group instruction, and possibly Summer Program, tutoring will be provided weekly for students who are below grade level.	J.Swanson	12/1/2011	5/30/2012	$0 No Funding		
7		Monitor the identification and implementation of intervention strategies (RTI) for at-risk students in reading and math through AIMSWeb (K-8).	Instructional Team	12/1/2011	5/30/2012	$0 No Funding		
8		Formative district and school common assessments will be administered to monitor curriculum implementation, inform instruction, and measure achievement.	Instructional Team	12/1/2011	5/30/2012	$0 No Funding		
9		District Math Cadre will develop and implement district-wide tools and resources for math instruction.	Daigle/J Swanson	12/1/2011	5/30/2012	$0 No Funding		
10		Data from analysis of student work will be used to inform instruction and assessment. This process will also identify next steps.	Principals/ Curr.Spec	12/1/2011	5/30/2012	$0 No Funding		
11		Revise and implement a district literacy program that meets the requirements of Senate Bill 1.	Daigle/J. Swanson	12/1/2011	5/30/2012	$0 No Funding		
12		Assess status of and develop intervention plan (KSI) for high school students performing below grade level on EPAS benchmarks.	J.Swanson	12/1/2011	5/30/2012	$0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
13		Special Education program (with emphasis on co-teaching model) will be analyzed to determine PD and support needed district-wide.	Crook	12/1/2011	5/30/2012	$0 No Funding		
14		RAISE committee will plan and implement strategies to ensure post-secondary readiness for all students by 2016.	Richey/ Stanley	12/1/2011	5/30/2012	$0 No Funding		
15		Data talks with each of the schools to share data findings and various reports to each school's administrative team.	Carter	12/1/2011	5/30/2012	$0 No Funding		
16		Implement and monitor the District Transition Plan to include additional strategies to reduce loss of academic performance between each and every grade level.	Daigle/ Stanley	12/1/2011	5/30/2012	$0 No Funding		
17		Include revised writing plans in school literacy plans.	Daigle	12/1/2011	5/30/2012	$0 No Funding		
18		Provide professional development on writing process, on-demand writing, writing to publish, writing to learn and writing to demonstrate learning.	J Swanson	12/1/2011	5/30/2012	$0 No Funding		
19		Increase writing opportunities for students through the implementation of the K-12 communications folder.	Writing Cadre	12/1/2011	5/30/2012	$0 No Funding		
20		Implement Program Review Process for Writing, Practical Living/Career Studies and Arts & Humanities.	Carter	12/1/2011	5/30/2012	$0 No Funding		
21		Provide professional development on EPAS. This will also include elementary so that they can increase understanding of College and Career Readiness.	J Swanson/ Carter	12/1/2011	5/30/2012	$0 No Funding		
22		All Students will have a documented College and Career Readiness Plan and a back-up plan.	Carter	12/1/2011	5/30/2012	$$0 No Funding		
23		Revise and implement computer literacy plan and assessment that ensures a foundation of skills prior to entry of sixth grade.	Payne/J. Swanson	12/1/2011	5/30/2012	$0 No Funding		
24		Technology cadre will address digital literacy and technology as learning tools.	Payne	12/1/2011	5/30/2012	$0 No Funding		
25		Instructional team will explore the value of computer applications class at the middle school level as well as the 8th grade assessment.	Instructional Team	12/1/2011	5/30/2012	$$0 No Funding		

Component: Efficiency

Component Manager: Jinger Carter

Last Updated: 11/18/2011

School: HENDERSON COUNTY

Priority Need:

To increase widespread positive publicity for the district.
Ongoing community awareness on need for early education, literacy and numeracy.

Due to increased use of intervention systems, there is a need for data to be current and provided in a speedy manner.
To increase parent involvement to impact school/district efficiency.

Schools must continue to address the process of planning, implementing, evaluating and refining the instructional strategies to enhance student learning.

The schools need district support to increase student achievement. The district needs to be fiscally responsible to ensure student achievement.

Goal:

Henderson County Schools will demonstrate fiscal responsibility in the allocation of resources provided by the federal, state and county governments and by the community to increase student achievement to per pupil expenditures.

Assure RAISE initiatives are 100% implemented (i.e. common lesson plans, walkthroughs, analyzing student work, common assessments). Doing so will lead to the accomplishment of Board Goal #1 which states that by 2016 all students will be college or career ready.

Change stakeholder perception of public schools so that all know that Henderson County Schools' goal is for 100% of our students to be college and career ready.

Create a data system that will produce a comprehensive academic profile for each student. This will include information about student's attendance, discipline, MAP scores, state test scores, ACT scores, Aimsweb scores, etc.

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
College/Career Readiness		9/1/2012	60	
Quarterly Report Analyzing Student Work, Walkthroughs, Lesson Plans		12/1/2011	12	
Quarterly Report Analyzing Student Work, Walkthroughs, Lesson Plans		3/31/2012	12	
Quarterly Report Analyzing Student Work, Walkthroughs, Lesson Plans		5/30/2012	12	
Data System for MAP, K-PREP, EPAS		5/30/2012	1	
K-PREP vs. per-pupil expenditure		10/6/2012	1	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		Publications Team will serve as a centralized information source for gathering and disseminating school district information.	Crafton	12/1/2011	5/30/2012	$0 No Funding		
2		A Council of Councils meeting will be held on November 15, 2011.	J Swanson	11/15/2011	11/15/2011	$0 No Funding	I	
3		Implementation and Impact (I and I) checks will be submitted and reviewed for impact on student achievement. To reflect current MAP data, dates due will revolve around the close of MAP testing windows (2/1/12; 5/30/12). To close out the 11-12 SIP, once K-PREP data arrives, the final goals and benchmarks will be recorded and due on 10/6/2012.	Carter	12/1/2011	10/6/2012	$0 No Funding		
4		Implement a mandatory Substitute Training Program to ensure consistency and efficiency within each school. Monthly trainings shall include lesson plan format, Math in Focus (elementary level), KyCID (positive behavior support system) strategies and instructional strategies to be used in classrooms. Representatives/administrators from each school should be present to share school specific information and assist with the training.	B. Swanson	12/1/2011	5/30/2012	$0 No Funding		
5		To increase widespread positive publicity in the community, the Communication/Public Relations plan will be revised with a focus on marketing and using innovative communication tools (ie... Facebook, Youtube, Skype, Twitter). This plan will further educate our stakeholders on district initiatives such as college/career readiness, literacy, numeracy, attendance and positive behavior support system.	Crafton	12/1/2011	5/31/2012	$0 No Funding		
6		Continue to support the community awareness campaign on early childhood education.	Sheridan	12/1/2011	5/31/2012	$0 No Funding		
7		District leadership will support the system school leadership uses to monitor school-adopted curriculum and its impact on instructional capacity and student outcomes. This will occur through classroom walkthrough observations, analyzing student work school reports, and common assessment data.	J Swanson	12/1/2011	5/30/2012	$0 No Funding		
8		MAP, Infinite Campus, SWIS, K-PREP and NCLB Data will be utilized to produce timely reports to update data notebooks for staff and administrators regarding academic and non-academic information.	Carter	12/1/2011	5/31/2012	$0 No Funding		
9		SACS/CASI standards and requirements will be followed to assure accreditation status is maintained.	Carter	12/1/2011	5/31/2012	$0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
10		New teacher cadre will have the following format: *A new teacher induction facilitated by the district in July. *School-based support for new certified personnel will continue throughout the school year. *District personnel will also serve as mentors to new teachers.	Instructional Team	7/1/2011	5/31/2012	$0 No Funding		
11		School leadership will maintain documentation regarding RAISE goals (weekly lesson plans, walkthroughs).	RAISE/ Stanley	12/1/2011	5/31/2012	$0 No Funding		
12		Support community efforts to increase student academic achievement. These include school specific and district initiatives including but not limited to: Lead 2 Read, Colonels 2 College, Project Graduation, Books 4 Babies, Imagination Library, Veterans Day, KIDs HOPE, Grandparents program, community coalition, etc.	Williams	12/1/2011	5/31/2012	$0 No Funding		
13		Explore programs that can create a comprehensive data system. Also explore feasibility of Infinite Campus serving this function.	Bruner/ Carter/ Spence	12/1/2011	5/30/2012	$0 No Funding		
14		K-PREP results and per-pupil expenditures for 2011-12 school year will set baseline data. From this, benchmark goals will be set to demonstrate fiscal responsibility.	Spencer/ Carter	12/1/2011	10/6/2012	$0 No Funding		
15		Social networking policies for schools will be revisited.	Oversight Team/Tech	12/1/2011	5/30/2012	$0 No Funding		

Component: Learning Environment

Component Manager: Marganna Stanley

Last Updated: 11/18/2011

School: HENDERSON COUNTY

Priority Need:

2010-2011 Secondary attendance was 94.47%
2010-2011 Elementary attendance was 95.97%
Discipline incidents are declining showing the need to keep the KYCID, KSI and SAM programs.
There is a need to enhance Safe School procedures.

Goal:

Every school will set a goal of 96% attendance or higher.
Review staff absenteeism data to establish a baseline for improvement. This will be measured via AESOP on sick days only.
Increase positive student behavior as measured by a 10% reduction in office referrals.

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
Bend Gate Avg. Daily Attendance		5/30/2012	96	
Cairo Avg. Daily Attendance		5/30/2012	96	
Chandler Avg. Daily Attendance		5/30/2012	96	
East Heights Avg. Daily Attendance		5/30/2012	96	
Jefferson Avg. Daily Attendance		5/30/2012	96	
Niagara Avg. Daily Attendance		5/30/2012	96	
South Heights Avg. Daily Attendance		5/30/2012	96	
Spottsville Avg. Daily Attendance		5/30/2012	96	
North Middle Avg. Daily Attendance		5/30/2012	96	
South Middle Avg. Daily Attendance		5/30/2012	96	
HCHS Avg. Daily Attendance		5/30/2012	96	
CLC Elementary Avg. Daily Attendance		5/30/2012	96	
CLC Secondary Avg. Daily Attendance		5/30/2012	96	
Staff attendance baseline (sick days only)		5/30/2012	96	
Standard of Success on Check & Connect Data for each school		5/30/2012	95	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		Continue to implement KYCID, RTI and SAM programs to increase positive behavior.	J Like	12/1/2011	5/31/2012	$0 No Funding		
2		Continue to implement procedures to increase building entrance security.	Steiner	12/1/2011	5/30/2012	$0 No Funding		
3		Central Office designee will compile Average Monthly Attendance reports and share on a monthly basis at Principal and Board meetings with suggestions for improving attendance.	Steiner	12/1/2011	5/30/2012	$0 No Funding		
4		Present Safe Schools report to the Henderson County Board of Education and monitor reports from each school's Safe Schools Committee.	Steiner	12/1/2011	5/30/2012	$0 No Funding		
5		Monitor and improve staff attendance through review of AESOP reports. Also, explore feasibility of providing attendance incentives.	B. Swanson/ Stanley	12/1/2011	5/30/2012	$0 No Funding		
6		Continue use of common language when tracking student attendance. Utilize common practice on use of parent notes - especially at secondary level. (i.e. determine if the note is an event or on a per period basis).	Steiner	12/1/2011	5/30/2012	$0 No Funding		
7		Reduction of discipline infractions as measured by SWIS data. This will be reviewed at the school level at monthly KyCID/behavior RTI team meetings.	Like/Crook	12/1/2011	5/30/2012	$0 No Funding		
8		Attendance hearings will be conducted twice a month at the district office for students with 5 or more unexcused events.	Steiner	12/1/2011	5/30/2012	$0 No Funding		

Component: Learning Environment

Component Manager: Marganna Stanley

Last Updated: 11/18/2011

School: HENDERSON COUNTY

Priority Need:

There are needs to:
* Improve communication between teacher/counselor and parents
* Increase parental involvement
* Increase community involvement

Goal:

Henderson County will provide multiple opportunities for students to successfully become active and productive citizens in their community.

Henderson County Schools will actively partner and collaborate with a community coalition to build a positive partnering relationship between schools, families, and community in the creation of a birth to college and career plan for 100% of our students and families measured by survey results. Surveys conducted will include: parent culture survey, student survey, and a community/business leader survey. A baseline survey will be conducted.

100% of parents will receive positive contact from their student's school as measured by principal report.

90% of all elementary, middle and high school parents will attend a parent-teacher conference either in person or via phone as measured by 2011-12 principal report. 2012-13 goal is 100%.

100% of all schools will implement parent involvement strategies and parent involvement plans as measured by principal report and/or Title I compacts and reports.

Parent volunteer hours will be tracked at the school level and at the district level. By 2012-13, Henderson County volunteer hours will meet or exceed the state average as measuered in school report cards and district report cards.

Benchmark				
Measure	**Subgroup**	**Date**	**Projected Data**	**Actual Data**
Schools implementing parent involvement strategies		5/30/2012	12	
Parents receiving positive contact		5/30/2012	100	
Elementary school parents attending conference		5/30/2012	90	
Middle school parents attending conference		5/30/2012	90	
High school parents attending conference		5/30/2012	90	
Student Involvement in Community Leadership Activities (baseline data).		5/30/2012	1	
Log Volunteer Hours - schools		5/30/2012	12	
Log Volunteer Hours - district		5/30/2012	12	
Birth to college and career plan		5/30/2012	1	
Parent Culture Survey		5/30/2012	1	
Student Survey		5/30/2012	1	
Community/Business Survey		5/30/2012	1	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		Implement parent involvement strategies to increase parent attendance at conferences, parent informational workshops and volunteerism in the schools.	Like/ Williams	12/1/2011	5/30/2012	$0 No Funding		
2		Maintain parent contact logs (2 per teacher per year).	Williams/ Stanley	12/1/2011	5/31/2012	$0 No Funding		
3		Parents of newly identified children in grade 3 and parents of beginning 6th graders who receive Gifted and Talented services will be offered the opportunity to attend a "G/T Symposium" training regarding Gifted Education Law, eligibility, and defining multiple service options used in Gifted Education.	Stuen	12/1/2011	5/30/2012	$0 No Funding		
4		School Administrators will assure faculty make contact with all parents for parent-teacher conferences.	Stanley	12/1/2011	5/30/2012	$0 No Funding		
5		Conduct surveys - parent, student, community business - to set a baseline.	Williams/ Crafton	12/1/2011	5/30/2012	$0 No Funding		

Component: Learning Environment

Component Manager: Marganna Stanley

Last Updated: 11/18/2011

School: HENDERSON COUNTY

Priority Need:

Student achievement scores and teacher performance data from walkthroughs and evaluations do not indicate a consistent culture of high expectations for all students and adults in the district.

The approval rate from parents, students and staff as measured by the district culture survey varies from 50-70%. [Always/often categories from culture survey questions used to determine this statistic.]

The following percentages of KCCT Reading Proficient/Distinguished were observed from the 2011 NCLB AYP report:
READING:
All Students: 81.19
White (Non-Hispanic): 82.99
African-American: 66.67
Free/Reduced Lunch: 76.60
With Disability: 59.27

MATH:
All Students: 73.37
White (Non-Hispanic): 74.87
African-American: 59.58
Free/Reduced Lunch: 68.90
With Disability: 51.80

Goal:

To fully realize the Henderson County Schools vision that all graduating seniors will be post-secondary ready by 2015, the district will develop a culture of high expectations for adults and students as a path to improving student achievement. This college-going culture will be measured by culture surveys.

The school district will address the diversity of our student population to reduce and/or eliminate achievement gaps in student population groups. The percentages of Proficient/Distinguished for each group as compared to the total population will show a difference of no more than 5 percent for all of the following federally reported NCLB population groups: Free Reduced lunch, With Disability, African-American and White (Non-Hispanic).

Benchmark				
Measure	**Subgroup**	**Date**	**Projected Data**	**Actual Data**
District Reading AYP Goal		9/1/2012	85	
White		9/1/2012	85	
All vs. White		9/1/2012	5	
African-American		9/1/2012	85	
All vs. African-American		9/1/2012	5	
Free/Reduced Lunch		9/1/2012	85	
All vs. Free/Reduced Lunch		9/1/2012	5	
With Disability		9/1/2012	85	
All vs. With Disability		9/1/2012	5	
District Math AYP Goal		9/1/2012	75	
White		9/1/2012	75	
All vs. White		9/1/2012	5	
African-American		9/1/2012	75	
All vs. African-American		9/1/2012	5	
Free/Reduced Lunch		9/1/2012	75	
All vs. Free/Reduced Lunch		9/1/2012	5	
With Disability		9/1/2012	75	
All vs. With Disability		9/1/2012	5	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		The Equity Resource Council will meet monthly.	Carter	12/1/2011	5/30/2012	$0 No Funding		
2		Develop Equity policy/procedures at the district level.	ERC	12/1/2011	5/30/2012	$0 No Funding		
3		Analyze and monitor equity issues of each school. (i.e. Name and Claim with interventions provided, KCMP, MAP, KCCT, monthly reports for schools with significant achievement gaps, mentoring updates, extra-curricular, co-curricular activities, etc.)	DaigleJSwanson/ Crook	12/1/2011	5/30/2012	$0 No Funding		
4		Increase cultural competency in the curriculum. Integrate culturally competent instructional strategies into the curriculum.	ERC	12/1/2011	5/30/2012	$0 No Funding		
5		Each school will infuse equity practices and create a common language into its school improvement plans to focus on achievement gaps and overall student achievement.	Carter	12/1/2011	5/31/2012	$0 No Funding		
6		The district will actively recruit and retain staff of diverse backgrounds in all positions to better reflect the diversity of the total community.	B. Swanson	12/1/2011	5/30/2012	$0 No Funding		
7		Continue implementation of the revised English Language Learners Plan to improve achievement of students who are non-native English speakers.	Daigle	12/1/2011	5/30/2012	$0 No Funding		
8		All schools will continue implementation of a comprehensive behavior RTI system that includes programs such as Check & Connect, behavior charts, etc.	J Swanson	12/1/2011	5/30/2012	$0 No Funding		
9		All schools will promote in their students the importance of post-secondary education as an attainable goal through increased opportunities (i.e. college tours, college speakers, college spirit days, ILP, etc.).	Stanley	12/1/2011	5/30/2012	$0 No Funding		
10		Create a college-going culture by implementing the College Bound Committee's plan.	Stanley/ Carter	12/1/2011	5/30/2012	$0 No Funding		