

JEFFERSON COUNTY PUBLIC SCHOOLS
DISTRICT COMPREHENSIVE IMPROVEMENT PLAN 2006-2007

Implementation and Impact Report

Dr. Stephen Daeschner, Superintendent



Plan Approved 6/12/2006

EXECUTIVE SUMMARY

MISSION STATEMENT

Jefferson County Public School's mission statement is as follows: "The Jefferson County Public School District is committed to the education and well-being of students. This commitment is evidenced by our focus upon student success, family/guardian and community collaboration, and employee efficacy, and by the infusion of each into every aspect of the District's programs and activities."

The mission statement and board goals were last revised and approved by the Board of Education in November 1995. The School Board Goals were developed and refined by bringing together over 300 individuals representing parents, teachers, community members, and school board members. This large group was divided into small teams facilitated by retired school administrators. Each team recorded their response to what the priorities, goals and desired results should be. Upon this broad-based group's input the following board goals were developed and approved:

The JCPS Board goals:

1. Student Achievement: All JCPS students will become critical thinkers and lifelong learners who are academically prepared in a racially integrated environment to be successful in the post-secondary education programs or careers of their choice.
2. School Atmosphere: All JCPS students will be safe, supported, respected, and confident in racially integrated schools, classrooms, and student activities.
3. Parent and Community Involvement: All JCPS parents and community members will be urged and welcomed to actively participate in the education of our students.
4. Employee Performance: All JCPS employees will contribute to and be accountable for the success of our students through higher levels of performance in supportive work environments.

The Jefferson County Public School System will provide every student, without exception, with both the opportunity and the necessary support to benefit from a high-quality educational experience--an experience that is focused on results-oriented attention to the teaching-learning process that is at the heart of every classroom. Simply stated, our vision for the students of this community is to get them in school, keep them in school and teach them to proficiency. The district's mission, vision and board goals drive the priorities established in the 2006-07 Comprehensive District Improvement Plan. This year's CDIP is focused on district priorities and initiatives as well as state and federal requirements. The action components include (1) Reading, (2) Writing, (3) Mathematics, (4) Science, and (5) Support for Schools in Assistance.

NEEDS ASSESSMENT

The District convened a group of stakeholders to participate in the needs assessment process prior to the development of the Comprehensive District Improvement Plan. The stakeholders included district level staff, principals, teachers, students, community representatives and parents. The needs assessment process involved analyzing student performance data and district practices, prioritizing needs and developing goals that leverage the greatest impact of student achievement.

The District Needs Assessment Meeting was held on March 29, 2006. The meeting's agenda was to (1) review the charge of the Needs Assessment Advisory Committee, (2) review general district data, (3) break into small groups to review specific data for each content area/component, and (4) recommend priority needs for the 2006-2007 school year. The data that was reviewed during the needs assessment meeting included: (1) 2004-05 Kentucky Performance Report, (2) 2005-06 Comprehensive District Improvement Plan, (3) a representative sample of content area strategies from 2006-2007 school plans, (4) school and district scholastic audit reports, (5) No Child Left Behind Reports and (6) parent and student focus group and survey responses on school improvement efforts.

GOALS

Each needs assessment subcommittee reviewed specific data for their content area and recommended priority needs to be addressed in the 2006-07 CDIP. The component managers developed measurable goals, identified benchmarks and drafted strategies to accomplish the goals. The reading and math strategies included in the plan meet the federal "No Child Left Behind" requirements and the strategies listed in the "Support for Assistance Schools" meet KDE requirements. The needs assessment subcommittees were given the opportunity to review and provide feedback on the draft components.

EVALUATION

The effectiveness of the 2006-07 plan will be evaluated by using implementation and impact checks at each benchmark date. At least two benchmarks were established for each measurable goal in order to assess progress throughout the year. Implementation and impact checks will be completed at each benchmark date to determine the implementation level for each strategy and the impact of the strategy on the benchmark assessments.

STAKEHOLDERS

Prior to the district needs assessment meeting, parents were invited to participate in a focus group discussion about how schools can help students academically and how to foster parent involvement. There were 16 parents who participated in the focus groups representing various parent organizations such as the PTA, Title I Parent Advisory Group, and Commonwealth Institute for Parent Leadership. Their comments were shared with the district needs assessment subcommittees and 8 parents served as members on the district needs assessment subcommittees.

In addition, students were included in the needs assessment process by participating in focus groups or completing surveys. Students were asked to provide information about how schools and the district can help them become more successful students in the areas of Math, Reading, Science and Writing. In total, there were 9 elementary school students, 59 middle school students and 40 high school students who participated in the process. Their responses were shared with the district needs assessment subcommittees.

Forty-four individuals attended the district needs assessment meeting, including 14 District administrators, 15 teachers and resource teachers, 9 parents and community members, and 6 school based administrators. The needs assessment committee members analyzed data, prioritized needs and provided feedback on the draft components.

The Instructional Cabinet reviewed the draft 2006-07 CDIP and provided feedback on the goals and strategies to the component managers. The cabinet consists of 25 district administrators who serve as the leaders in curriculum, instruction, professional development, assessment and planning.

The general public was given opportunity to review and provide feedback on the draft plan through a public notice posted in the Courier Journal. In addition, the draft CDIP was distributed to all building principals and the parent organizations who participated in the needs assessment process to review, and provide feedback.

The District maintains the JCPS Comprehensive District and School Improvement Planning web pages, which provide data, documents and toolkits to help develop both school and district level comprehensive improvement plans. The websites inform staff and the community about the planning process requirements.

The final version of the 2006-07 plan will be provided to JCPS Board of Education members and will be included on the agenda for approval at the June 12th meeting.

DISTRICT CORRECTIVE ACTION

A review of the 2006 NCLB report shows that JCPS met 68% (17 of 25) target goals and has been identified as a district in improvement under the federal government's No Child Left Behind (NCLB) Act. Districts are classified as needing improvement if they do not make adequate yearly progress in reading and math for all student populations. In evaluating the effectiveness of our 2005-06 District plan, it was noted that our District demonstrated increases in proficiency for all subgroup populations in Mathematics and all but 2 groups in Reading. However, it is the fourth year that we did not reach 100% of our goals.

This year, our District must implement corrective action to improve the academic achievement of all of our students. The district will participate in a network, Vertical Alignment Network, proven effective in improving student achievement and building leadership capacity for support in implementing improvement plans. The Vertical Alignment Network will work on supporting school leadership teams as they leverage instructional change to improve the academic proficiency of all students, particularly of African American and disabled students in math and science.

In sum, the 2006-07 Comprehensive District Improvement Plan includes several changes from the 2005-06 District plan that will assist the District in reaching the established proficiency targets for all subgroup populations. First, the number of components has been reduced so that the district can provide narrowed and focused support of local, state and federal priorities. Second, the plan includes quantitative benchmarks to monitor progress towards the goals throughout the year. Third, the plan includes a separate action component that will be updated regularly to include the work of the Vertical Alignment Network. Finally, additional strategies have been included which are targeted towards our most struggling subgroup populations in the areas of Reading and Math.

Jefferson County Public Schools
2006-2007 Comprehensive District Improvement Plan

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Math Component

Component: Math**Component Manager:** Amy Herman**Date:** 06/05/2007**Name:** JCPS DISTRICT PLAN**Priority Need:**

In May 2005, our district's Mathematics Index was 68.3; the percentage of students scoring Proficient or Distinguished was 36.7; the percentage of students scoring Novice was 30.3; the percentage of all applicable NCLB subgroups meeting their proficiency target was 37.5 as measured on the Kentucky Core Content Test.

Goal:

By May 2007, our district's Mathematics index will increase by 14.1 for a total Mathematics Index of 82.39; the percentage of students scoring Proficient or Distinguished will increase by 28.13 for a total percentage of 64.83; the percentage of students scoring Novice will decrease by 11.24 for a total of 19.06; the percentage of all applicable NCLB subgroups meeting their proficiency target will be 100% as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	ProjectedData	ActualData
Index - CAS (Sample Data - an average of 86 schools participated on each assessment)	10/16/2006	68.3	84.3
Index - CAS (Cumulative Sample Data)	02/15/2007	68.3	93.6
% P/D - CAS (Sample Data)	10/16/2006	64.8	52.6
% P/D - CAS (Cumulative Sample Data)	02/15/2007	64.8	59.9
% Novice - CAS (Sample Data)	10/16/2006	19.1	22.1
% Novice - CAS (Cumulative Sample Data)	02/15/2007	19.1	15.5
% NCLB subgroups meeting proficiency target - PAS	10/16/2006	100	38.5
% NCLB subgroups meeting proficiency target - PAS	02/15/2007	100	57.1

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	NCLB	Publisher will work with the district to develop student, teacher, parent, and principal materials that reflect research-based best practices. [NCLB 1]	Herman	07/06/2006	06/28/2007	\$ GE Grant	NI	Publisher could not complete project.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
2	NCLB	STP Algebra I, Geometry, and Algebra II (includes professional development, assessment, job-embedded collaboration on unit development, aligned curriculum, activities and experiments, and materials) will be offered to help comprehensive, ECE, ESL teachers change practice and help struggling students (9-11) [NCLB 2]	Herman	07/06/2006	06/07/2007	\$ 12000 Title II	I	Fifteen units have been aligned with Kentucky Core Content 4.1 and distributed to department chairs. In the past 3 years, 149 Algebra I teachers, 112 Geometry teachers, and 115 Algebra II teachers have attended 43 hours of professional development. This year, 138 teachers are attending PD (12 out of 15 hours of PD have been completed). 161 teachers have participated in video lesson study PD on core content units. In the past three years of STP, the district has had 454 fewer novices in high school mathematics. This is a decrease in the number of novices by 21%.
3	NCLB	Leadership Teams will be trained to support new mathematics program with protocols for analyzing student work, lessons, assessments, etc. (K - 12) [NCLB 2]	Herman	07/06/2006	06/07/2007	\$ GE Grant	NI	Decisions are still being made in the GE Steering Committee.
4	NCLB	KCCT Prep Modules will be revised and aligned to KCC 4.1 (3-11) [NCLB 2]	Herman	07/06/2006	06/07/2007	\$ 0 No Funding	I	Sixty-five modules were revised and distributed to grade level teachers.
5	NCLB	Teacher leaders/department chairs will attend and use district professional development to help other teachers increase the use of best practices, appropriate strategies for student success, and district assessments (K-12) [NCLB 2]	Herman	07/06/2006	06/07/2007	\$ 228000 Title II	I	Twenty PD sessions have occurred. Sessions have addressed core content changes, assessment changes, finding the DOK in student work, changes in district assessments, transitioning to World Class Standards.
6	NCLB	Content professional development will be offered to one teacher per school at each grade level (K-8) [NCLB 3]	Herman	07/06/2006	06/07/2007	\$ GE Grant	IP	Twelve hours of PD in mathematics have been offered to every middle school teacher. Approximately 170 teachers have attended the PD. Content PD for other grade levels will be offered in 2007-08.
7	NCLB	District assessments will be entered and analyzed on the DAS/CAS and will be used to make decisions about scheduling interventions to reach goals (K-11) [NCLB 4]	Herman	07/06/2006	06/07/2007	\$ 0 No Funding	I	District assessments were created and distributed to schools at the end of each unit in all grade levels. Use of the assessments is a school/teacher choice.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
8	NCLB	Provide research-based mathematics strategies and resources for use with students with disabilities during Specially Designed Instruction to ECE teachers. (K-12) [NCLB 4]	Doyle	07/06/2006	06/07/2007	\$ 0 No Funding	I	Information was provided to ECE Department Chairs/Team Leaders in monthly meetings during the 2006-2007 school year. Additionally ECE teachers were trained in the use of SuccessMaker and ECE students are utilizing the program at the schools who are in the implementation project.
9	NCLB	Monitor the mathematics course recovery & module completion rate for middle school and high school ECE students. (6-12) [NCLB 4]	Doyle	07/06/2006	06/07/2007	\$ 0 No Funding	IP	The ECE Department will continue to monitor this process via the Transition Specialist and Liasons to ensure drop-out rates are not impacted.
10	NCLB	Provide disaggregated data to each school on the mathematics performance of each ECE student and a list identifying ECE students who will participate in mathematics accountability assessment in Spring of 2007. (K-12) [NCLB 4]	Doyle	07/06/2006	06/07/2007	\$ 0 No Funding	I	The ECE Department provided this information to schools via the ECE Consulting Teacher as a part of the Moving ECE Students to Proficiency project in January 2007. This information was also provided to ECE Department Chairs/Team Leaders and Instructional Coaches in February 2007.
11	NCLB	Continue to collaborate with the mathematics team to address the needs of ECE students in the GE Math & Science Initiative. (K-12) [NCLB 4]	Davis	07/06/2006	06/07/2007	\$ 0 No Funding	IP	ECE teachers & students will continue to be included in all phased of grant implementation as appropriate.
12	NCLB	Provide collaboration grant funds targeted at inclusion of ECE students in mathematics core content instruction for schools to reduce achievement gaps for students with disabilities. (K-12) [NCLB 4]	June	07/06/2006	06/07/2007	\$ 90000 IDEA	IP	The ECE Department will continue to provide collaboration funds to support inclusion of students in ECE in mathematics core content. At the end of the 2006-2007 school year, schools will provide a written evaluation of outcome results.
13	NCLB	Materials appropriate for differentiated instruction will be identified to be used in high school STP. (9-11) [NCLB 5]	Herman	07/06/2006	06/07/2007	\$ GE Grant	I	Materials lists have been generated for Algebra I, Geometry, and Algebra II. Materials have been purchased for 2006-07 PD. Materials are distributed at PD sessions. Fifteen PD sessions have occurred.
14	NCLB	Appropriate core content intervention programs will be identified for district use by publisher and (K-12) and teachers will be trained to use materials. [NCLB 6]	Herman	07/06/2006	06/07/2007	\$ GE Grant	I	The district will use Successmaker as an intervention program in schools (K-8). Thirty schools will received the program and training.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
15	NCLB	Teachers will receive assistance in interpreting and teaching core content from U of L graduate and undergraduate students (GEMS Project) (3-5) [NCLB 7]	Herman	07/06/2006	06/07/2007	\$ 700000 NSF Grant	I	Six graduate/undergraduate mathematics students have spent 10-15 hours a week working with eleven elementary teachers for the school year. Pre and post tests indicate an increase in teacher content knowledge.
16	NCLB	District personnel will present in Parent University. (6-8) [NCLB 8]	Niemi	07/06/2006	06/07/2007	\$ 0 No Funding	I	Approximately 60 parents attended Parent University in August, 2006 and 40 parents attended Parent University in March, 2007.
17	NCLB	Collaborate with the District Math team to address the needs of LEP students in the GE Math and Science initiative (K-12).	Calvert, Johnson	07/03/2006	06/29/2007	\$ 0 No Funding	NI	The materials from the GE Math Initiative are not in the schools yet.
18	NCLB	The district math team will create a version of the new world class math standards written in non-technical language for parents and the public that will be distributed in multiple ways.	Herman	07/03/2006	06/29/2007	\$ 0 No Funding	IP	The World Class Standards have been completed and validated by 3 external committees. The parent-friendly version will be completed as grade level programs are rolled out in 2007-09.

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Reading Component

Component: Reading**Component Manager:** Dee Hawkins**Date:** 06/04/2007**Name:** JCPS DISTRICT PLAN**Priority Need:**

In May 2005, the elementary school reading index was 83.4, as measured on the Kentucky Core Content Test.

Goal:

By Spring 2007, the KCCT Reading Index for elementary schools will increase to 90.8

Benchmark

Measure	Date	ProjectedData	ActualData
CAS - elementary schools	11/30/2006	90.8	79.5
CAS - elementary schools	02/02/2007	90.8	78.7

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	Both	The District will support elementary schools by providing ongoing professional development for the district reading core, supplemental, and intervention programs based on SBRR, aligned with the Kentucky Core Content; PD needs are identified using multiple data sources, emphasizing learning needs of identified NCLB subgroups. (E)	Peabody/Pinkerton	07/01/2006	06/30/2007	\$ 800,000 Title II	I	District-provided, ongoing professional development supporting the reading core and intervention programs was provided during summer and fall 2006 and winter/spring 2007. Professional development supporting intervention programs was provided to Literacy Leaders during fall 2006. School-based and district-based professional development has been provided to support data analysis and next steps for instruction.
2	Both	The District will support elementary schools in providing research-based interventions which assist struggling readers including subgroups not meeting AYP goals. (E)	Peabody	07/01/2006	06/30/2007	\$ 200,000 General Fund	I	The District provides research-based interventions to assist all struggling readers, including Reading Mastery, Earobics, Reading Recovery and Leap into Literacy. A District Protocol has been provided to ensure effective and appropriate implementation which will best meet student needs. A District committee will review the current Intervention System and adjust as needed.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
3	Both	The District will provide targeted professional development training for literacy leadership in elementary schools. (E)	Pinkerton	07/01/2006	06/30/2007	\$ 175,000 Title II	I	The District provided sixteen targeted professional development sessions to build leadership capacity and increase literacy knowledge for DLS school-based Literacy Leaders.
4	Both	The District will continue to provide professional development and monitoring for 9 state-funded Reading First schools. (E)	Peabody/Owen	07/01/2006	06/30/2007	\$ 2,000 Title II	I	In addition to district professional development opportunities, the District supports Reading First through summer institutes and monthly regional professional development sessions. A District Reading First Coach is provided for monitoring purposes and collaborates regularly with the Reading First State Coach assigned to JCPS.
6	Both	The Research & Planning Department will continue to do a program evaluation on the effectiveness of the elementary reading initiative, including monitoring achievement in all disaggregated NCLB subgroups. (E)	Dossett	07/01/2006	06/30/2007	\$ 0 No Funding	I	The Research Department continued to conduct an outcome and implementation evaluation of the JCPS Literacy Initiative. Focus groups occurred in Fall 2006 and District Walkthrough classroom observations were conducted in January-February 2007. Student reading achievement is regularly analyzed and provided to key stakeholders.
11	Both	The District will continue to support elementary schools in the utilization of the district-designed literacy assessment plan which monitors progress toward reading proficiency. (E)	Spencer/Thompson	07/01/2006	06/30/2007	\$ 600,000 General Fund	I	The Testing Unit provided a DLS assessment plan. Student data was entered in the CASCADE system. The District provided data analysis training and tools for Instructional Coaches who then provided training and analysis at the school level. Data analysis occurred at all elementary schools to monitor student progress, revise instruction and grouping, and to place students in interventions in order to meet instructional needs.

Priority Need:

In May 2005, the % of all applicable NCLB subgroups who reached their NCLB Reading proficiency target was 63% for elementary schools as measured in the Kentucky Core Content Test.

Goal:

By May 2007, the % of all applicable NCLB subgroups reaching their NCLB Reading proficiency target of 54% for elementary schools will be 100% as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	ProjectedData	ActualData
The % of elem subgroups meeting proficiency targets on PAS	11/30/2006	100	38
The % of elem subgroups meeting proficiency targets on PAS	02/02/2007	100	25

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
8	Both	Continue to support ECE students and ECE teachers in the 9 Reading First schools with consultation, professional development and resources.	Doyel/Carrico	07/01/2006	06/30/2007	\$ 75000 IDEA and JCPS Coop	I	The ECE Department continues provided support to the Reading First schools via the ECE Literacy Resource Teacher who provides PD, consulting services and weekly collaboration with the District Reading First Coach. Additionally, the ECE Literacy Resource Teacher participates in all District Reading First Committee meetings. All ECE teachers in the 9 Reading First schools are included in school and district-based professional development sessions as required by the grant. The ECE Literacy Resource Teacher meets with the ECE teachers to provide consultation and support in the 9 Reading First schools.
9	Both	Continue to collaborate with the Elementary District Reading Specialist to support the implementation of Core, Supplemental, and Intervention programs for ECE students in P1-5.	Doyel/Carrico	07/01/2006	06/30/2006	\$ 0 No Funding	IP	The ECE department collaborated with the Elementary Reading Specialist and DLS Support Team during District Reading Committee meetings and DLS Literacy Leader PD.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
10	Both	Provide research-based Reading strategies and resources for use with students with disabilities during Specially Designed Instruction to ECE teachers.	Doyel/Carrico/Wilson	07/01/2006	06/30/2006	\$ 0 No Funding	IP	Information was provided to ECE Department Chairs/Team Leaders in monthly meetings during the 2006-07 school year. The ECE Department provides support in Reading Mastery and other intervention programs in which students with disabilities are included. An ECE specialist provided PD on the Intervention Protocol to all DLS school-based Literacy Leaders in Fall 2006.
11	Both	Provide Training in partnership with KDE to ECE teachers in grades 4-8 on the principles and practices of using Scientifically Based Reading Research.	Wilson/Carrico	07/01/2006	06/30/2006	\$ 0 No Funding	I	This training was provided during the summer of 2006.
12	Both	Provide collaborative grant funds targeted at inclusion of ECE students in Reading core content instruction for schools to reduce achievement gaps for students with disabilities.	June	07/01/2006	06/30/2006	\$ 90,000 IDEA Part B \$ Cooperative Budget	IP	Schools' Collaboration grants incorporated their plan for Moving Students in ECE to Proficiency. This alignment created a strategic focus on decreasing the gap through the support of collaboration strategies. At the end of the 2006-07 school year, schools will provide a written evaluation of outcome results in the area of reading.
13	Both	Provide disaggregated data to each school on the Reading performance of each ECE student and a list identifying ECE students who will participate in Reading accountability assessments in Spring of 2007.	Doyel/ECE Consulting Teachers	07/01/2006	06/30/2006	\$ 0 No Funding	I	The ECE Department provided this information to schools via the ECE Consulting Teacher as part of the Moving ECE Students to Proficiency project in January 2007. This information was also provided to ECE Department Chairs/ Team Leaders and Instructional Coaches in February 2007.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
14	NCLB	Continue to collaborate with the Elementary District Reading Specialist to support the implementation of Core supplemental and intervention programs for LEP students.	Calvert, Kinny	07/03/2006	06/29/2007	\$ 0 No Funding	I	Collaboration has occurred through professional development provided for Instructional Coaches, ESL Coaches and teachers. The Reading Specialist participated with ESL Instructional Coaches and the ESL Specialist for WIDA training and work. The District Literacy Support Team observed and debriefed with ESL teachers, ESL Instructional Coaches, and the ESL Specialist after observing demonstration shared and guided reading lessons for Rigby "On Our Way to English" presented by a Rigby ESL National Consultant.

Priority Need:

In May 2005, the middle school reading index was 80.3, as measured on the Kentucky Core Content Test.

Goal:

By Spring 2007, the KCCT Reading Index for middle schools will increase to 89.1

Benchmark

Measure	Date	ProjectedData	ActualData
CAS - middle schools	11/30/2006	89.1	84.94
CAS - middle schools	02/02/2007	89.1	94.2

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	Both	B1. The District will continue to support 24 middle schools toward implementation of a district-designed literacy assessment schedule that includes the technology assessment, Predictive Assessment Series (PAS Test), Grade Period Assessments (CAS), and other CATS-like assessments to monitor progress toward reading proficiency.	Phelps	07/01/2006	06/30/2007	\$ 300000 General Fund	I	All middle schools conducted an analysis of student data to monitor student progress and for continued lesson design and lesson revision.
2	Both	B2. The District will continue to support 24 middle schools to monitor student reading progress through use of a district data management system (CAS System).	Phelps	07/01/2006	06/30/2007	\$ 0 No Funding	I	student data entered into Cascade by all 24 middle schools
3	Both	B3. The District will continue to support 24 middle schools in implementation of district-provided reading curriculum based on scientifically-based reading research that is aligned with the Kentucky Core Content/Depths of Knowledge (DOK).	Phelps	07/01/2006	06/30/2007	\$ 0 No Funding	I	Students are placed in developmentally appropriate reading classrooms based on PAS, SRI and KCCT data. School based and district based PD has / is being offered to ensure alignment to CCA 4.1
4	Both	B4. The District will support 24 middle schools in implementation of district-provided interventions to support struggling readers identified by PAS/CAS assessments.	Phelps	07/01/2006	06/30/2007	\$ 0 No Funding	I	student data is analyzed by district and schools for instructional trends and individual student needs for intervention. Extended literacy time, daytime and after school ESS and course recovery modules are provided

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
5	Both	B5. The District will recommend scientifically based reading research materials for before, during, after school instruction. Materials will also be identified for Saturday School programs, extended time programs, and two district-funded summer tutoring centers which will enhance the development of middle school student's literacy skills.	Phelps	07/01/2006	06/30/2007	\$ 0 No Funding	IP	Study Island software, a computer assisted program, which is correlated to Core Content for Reading 4.1, has been identified for and implemented in several middle schools sites for both during and after school ESS programs. Individual student data is tracked for student movement towards proficiency and the reduction of novices
6	Both	B6. The District will provide stipend and targeted professional development sessions for Literacy Leaders in each of the 24 middle schools.	Phelps	07/01/2006	06/30/2007	\$ 48000 Title II	I	Literacy lead meetings have been held in Sept and Nov and also in the spring semester.
7	Both	B7. The District will provide results-based, ongoing professional development in middle school reading assessment/core content instruction, intervention programs, and strategies to support reading development.	Phelps	07/01/2006	06/30/2007	\$ 20000 Title II	I	school-based and district based PD has been provided to study data and plan for next steps for instruction. Pd has been provided for all tier I programs. Continual focus on trend data from both PAS and CCA's has been the core of PD sessions. identified areas of student skill weaknesses are discussed and reteaching strategies are provided.
8	Both	B8. The District will support and facilitate model training sites of reading instruction for classroom teacher and principal observations of best practices in all four Tier I programs (Advanced Reader, Read XL, Read 180, Corrective Reading).	Phelps	07/01/2006	06/30/2007	\$ 0 No Funding	I	Model 180 classrooms have been identified. Other teachers will be identified by middle school coaches
9	Both	B9. The Research and Planning Department will do a program evaluation on the effectiveness of the middle school reading initiative, including monitoring achievement in all NCLB disaggregated subgroups.	Phelps	07/01/2006	06/30/2007	\$ 0 No Funding	IP	The Research Department is continuing to conduct an outcome and implementation evaluation of the JCPS Literacy Initiative. Focus groups have been conducted in Fall 2006 and classroom observations were conducted in Jan-Feb 2007. Student reading achievement is regularly analyzed and provided to key stakeholders.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
10	Both	B10. Provide resources and support to schools via the Moving ECE Students to Proficiency Project to monitor progress of students with IEP's preparing to participate in KCCT Spring of 2007.	Doyel	07/01/2006	06/30/2007	\$ 20000 General Fund		The ECE Department provided disaggregated data to schools via the ECE Consulting Teacher as a part of the Moving ECE Students to Proficiency project in January 2007. This information was also provided to ECE Department Chairs/Team Leaders and Instructional Coaches in February 2007.
11	Both	B11. Provide support of Consulting and Resource teachers to local schools in moving students to proficiency and decreasing the achievement gap by emphasizing instruction in core content 4.1 and consistent use of strategies, accommodations, and modifications.	Phelps	07/01/2006	06/30/2007	\$ 0 No Funding	I	Targeted schools were provided with embedded PD from consulting teachers/resource teachers for continual training in Tier I Program of Corrective Reading. Gaps within CR program and CC4.1 were supplemented by materials provided by ECE dept.

Priority Need:

In May 2005, the % of all applicable NCLB subgroups who reached their NCLB Reading proficiency target was 50% for middle schools as measured in the Kentucky Core Content Test.

Goal:

By May 2007, the % of all applicable NCLB subgroups reaching their NCLB Reading proficiency target of 52% for middle schools will be 100% as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	ProjectedData	ActualData
The % of middle subgroups meeting proficiency targets on PAS	11/30/2006	100	38
The % of middle subgroups meeting proficiency targets on PAS	02/02/2007	100	88

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
14	NCLB	Provide research-based Reading strategies and resources for use with students with disabilities during specially Designed Instruction to ECE teachers. (K-12) ECE students will increase scores on KCCT and CTBS tests in Reading.	Doyel	07/01/2006	06/30/2007	\$ 0 No additional funding	IP	Information was provided to ECE Department Chairs/Team Leaders in monthly meetings during the 2006-2007 school year. The ECE Department provides support in Reading Mastery, Corrective Reading, Ramp Up and other intervention programs in which students with disabilities are included.
15	NCLB	Continue to collaborate with Middle School District Reading Specialist to support the implementation of Tier I, Tier II, and Tier III Reading programs to meet the needs of ECE students in grades 6-8. (6-8) ECE students will increase scores on KCCT and CTBS tests in Reading.	Wilson	07/01/2006	06/30/2007	\$ 0 No Additional funding	IP	The ECE Department continues to provide support to Middle Schools via the ECE Specialist and 100 day retired person consulting services in the Literacy programs. Additionally, monthly meetings are held with District Literacy people to discuss data and improve implementation.
16	NCLB	Provide training in partnership with KDE to ECE teachers in grades 4-8 on the principals and practices of using Scientifically Based Reading Research. (4-8) ECE students will increase reading achievement on PAS, KCCT, CTBS, and DIBELS.	Wilson	07/01/2006	06/30/2007	\$ 0 No Funding	IP	The ECE Department continues to provide support via KDE and the ECE Literacy Resource Teacher with PD offerings in scientifically based reading research strategy instruction to teachers across all content areas.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
17	NCLB	Provide collaboration grant funds targeted at inclusion of ECE students in Reading core content instruction for schools to reduce achievement gaps for students with disabilities. (K-12) Increased Reading achievement for ECE students on KCCT, CTBS, PAS and District Assessments.	June	07/01/2006	06/30/2007	\$ 90000 IDEA, Part B and Cooperative Budget	IP	Schools' collaboration grants incorporated their plan for moving students in ECE to proficiency. This alignment created a strategic focus on decreasing the gap through the support of collaboration strategies. At the end of the 2006-07 school year, schools will provide a written evaluation of outcome results in the area of reading.
18	NCLB	Provide disaggregated data to each school on the Reading performance of each ECE student and a list identifying ECE students who will participate in Reading accountability assessments in Spring of 2007. (K-12) Schools will have a tool to utilize for data analysis and a specific list of identified students to target for assessment and intervention if needed.	Doyel	07/01/2006	06/30/2007	\$ 0 No Funding	I	The ECE Department provided this information to schools via the ECE Consulting Teacher as part of the Moving ECE Students to Proficiency project in January 2007. This information was also provided to ECE Department Chairs/Team Leaders and Instructional Coaches in February 2007.
19	NCLB	Monitor the Reading course recovery & module completion rate for middle school and high school ECE students. (6-12) ECE students will successfully complete promotion/graduation requirements for Reading at the middle and high levels.	Doyel	07/01/2006	06/30/2007	\$ 0 No Funding	IP	The ECE Department will continue to monitor this process via the Transition Specialist and Liaisons to ensure drop-out rates are not impacted.
20	NCLB	Beginning LEP students will be part of a newcomer center located at Shawnee High School. Students will receive reading instruction using High Point materials supplemented by additional resources and their teachers will receive high quality, research-based reading PD.	Kinny, Beldon	07/03/2006	06/29/2007	\$ 0 No Funding	I	Newcomer center is open at Shawnee and utilizing High Point.
21	NCLB	Continue to collaborate with the Middle District Reading Specialist to support the implementation of Core supplemental and intervention programs for LEP students.	Kinny, Snow	07/03/2006	06/29/2007	\$ 0 No Funding	IP	Collaboration has occurred through professional development provided for Instructional Coaches, ESL Coaches and teachers.

Priority Need:

In May 2005, the high school reading index was 76.3 as measured on the Kentucky Core Content Test.

Goal:

By Spring 2007, the KCCT Reading Index for high schools will increase to 86.8.

Benchmark

Measure	Date	ProjectedData	ActualData
CAS - high schools	11/30/2006	86.8	61.5
CAS - high schools	02/02/2007	86.8	74.2

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	None	The District will support 21 high school toward implementation of a district-designed literacy assessment schedule that includes CATS-like assessments to monitor progress toward reading proficiency.	Spencer	07/01/2006	06/01/2007	\$ 0 No Funding	I	When teachers assessed student progress, they were asked to identify problem areas in Quality Teams. Each team then answered the question "Why?" was that a problem for students. Quality teams then developed next steps.
2	None	The district will continue to support 21 high schools to monitor student reading progress through use of a district data management system.	Munoz	07/01/2006	06/30/2007	\$ 0 No Funding	I	Munoz data pinpointed three areas needing additional professional development: RATATA, teacher uses independent reading for assessment opportunities, and use of instructional artifacts. Both district professional development and individual coaching visits will concentrate on improving these practices.
3	None	The District will continue to support 21 high schools in implementation of a district-provided reading intervention curriculum (Ramp Up to Advanced and Academic Literacy) based on scientifically-based reading research that is aligned with the Kentucky Core Content.	Aberli	07/01/2006	06/30/2007	\$ 0 No Funding	I	Ramp Up teachers have received training, refresher, and in-classroom coaching. Data comparing Ramp Up students to comprehensive students is being compiled by Marco Munoz.
4	None	The District will organize and facilitate a scientifically-based reading research professional development strand that applies Ramp Up's rituals and routines to Social Studies core content in grades 9 and 10. The district literacy team will support teacher implementation.	Hawkins	07/01/2006	06/30/2007	\$ 91394 General Fund	I	Social studies teachers received one day of inservice and one follow-up meeting. During the follow-up meeting, the twenty-five teachers present reported using reading strategies, Cornell notes, independent reading, and RATATA in their social studies classes.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
5	None	The District will pay a .5 salary and provide targeted professional development for a Literacy Leader in each of 7 high schools.	Hawkins	07/01/2006	06/30/2007	\$ 124000 Title II	I	Lit leads have had four meetings defining their role, discussing literacy plans, sharing their strategies, and being introduced to PAS follow-up lessons. Each lit lead developed a CATS plan for their school or classroom.
6	None	The District will continue to provide results-based, ongoing professional development in high school reading assessment, curriculum programs, intervention programs, and strategies to support reading development.	Hawkins	07/01/2006	06/30/2007	\$ 219124 Title II	I	Teachers received professional development this summer in both 9th and 10th grade reading. IC's developed curriculum aligned with Kentucky's new core contents and introduced these new units. During Flexible In-Service Days, teachers had an opportunity to learn new RATATA and Rules of Notice Strategies from Jeffrey Wilhelm's work. 9th grade teachers attended 4 follow-up sessions to introduce the new units; 10th grade teachers, 3.
7	None	The Research & Planning Department will continue to do a program evaluation on the effectiveness of the high school reading initiatives, including monitoring achievement in all disaggregated subgroups.	Munoz	07/01/2006	06/30/2007	\$ 0 No Funding	I	Marco Munoz compiles data to indicate effectiveness of support and track all groups. We have targeted RATATA, independent reading, and closure as needing further focus in Ramp Up training.

Priority Need:

In May 2005, the % of all applicable NCLB subgroups who reached their NCLB Reading proficiency target was 37% for high schools as measured in the Kentucky Core Content Test.

Goal:

By May 2007, the % of all applicable NCLB subgroups reaching their NCLB Reading proficiency target of 29% for high schools will be 100% as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	ProjectedData	ActualData
The % of high subgroups meeting proficiency targets on PAS	11/30/2006	100	50
The % of high subgroups meeting proficiency targets on PAS	02/02/2007	100	38

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	NCLB	Collaborate with high school reading specialist to support the implementation of research-based reading programs for students with disabilities in the high schools. ECE English teachers will be invited to attend high school reading professional development and participate in Ramp Up training.	Wilson	07/01/2006	06/30/2007	\$ 0 No Funding	IP	The ECE Department continues to provide support to high schools through PD assistance and consulting services. Monthly meetings with the high school team are held to discuss data and ways to improve implementation. Additionally, PD offerings for Ramp Up training are shared with the ECE Department Chairs on a monthly basis.
2	NCLB	9th and 10th grade high school English teachers will implement a curriculum written by JCPS instructional coaches and incorporating a wide variety of research based methods representing an economic, cultural, and racial diversity.	Hawkins	07/01/2006	06/30/2007	\$ 66050 General Fund	IP	While the gap for high school reading between white and African-American continues to remain, it has been reduced due to the implementation of a diverse curriculum. According to PAS, we are within 2.55% of our goal of 29.35% proficiency. LEP and ECE remain areas of concern. Specialists and resource teachers started visiting classrooms to encourage further implementation--especially in ESL & ECE classrooms.
3	NCLB	ESL teachers whose students might benefit from Ramp Up will be invited to implement Ramp Up and work collaboratively with the English department at their school by attending high quality, research-based professional development in literacy.	Johnson	07/01/2006	06/30/2007	\$ 0 No Funding	I	A core group of ESL teachers has met to analyze where Ramp Up has been most effective with their students: ESL students in English II.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
4	NCLB	Beginning LEP students will be part of a newcomer center located at Shawnee High School. Students will receive reading instruction using High Point materials supplemented by additional resources and their teachers will receive high quality, research-based reading PD.	Calvert	07/01/2006	06/30/2007	\$ 0 No Funding	I	Newcomer center is open at Shawnee and utilizing High Point.
5	NCLB	High school instructional coaches will receive professional development to enable them to teach English teachers how to conference with parents about their child's reading progress.	Hawkins	07/01/2006	06/30/2007	\$ 0 No Funding	I	Instructional coaches and lit leads both have received professional development to address how to use the PAS for analysis of student work and to target instruction appropriately. They also have received a review of how to discuss PAS with teachers and parents.
7	NCLB	Monitor and support the implementation of Corrective Reading for ECE students in high school (9-12).	Wilson	07/01/2006	06/30/2007	\$ 1680 General Fund	IP	The ECE Department conducted a walk thru in each of the High School Corrective Reading classes and provided feedback on those results. Additional support was given to reflect the needs of that walk thru. Additionally, Corrective Reading teachers are collecting data on student oral reading fluency rates to monitor the success of the program and the students using the program.
8	NCLB	Provide training in partnership with KDE to high school content teachers and ECE teachers in Marzano's strategies to help students with disabilities and struggling students access content effectively.	Wilson	07/01/2006	06/30/2007	\$ 0 No Funding	IP	The ECE Department continues to provide support via KDE and the ECE Literacy Resource teacher with PD offerings in scientifically based reading strategies with an emphasis on tools to overcome barriers students have in learning the secondary class content.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
9	NCLB	Provide collaboration grant funds targeted at inclusion of ECE students in reading core content instruction for schools to reduce achievement gaps for students with disabilities (K-12).	June	07/01/2006	06/30/2007	\$ 0 No Funding	IP	The ECE Department will continue to provide collaboration funds to support inclusion of students in ECE in Reading Core Content. Schools' collaboration grants incorporated their plan for Moving Students in ECE to Proficiency. This alignment created a strategic focus on decreasing the gap through the support of collaboration strategies. At the end of the 2006-07 school year, schools will provide a written evaluation of outcome results.
10	NCLB	Provide disaggregated data to each school on the reading performance of each ECE student and a list identifying ECE students who will participate in reading accountability assessments in spring of 2007 (K-12).	Doyel	07/01/2006	06/30/2007	\$ 0 No Funding	I	The ECE Department provided this information to schools via the ECE Consulting Teacher as part of the Moving ECE Students to Proficiency project in January 2007. This information was also provided to ECE Department Chairs/Team Leaders and Instructional Coaches in February 2007.
11	NCLB	Monitor the reading course recovery & module completion rate for middle school and high school ECE students (6-12).	Doyel	07/01/2006	06/30/2007	\$ 0 No Funding	IP	The ECE Department will continue to monitor this process via the Transition Specialist and Liaisons to ensure drop-out rates are not impacted.

Jefferson County Public Schools
2006-2007 Comprehensive District Improvement Plan

Implementation and Impact Report

Science Component

Component: Science**Component Manager:** Lee Ann Nickerson**Date:** 06/04/2007**Name:** JCPS DISTRICT PLAN**Priority Need:**

According to the 2005 KCCT Science assessment, the science index at each assessed level is: Grade 4- 82.4 Grade 7- 64.9 Grade 11- 68.2
 According to the 2005 KCCT Science assessment, the percentage of students scoring proficient or distinguished is: Grade 4- 47.2 Grade 7- 31.4 Grade 11- 37.3

Goal:

By 2007 the KCCT Science indices will increase to maintain a straight-line progression to proficiency by 2014 as follows: Grade 4- 90.22 Grade 7- 80.50 Grade 11- 82.33
 By 2007 the KCCT Science percentage of students scoring proficient or distinguished will increase to: Grade 4- 65.0 Grade 7- 62.2 Grade 11- 65.0

Benchmark

Measure	Date	ProjectedData	ActualData
K-4 Science CASCADE Avg. MC % Correct	11/17/2006	75	71.6
K-4 Science CASCADE Avg. MC % Correct	02/28/2007	75	74.6
5-8 Science CASCADE Avg. MC % Correct	11/17/2006	75	62.4
5-8 Science CASCADE Avg. MC % Correct	02/28/2007	75	58.4
K-4 Science CASCADE Avg. ORQ score	11/17/2006	3	1.7
K-4 Science CASCADE Avg. ORQ score	02/28/2007	3	2.3
5-8 Science CASCADE Avg. ORQ score	11/17/2006	3	1.9
5-8 Science CASCADE Avg. ORQ score	02/28/2007	3	1.7
Int. Science IB CASCADE Avg. ORQ score	11/10/2006	3	1.7
Int. Science IB CASCADE Avg. ORQ score	02/23/2007	3	1.7

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
2	None	Professional Learning Community PD sessions will be provided on Gold Days for all K-8 Science Module teachers. These sessions will focus on Science Module orientation, rituals and routines of inquiry science, World Class Standards alignment, and problem solving of implementation barriers.	Nickerson	09/22/2006	02/23/2007	\$ 12000 Title II or GE Grant	I	Although the logistics for the October and November Gold Day PDs have been problematic, the overall feedback from teachers has been positive. Each Gold Day about 1800 teachers have received PD (13 school sites, 60 sessions). The "just-in-time" PD over each new module, as reported from teachers, is helping them feel confident and prepared to use new instructional materials in their classroom. The overall evaluation feedback from teachers on Gold Day PD was very positive.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
4	None	Professional development will be provided for K-8 Science Module Teacher Leaders. These sessions will include module implementation, module inventory process, standards alignment, critter care, and district assessment data analysis.	Nickerson	08/04/2006	05/25/2007	\$ 224000 Title II or GE Grant	I	All five scheduled Teacher Leader sessions have taken place. These sessions focused on implementation and assessment information at the school level. These sessions allowed for two way communication between teachers and district about implementation successes and concerns. Feedback from these sessions informs and impacts planning for future PD, assessments, pacing, etc. The Teacher Leader roles and responsibilities for 2007-08 will be altered somewhat to incorporate expectations of participation in content PD and then presentation of school-based PD throughout the school year.
5	None	High school Science Professional Learning Community professional development sessions will be offered to teachers of Int. Science IA and IB, Biology, Chemistry, and Physics. These sessions will focus on orientation to newly developed Int. IA and IB curricular materials, World Class Standards alignment, common labs and lab safety for each area, and analysis of student work.	Nickerson	08/18/2006	05/11/2007	\$ 28240 Title II or GE Grant	I	All content Alliances and Integrated Science PD sessions have been offered to high school teachers for this school year. Sessions have helped teachers refocus their instruction to align with the changes/additions to 4.1 core content. Additional Integrated Science sessions were added throughout the year that focus on content. These are a direct result of teacher request because when teaching an integrated science course, teachers often must teach beyond the realm of their content expertise.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
6	None	Professional development will be provided to K-8 principals on Science Module orientation and school implementation. PD for high school principals will be provided on Integrated Science IA and IB curricular materials orientation and school implementation.	Nickerson	08/04/2006	04/13/2007	\$ 0 No Funding	IP	Both an elementary and a middle school Principal's Science Module Implementation Manual were developed. During the PD session, principal's received the binder and were walked through the major areas. The binder is designed to help a principal provide the leadership necessary for successful implementation of the curriculum. No PD has been provided for high school principals; however, I communicate with Joe Burks regularly who then shares pertinent Integrated Science information to principals through his weekly checklists.
7	None	Train the Trainer professional development will be provided to a K-8 district cadre of teachers who will lead summer Science Module PD and Professional Learning school year PD sessions. This training will include strategies to facilitate professional learning communities, lesson study and analysis of student work.	Nickerson	05/29/2007	06/30/2006	\$ 60848 Title II or GE Grant	IP	Maintaining a viable district cadre large enough to serve our elementary PD needs is proving to be difficult. Cadre members have cancelled as Gold Day presenters at the last minute both sessions; an additional 44 elementary teachers were invited to shadow a presenter on the 11/7 Gold Day and only 3 responded-only 1 of them became a shadower. The core of the cadre are reliable and dedicated and are providing very good PD at our elementary Gold Day sessions. 5-8 cadre members are still in training throughout this school year. For the 2007-08 school year the district science department will continue to train and collaborate with the solid cadre core to develop and provide district PD. As rising teachers are identified, the cadre will expand to include them.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
8	None	Professional development will be provided for K-8 Science Module teachers. These sessions will focus on deepening teachers' science content knowledge connected to Science Modules and World Class Standards.	Nickerson	06/04/2007	07/31/2007	\$ 147000 Title II or GE Grant	NI	This phase of PD will begin in summer of 2007. From teacher feedback thus far this year, the summer PD will include K-8 science notebooking strategies, joint math and science PD for 7th grade teachers, critter care PD for 6th and 8th grade teachers, and microscope care and use for 5th and 8th grade teachers.
9	None	Professional development will be provided to K-8 Science Module teachers who are new to teaching these curricular materials or who were unable to attend summer 2006. These sessions will focus on orientation to Science Modules, World Class Standards alignment, and rituals/routines of inquiry science.	Nickerson	06/04/2007	06/30/2007	\$ 66780 Title II or GE Grant	NI	These sessions will be offered in late July to accommodate all new hire science teachers.
10	None	Professional development will be provided to high school Integrated Science and Biology teachers. These sessions will focus on orientation to course lesson binders, Marzano instructional strategies and rituals/routines, and common labs and lab safety.	Nickerson	06/04/2007	06/29/2007	\$ 43720 Title II or GE Grant	NI	These sessions will be offered in late July-early August to accommodate new hire science teachers. These sessions will continue throughout the 2007-08 school year as the new curriculum materials are completed.
11	NCLB	Collaborate with the District Science team to address the needs of LEP students in the GE Math and Science initiative (K-12).	Calvert, Johnson	07/03/2006	06/29/2007	\$ 0 No Funding	I	Translation of the Science Module student readers and recording sheets not available in Spanish has begun. These translated materials are on CD and have been made available to schools. The final 5th grade materials were translated, placed on CD and made available to schools.
12	None	Provide disaggregated data to each school on the Science performance of each ECE student and a list identifying ECE students who will participate in Science accountability assessment in Spring of 2007. (K-12)	Doyle	07/06/2006	06/07/2007	\$ 0 No Funding	I	The ECE Department provided this information to schools via the ECE Consulting Teacher as part of the Moving ECE Students to Proficiency project in January 2007. This information was also provided to ECE Department Chairs/ Team Leaders and Instructional Coaches in February 2007.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
13	None	Provide recommendations regarding accommodations/ modifications that can be made to the Science Modules and High School Science courses for ECE students. (K-12)	Doyle	07/06/2006	06/07/2007	\$ 0 No Funding	IP	The ECE Department met with the Science Team and others to review accommodations which were needed to the Science Modules. These modifications included braille, large print, extended time, audio versions, close captioned videos and adapted equipment. Additionally, the ECE Department provided training to all ECE Consulting Teachers in the Science Modules to ensure District level support to schools during implementation.
14	None	Continue to collaborate with the science team to address the needs of ECE students in the GE Math & Science initiative. (K-12)	Doyle	06/06/2006	06/07/2007	\$ 0 No Funding	IP	ECE teaches and students will continue to be included in all phases of grant implementation as appropriate.
15	None	Provide collaboration grant funds targeted at inclusion of ECE students in Science core content instruction for schools to reduce achievement gaps for students with disabilities. (K-12)	June	07/06/2006	06/07/2007	\$ \$90,000 IDEA	IP	The ECE Department will continue to provide collaboration funds to support inclusion of students in ECE in science core content. At the end of the 2006-07 school year, schools will provide a written evaluation of outcome results.

Jefferson County Public Schools
2006-2007 Comprehensive District Improvement Plan

Implementation and Impact Report

Writing Component

Component: Writing**Component Manager:** dottie willis**Date:** 12/19/2006**Name:** JCPS DISTRICT PLAN**Priority Need:**

Increase writing index, as measured in May, 2005, on the Kentucky Core Content Test: Elementary writing index was 73; Middle school writing index was 47.4; High School writing index was 70.1.

Goal:

The writing index, as measured on the Spring, 2007, Kentucky Core Content Test for Spring will increase at all three academic levels: Elementary school index will increase 5 points to 78; Middle school index will increase 9 points to 56; High School index will increase 6 points to 76.1.

(Note: Writing Pending Approval: Due to KDE issues with publishing cut scores and portfolio development, it is necessary for the JCPS Writing Plan to be adjusted as of October 30, 2006. Revisions of the CDIP for NCLB, SB168, CATS Assist Level 3 and the Writing component will taken to the board when all fall 2006 revisions are complete).

Benchmark

Measure	Date	ProjectedData	ActualData
School Use of Analytical Scoring Guide Points to Proficiency-Elementary	11/30/2006	100	NA
School Use of Analytical Scoring Guide: Points to Proficiency-Elementary	02/07/2007	100	98.5%
School Use of Analytical Scoring Guide: Points to Proficiency- Middle	11/17/2006	100	96%
School Use of Analytical Scoring Guide: Points to Proficiency- Middle	02/07/2007	100	97.3%
School Use of Analytical Scoring Guide: Points to Proficiency- High School	11/17/2006	100	100%
School Use of Analytical Scoring Guide: Points to Proficiency- High School	02/07/2007	100	NA

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
2	None	Develop school-based writing leadership through quarterly standards-based professional development workshops for Elementary, Middle, and High School Writing Cluster Leaders	Willis, Bradley	07/01/2006	07/01/2007	\$ 270000 General Fund	I	Elementary, Middle, and High School Writing Cluster Leaders have participated in a total of 12-15 hours of standards-based training and received 17 new genre specific writing units to share with teachers in their schools.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
3	None	Lead train-the-trainer professional development sessions to introduce Elementary, Middle, and High School writing teachers to new writing anchor papers and new analytical scoring process instituted by the Kentucky Writing Program	Willis, Bradley	07/01/2006	07/01/2007	\$ 5000 PD \$ 65000 CTB	I	100% of the JCPS Writing Cluster Leaders have now been introduced to the new analytical scoring process. They have practiced scoring student writing with new anchor papers at district training so that they can lead school-based analysis sessions.
6	None	Publish four new writing units (personal, analytical, literary, and reflective) for use with Novice Grade 12 Writers	Willis	07/01/2006	07/01/2007	\$ 2500 PD	I	High School Cluster Leaders have received 4 new units (Review of Transactive Forms of Writing, Personal Essay, Monologue, and Technical Writing in Science Class) designed to scaffold writing instruction for beginning writers.
7	None	Analyze and report on random sampling of student writing folders from P1-P4 and Grade 5	Bradley	05/01/2006	05/01/2007	\$ 25000 General Fund	I	Schools have used information from analysis of student writing folders to plan school-based writing professional development.
8	None	Analyze and report on random sampling of student writing folders from Grade 6 and 8 and from Grades 9 and 10	Willis	05/01/2006	07/01/2007	\$ 60000 General Fund	I	2006 Descriptive Review was completed and presented to Writing Cluster Leaders. Results of the analysis have been used to adjust school professional development plans in order to meet identified needs. Results have also influenced the development of new units of instruction.
9	None	Lead district-wide workshops for all Grade 7 language arts teachers on Gold Days to model use of genre-based writing units and to analyze samples of student work produced from these instructional units	Willis, Bradley	07/01/2006	07/01/2007	\$ 4000 PD	I	During the first two Gold Day workshops, teachers gained a clearer understanding of proficient standards by analyzing samples of student work from schools across the entire district produced from common units of instruction (Memoir and Critical Reviews).

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
11	None	Provide support in writing for ECE students in Portfolio and On-Demand Writing by providing ECE teachers with resources and PD opportunities in collaboration with the District Writing Specialist	Willis, Wilson, Bradley	07/01/2006	07/01/2007	\$ 0 No Funding	IP	ECE consulting teachers have attended district-based trainings offered for Cluster Leaders and participated in sessions to introduce them to new scoring process, categories, and writing regulations so that they can mentor ECE language arts teachers. The ECE Department provided this information to schools via the ECE Consulting Teacher as part of the Moving ECE Students to Proficiency project in January 2007. This information was also provided to ECE Department Chairs/ Team Leaders and Instructional Coaches in February 2007.
13	None	Provide disaggregated data to each school on the Writing Portfolio and On-Demand performance of each ECE student and a list identifying ECE students who will participate in Writing accountability assessments in Spring, 2007 (K-12).	Doyel	07/01/2006	07/01/2007	\$ 0 No Funding	IP	The ECE Department provided this information to schools via the ECE Consulting Teacher as part of the Moving ECE Students to Proficiency project in January 2007. This information was also provided to ECE Department Chairs/ Team Leaders and Instructional Coaches in February 2007.
14		Monitor the writing portfolio/folder requirements and module completion rate for middle school and high school ECE students (6-12).	Doyel, Terry	07/01/2006	07/01/2007	\$ 0 No Funding	IP	The ECE Department collaborated with the Middle School Office to revise the recommendations and monitors data to ensure students meet writing promotion requirements. The ECE Department works with all the High Schools to ensure that there is a writing plan in place which meets graduation requirements for ECE students. The ECE Department will continue to monitor this process via the Transition Specialist and Liaisons to ensure drop-out rates are not impacted.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
15	None	Continue to collaborate with the District Writing Specialist to provide support for ECE teachers and ECE students in the area of writing instruction. (K-12)	Wilson	07/01/2006	07/01/2007	\$ 0 No Funding	IP	Selected ECE Consulting Teachers were trained by the District Writing Specialist using the new Kentucky Writing Handbook, including the new scoring rubric and writing portfolio procedures. Information was provided to ECE Department Chairs/ Team Leaders in monthly meetings during the 2006-07 school year.
16	None	Continue to collaborate with the District Writing Specialist to provide support for ESL teachers and ESL students in the area of writing instruction (P1-12).	Kinny, Beldon	07/03/2006	06/29/2007	\$ 0 No Funding	IP	ESL resource teachers and ESL classroom teachers participate in all professional development offered by Writing Specialist. They are engaged in analysis of work using the Writing Continua, Anchor Papers, and Marker Papers to improve the quality of student performance.
17		Compile the number of students whose writing work is analyzed at the school level and provide feedback to each school concerning their writing analysis program.	Willis	11/15/2006	05/31/2007	\$ 0 No Funding	I	Teachers benchmarked their student work and collaboratively determined next steps. Based upon needs identified, Writing Resource Teacher, Instructional Coaches, and Writing Specialist developed mini-lessons and additional school-based and district training.

Priority Need:

Decrease the percentage of students with disabilities scoring at the Novice Level in on-demand writing, as measured by the May, 2005, Kentucky Core Content Test: 49% of elementary students with disabilities scored Novice; 70% of middle school students with disabilities scored Novice; 37% of high school students with disabilities scored Novice.

Goal:

The percentage of students scoring Novice in On-Demand Writing by Spring, 2007, will be reduced at all three academic levels as follows:
 Elementary students scoring novice in On-Demand writing will decrease 9% to a total of 40%;
 Middle School students scoring novice in On-Demand writing will decrease 10% to a total of 60%;
 High School students scoring novice in On-Demand writing will decrease 7% to a total of 30%.
 (Note: Writing Pending Approval: Due to KDE issues with publishing cut scores and portfolio development, it is necessary for the JCPS Writing Plan to be adjusted as of October 30, 2006. Revisions of the CDIP for NCLB, SB168, CATS Assist Level 3 and the Writing component will taken to the board when all fall 2006 revisions are complete).

Benchmark

Measure	Date	ProjectedData	ActualData
Use of OD Scrimmage at the ES level	11/30/2006	100	NA
Use of OD Scrimmage at the ES level	02/05/2007	100	98.6%
Use of OD Scrimmage at the MS level	11/17/2006	100	92%
Use of OD Scrimmage at the MS level	02/05/2007	100	97.6%
Use of the OD Scrimmage at the HS level	11/17/2006	100	100%
Use of the OD Scrimmage at the HS level	02/05/2007	100	NA

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	None	Create new 6-week writing units to prepare 5th, 8th, and 12th graders for on-demand assessment	Willis, Bradley	07/01/2006	07/01/2007	\$ \$3,000.00 PD	IP	Units created during the first three six weeks are being used to develop audience awareness, idea development, and organization in 5th, 8th, and 12th grade writing.
2	None	Develop grade-level leadership in collaboration with the Louisville Writing Project for grades 5, 8, and 9 through a district-wide lesson study focused on on-demand forms of writing	Willis, Bradley, Hawkins	07/01/2006	07/01/2007	\$ \$2, 500.00 PD	IP	Writing Leadership Project teachers from grades 5, 8, and 12 have met for four sessions to analyze student work and learn how to adjust instruction. They have also met with grade group teachers in their schools to assess student strengths and weaknesses in writing.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
3	None	Provide collaboration grant funds targeted at inclusion of ECE students in writing core content instruction for schools to reduce achievement gaps for students with disabilities. (K-12)	June	07/01/2006	07/01/2007	\$ \$90,000 IDEA	IP	The ECE Department will continue to provide collaboration funds to support inclusion of students in ECE in writing core content. At the end of the 2006-07 school year, schools will provide a written evaluation of outcome results.
4	None	Revise Grade 12 On-Demand Module for Graduation Standard Recovery and preparation for new On-Demand Writing assessments	Willis	07/01/2006	06/01/2007	\$ \$1,000.00 PD	I	This strategy took place in the second semester.
5		Compile participation rates for each school for the Writing On Demand analysis. Provide feedback to each school concerning their results.	Willis	11/15/2006	05/31/2007	\$ 0 No Funding	IP	Benchmarking the district scrimmage tests has enabled the district to design new On-Demand Mini-Lessons to address problems identified at the school level in analysis of student work.

Jefferson County Public Schools
2006-2007 Comprehensive District Improvement Plan

Implementation and Impact Report

Network Assistance Team –
Vertical Alignment Network Component

Component: Network Assistance Team - Vertical Alignment Netw

Component Manager: Lynne Wheat

Date: 06/21/2007

Name: JCPS DISTRICT PLAN

Priority Need:

In 2006, the percentage of students scoring proficient or distinguished in math was 57% for elementary students, 27% for middle school students and 43% for high school students as measured on the KCCT.

Goal:

By 2009, the percentage of students scoring proficient or distinguished in math will increase to 79% for elementary students, 64% for middle school students, and 72% for high school students as measured on the KCCT.

Benchmark

Measure	Date	ProjectedData	ActualData
% Proficient/Distinguished in Math - ES CAS	11/30/2006	63	57.8
% Proficient/Distinguished in Math - MS CAS	11/30/2006	36	47.7
% Proficient/Distinguished in Math - HS CAS	11/30/2006	50	31.1
% Proficient/Distinguished in Math - ES CAS	01/05/2007	68	49
% Proficient/Distinguished in Math - MS CAS	01/05/2007	45	43
% Proficient/Distinguished in Math - HS CAS	01/05/2007	57	27

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	NCLB	JCPS District administrators, KDE staff and administrators from other KY districts participated in a Harvard University sponsored leadership training seminar.	Dr. Daeschner	07/01/2006	07/31/2006	\$ 0 No Funding	I	JCPS District administrators participated in training and decided to develop the vertical alignment network project.
2	NCLB	JCPS and KDE conducted a planning meeting to conceptualize and design the work scope for a joint project, the Vertical Alignment Network (VAN).	Wheat	09/01/2006	09/30/2006	\$ 0 No Funding	I	Meeting was held between JCPS and KDE to conceptualize work scope for VAN. Future meetings were scheduled.
3	NCLB	JCPS submitted the Vertical Alignment Network Project to serve as the corrective action for NCLB to KDE.	Draut	08/25/2006	08/25/2006	\$ 0 No Funding	IP	KDE accepted JCPS proposal of using VAN project as Corrective Action for NCLB
4	NCLB	The Vertical Alignment Network steering committee will meet to detail the professional development and other support activities that will be offered to school leadership teams.	Burks, Jensen, Ledford, Wheat	11/08/2006	11/09/2006	\$ 129752 Title I	IP	The VAN steering committee met to discuss professional development opportunities for principals. Further meetings are planned.
5	NCLB	The Vertical Alignment Network (VAN) Project will be implemented so that principals can leverage instructional change in math through supporting conditions.	Wheat	08/01/2006	06/01/2008	\$ 0 No Funding	IP	A steering committee has been established. Meetings with KDE have been held. Further meetings are scheduled to detail professional development opportunities for principals.

Jefferson County Public Schools
2006-2007 Comprehensive District Improvement Plan

Implementation and Impact Report

Support to Schools in Assistance Component

Component: Support for Schools in Assistance

Component Manager: Lue Peabody

Date: 12/19/2006

Name: JCPS DISTRICT PLAN

Priority Need:

According to the 2004-05 Kentucky Performance Report, six schools were classified as "in assistance" (Level 3).

Goal:

By 2008 schools classified as "in assistance" (Level 3) on the 2005-06 Kentucky Performance Report will meet their meet their assistance line. In September 2006 this list of schools will be updated based on the 2005-06 Kentucky Performance Report.

Benchmark

Measure	Date	ProjectedData	ActualData
Semple CAS	10/20/2005	70.4	64.33
Semple CAS	02/23/2007	76.3	75.6
Frost MS CAS	10/20/2006	62.5	47.54
Frost MS CAS	02/23/2007	74.2	66.9
Iroquois MS CAS	10/20/2006	64.9	59.95
Iroquois MS CAS	02/23/2007	76.8	59.0
Lassiter MS CAS	10/20/2006	70.3	54.15
Lassiter MS CAS	02/23/2007	79.0	66.9
Southern MS CAS	10/20/2006	59.8	45.57
Southern MS CAS	02/23/2007	73.8	58.4
Thomas Jefferson MS CAS	10/20/2006	71.8	64.42
Thomas Jefferson MS CAS	02/23/2007	81.2	79.7

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	None	Each school will be assigned a District Coaching Team. The Coaching Team will use the district's Dialogue/Coaching Rubric to conduct a needs assessment of the school, and use this tool to provide weekly monitoring, follow-up and support to assist the school in improvement efforts.	Jensen, Ledford	08/01/2006	05/01/2007	\$ 0 No Funding	IP	Schools that are in the assistance level (Iroquois, Southern MS) based on 2006 CATS, have been assigned a Coaching Team and/or Priority Manager. Iroquois has not received weekly Coaching. Schools did not meet their first benchmark.
2	None	Curriculum implementation will be supported by the school's SBDM curriculum policy, JCPS Core Content Guides and Maps, and District funded programs and initiatives.	Jensen, Ledford	07/03/2006	06/29/2007	\$ 12,000 General Fund \$ 5,000 Title I	IP	Iroquois MS does not have an approved curriculum policy. Southern has a policy, but received a 2 on the Scholastic Audit because the policy is not clear and concise. There is no process for reviewing and revising.
3	None	District Support Team (District Coaching Team, school based Administrative Team, & HSE) will assist schools with monitoring the implementation of core content and provide the Assistant Superintendent with observational data to show that teachers are planning lessons based on core content, and are stating objectives in lesson plans and during instruction.	Jensen, Ledford	08/01/2006	05/01/2007	\$ 0 No Funding	IP	Southern MS has been assigned a Coaching Team and Core Content coverage is being monitored. Iroquois MS has not been received weekly coaching.
4	None	DST will assist schools with monitoring the effectiveness of instructional practices and provide the Assistant Superintendent with observational data to show that teachers are modeling skills/strategies, providing examples, feedback & practice, addressing cognitive levels and incorporates research based instructional strategies in lesson delivery.	Jensen, Ledford	08/01/2006	05/01/2007	\$ 0 No Funding	IP	Implemented at Southern, not at Iroquois. Teachers have support and feedback on effective instructional practices.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
5	None	District instructional staff will provide initial and/or on-going training for school staff on how to use and implement the core content, program materials and how to deliver effective instruction.	Austin, Peabody, Davis, Shrout, Calvert	07/01/2006	06/30/2007	\$ 12,000 Title II	IP	Teachers have the training and support to assist them in providing effective instruction. The ECE Department provided training to staff from all schools regarding how to develop Individual Education Programs aligned with Kentucky Core Content, providing specially designed instruction and monitoring progress on goals/benchmarks leading to progress in the general curriculum.
6	None	Teachers and administrators from schools in assistance will be partnered with high performing schools to collaborate in professional development activities, including coaching and mentoring, to improve content knowledge, and implement practices that will motivate students to high levels of learning.	Jensen, Ledford	08/01/2006	05/01/2007	\$ 6,000 Title II	IP	Principals have support in improving content knowledge and implementing practices that will motivate students to high levels of learning.
7	None	District will develop opportunities for principals, counselors, instructional coaches, vertical content leads, and department chairs to meet at least 1-2 times a year to communicate at key transition points (e.g. elementary to middle and middle to high).	Jensen, Ledford, Austin, Peabody, Montgomery	08/01/2006	06/01/2007	\$ 0 No Funding	IP	Improved transition for students - grades 5 to 6, 8 to 9.
8	None	District instructional staff will provide teachers with on-going training and support on how to effectively teach students CATS-like test taking strategies, using technology where appropriate.	Peabody	08/01/2006	06/01/2007	\$ 6,000 Title II	IP	Instructional Coaches have developed lessons (CCGP) on how to teach students how to answer MC and ORQ questions. Most of these lessons are on line and are supported by graphic organizers and other instructional tools. Teachers have explicit lessons and classroom support on how to teach students these strategies.
9	None	District Core Content Specialists will develop and provide schools with weekly Multiple Choice questions and end of unit Open Response Questions.	Austin, Peabody, Todd	08/21/2006	04/02/2007	\$ 10,000 Title I	IP	Teachers and students have access to on-going MC practice items and end of unit ORQs aligned with CC4.1.
10	None	Coaching Team will assist schools with collecting and analyzing school assessment data and provide the Assistant Superintendent with data to track student progress throughout the school year.	Jensen, Ledford	08/15/2006	05/01/2007	\$ 0 No Funding	IP	Not implemented at Iroquois. Schools have support in analyzing data and using the data to make adjustments in instructional practices.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
11	None	District staff will provide support (e.g., Instructional Coach, teachers within school or from other schools) to teachers on how to modify and/or reteach lessons based on assessment data and student learning goals.	Jensen, Ledford, Peabody	08/15/2006	05/01/2007	\$ 0 No Funding	IP	Teachers have continuous instructional support on how to modify or reteach lessons.
12	None	DST will assist schools to ensure that Growth Plans, based on student learning goals identified in the school's CSIP, are developed, monitored and revised in a professional setting between the immediate supervisor and teacher, administrator, or staff personnel.	Jensen, Ledford	08/01/2006	06/01/2007	\$ 0 No Funding	IP	Based on Coaching and Scholastic Audit reports, some growth plans reflect individual needs of teachers and connections to the school improvement plan.
13	None	DST will assist schools to ensure that the evaluation process is fully implemented to include multiple formal and informal observations and conferencing with feedback, including guidance, assistance and support.	Jensen, Ledford	08/01/2006	06/01/2007	\$ 0 No Funding	IP	Administrative staff are provided support in implementing an effective process for evaluation.
14	None	District will assign administrators to schools as needed to assist the leadership in ensuring that the evaluation process including growth plans is fully implemented and teacher quality is maximized.	Jensen, Ledford, Wheat	08/01/2006	06/01/2007	\$ 6,000 Lead Grant \$ 6,000 General Fund	IP	Administrative staff have support in implementing an effective evaluation process.
15	None	DST will develop a format to assist schools with developing staff cohort groups to meet in October and February to discuss Growth Plan progress.	Jensen, Ledford	10/20/2006	02/23/2007	\$ 0 No Funding	I	Coaching teams have worked with school based leadership teams to develop a format to review growth plan progress. School staff have been asked to consider assessment data and walkthrough/observation feedback to revise growth plans. Growth Plans along with other school data is used to develop Gold Day and school based professional development activities.
16	None	Growth plans for Instructional Coaches will be aligned with the priority needs of the schools to which they are assigned.	Peabody	08/01/2006	05/01/2007	\$ 0 No Funding	IP	School staff have instructional support to implement their school improvement plan.
17	None	DST will assist schools with identifying, securing, and utilizing funds to support their CSIP and increase student achievement.	Jensen, Ledford	08/01/2006	05/01/2007	\$ 0 No Funding	IP	Schools have the necessary resources to implement their plans.
18	None	DST will monitor school budgets for cost effectiveness and the impact of expenditures on programs, and provide feedback to the SBDM Council.	Jensen, Ledford	08/01/2006	05/01/2007	\$ 0 No Funding	IP	Budgets reflect the current needs of the school.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
19	None	District will assure that a master KTIP Resource Teacher and/or mentor is assigned to all new teachers in assistance schools.	Hack	07/01/2006	06/01/2007	\$ 12,000 General Fund \$ 6,000 Title II	IP	First year Teachers at Iroquois (6) and Southern (7) are receive support from the most qualified teachers. Fewer new teachers transferred to other schools, and fewer resigned from teaching.
20	None	District will assign administrative mentors to schools in assistance as needed.	Jensen, Ledford, Wheat	07/01/2006	06/01/2007	\$ 12,000 Activity Funds \$ Lead Grant	I	Both schools have been assigned a Priority School Manager.
21	None	District will monitor the teacher transfer process to ensure that transfers are processed by August first.	Eckels	07/01/2006	08/01/2006	\$ 0 No Funding	I	Staffing is completed before the start of school.
22	None	Schools in assistance will receive priority and special consideration in selection and placement of staff.	Eckels, Jensen, Ledford	07/01/2006	08/15/2006	\$ 0 No Funding	I	Schools get first pick of "first consideration" of new teachers.
23	None	District will continue to work with JCTA to ensure that transfers in and out of assistance schools positively impact student learning.	Eckels	08/01/2006	06/01/2007	\$ 0 No Funding	NI	Negotiated but no agreement.
24	None	District will formulate and maintain a current list that is continuously updated of "master teachers" (retired and/or substitutes) by content area and grade level to be provided to assistance school administrators.	Eckels, Rowland	07/01/2006	07/01/2007	\$ 0 No Funding	IP	Schools could choose from a more qualified list of teachers as substitutes.
25	None	Schools in assistance will receive priority and special consideration for all district provided services.	Daeschner, Jensen, Ledford, Peabody	07/01/2006	07/01/2007	\$ 0 No Funding	IP	Schools receive district services in a timely manner and do not have to wait on a list according to the date requested. More time spent on instruction.
26	None	Instructional Coaches and district Resource Teachers will be assigned to selected teachers in assistance schools during the first two weeks of the school year to assist in establishing classroom routines and procedures.	Peabody	08/01/2006	09/01/2006	\$ 0 No Funding	I	New and inexperienced teachers establish classroom routines and procedures during the first two weeks of school.
27	None	District Instructional Coaches, HSE, Specialists, and/or Resource Teachers will model/coach lessons for identified teachers in assistance schools.	Peabody, Austin, Davis	09/01/2006	06/01/2007	\$ 0 No Funding	IP	Teachers have individual support in implementing instructional practices.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
28	None	DST will assist schools with monitoring and follow-up on recommendations for their Cultural Audit. Follow-up information will be provided to the Assistant Superintendents.	Jensen, Ledford	08/15/2006	04/02/2007	\$ 0 No Funding	NI	Not implemented to date.
29	Both	DST will assist schools with analyzing how sub-populations performed on CATS in relation to other students.	Jensen, Ledford	08/21/2006	11/01/2006	\$ 0 No Funding	IP	Schools identify students and teachers who need additional instructional support.
30	Both	District specialists and resource teachers will identify specific achievement gap strategies and activities for each sub-population and content area, and provide to schools.	Todd, Davis	07/01/2006	04/02/2007	\$ 0 No Funding	IP	Teachers have strategies for students who need additional support. The ECE Department implemented the Moving ECE Students to Proficiency Project which provided checklists and support resources to schools to effectively address achievement gap issues for students with disabilities. The focus content areas included Reading, Math, Writing & Science.
31	Both	DST will assist schools with securing resources (e.g., programs, materials, training, time, people) to effectively provide interventions that will develop and provide strategies and activities to reduce barriers to learning for identified students.	Jensen, Ledford	07/01/2006	05/01/2007	\$ 10,000 General Fund \$ 10,000 Title I	IP	Schools have the resources needed to implement interventions.
32	None	The District will assist schools in identifying and training volunteers to assist with accommodations for ECE and/or ESL students during CATS assessment.	Davis	01/01/2007	05/01/2007	\$ 0 No Funding	I	The ECE Department provided PD sessions to District staff and other groups regarding CATS accommodations. These volunteers are then assigned to individual schools based upon requests and need.
33	Both	DST will assist schools with identifying by name ECE and ESL students to ensure that all teachers know their students' IEP/Workplan strategies and required accommodations and are monitoring their progress.	Jensen, Ledford	08/15/2006	05/01/2007	\$ 0 No Funding	IP	Strategies and accommodations are implemented appropriately.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
34	Both	DST will meet with ECE Consulting Teacher and ESL Instructional Coach to ensure that ECE student IEPs and ESL student Workplans appropriately address the needs of the students.	Davis, Calvert, Jensen, Ledford	09/01/2006	05/01/2007	\$ 0 No Funding	I	ECE and ESL students have the services and support to be successful in their work. The ECE Department continues to provide training to 23 Consulting Teachers who each work closely with 6 to 7 schools each to ensure IEP implementation. The District conducts a record review each year to randomly complete a detailed review of 10% of every school's ECE folders.
35	Both	DST will assist schools with monitoring the progress of students on district and classroom assessments. Causes or contributing factor (i.e., attendance, behavior, disability, motivation, lack of skill or content, instructions etc.) will be identified for students who are not progressing, and strategies developed to support the student/s to improve performance.	Davis, Calvert, Jensen, Ledford	10/01/2006	05/01/2007	\$ 0 No Funding	I	Students have the support they need to be successful in their work. The ECE Department implemented the Moving ECE Students to Proficiency Project which provided checklists and support resources to schools to effectively address achievement gap issues for students with disabilities. The focus content areas included Reading, Math, Writing and Science.
36	None	District staff will review the goals, objectives, and strategies in the schools' CSIP.	Jensen, Ledford	04/01/2007	05/01/2007	\$ 0 No Funding	NI	District administrators will review school plans when they are submitted, according to the JCPS planning calendar
37	None	DST will review the school's implementation and impact check at least three times each year (after KCCT results, after winter assessment and during 2007-08 CSIP development) and provide feedback to the school and assistant superintendent.	Jensen, Ledford	10/01/2006	04/01/2007	\$ 0 No Funding	IP	Strategies are monitored for their effectiveness.
38	None	District staff will review the school's safety and discipline plans and provide feedback to the schools as needed.	Risner, Fleicher	07/01/2006	10/01/2006	\$ 0 No Funding	IP	Schools have support in developing safer schools.
39	None	District staff will conduct random visits to schools to ensure that external doors are secured, visitors are signing in as they arrive and leave, and all visitors wear identification. A Safety Assessment and Follow-up Walkthrough report will be provided to each school twice a year.	Risner, Fleicher	08/01/2006	05/01/2007	\$ 0 No Funding	IP	Schools have support in developing safer environments.
40	None	DST will review the Safety Assessment and Follow-up Walkthrough report to ensure that recommendations are implemented.	Jensen, Ledford	08/01/2006	05/01/2007	\$ 0 No Funding	IP	Schools have systems in place to ensure a safer environment.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
41	None	DST will conduct an analysis of the results of the Comprehensive Survey of Students, Staff, and Parents to monitor the school community's perception of safety.	Jensen, Ledford	11/01/2006	01/01/2007	\$ 0 No Funding	NI	The Comprehensive Survey Results have been made available as of 12/4/06. The DST will conduct an analysis of the results to monitor schools' perceptions of safety within the next two months.
42	None	Retired principals and district staff will attend the SBDM's regularly scheduled monthly meetings of 10 schools identified as in assistance or tracking towards assistance to monitor meetings and provide support.	Bell	09/01/2006	05/01/2007	\$ 1,000 General Fund	IP	Schools have effective SBDM meetings.
43	None	District staff provide and follow the KDE SBDM training modules for district based training. Coaching Teams will identify school councils who need additional training and coordinate the scheduling of the training.	Bell, Jensen, Ledford	07/01/2006	05/01/2007	\$ No Funding	IP	Council members have the necessary training to support their SBDM Council.

Appendix 1

JCPS Declaration of Compliance with General, State and Federal Program Assurances
and 2006-2007 Projected Budget Allocations for State and Federal Programs

<u>GENERAL AND PROGRAM ASSURANCE INFORMATION 2006-2007</u>	LOCAL CONTACT	TELEPHONE	2006-07 Projected Allocations
General Assurances	Ken Draut	502/485-6254	NA
NCLB, Title I: Part A (Improving Basic Programs)	Lue Peabody	502/485-3240	30,285,051
NCLB, Title I: Part D (Neglected and Delinquent)	Lue Peabody	502/485-3240	93,098
NCLB, Title II: Part A (High Quality Teachers and Principals)	Tish Wilson	502/485-3291	5,668,305
NCLB, Title II: Part D (Education Technology)	Cary Petersen	502/485-3967	304,023
NCLB, Title III	Berta Calvert	502/485-3563	814,906
NCLB, Title IV: Part A (Safe and Drug Free Schools & Communities)	Ann Ferriell	502/485-3803	604,527
NCLB, Title V: Part A (Innovative Programs)	Patricia Pointer	502/485-3025	162,678
Individuals with Disabilities Education Act (IDEA) Basic	Sharon Davis	502/485-8500	20,362,422
Individuals with Disabilities Education Act (IDEA) Preschool	Dorcas James	502/485-3486	1,143,105
McKinney -Vento Homeless Education Act (NCLB Title X Part B)	Anne Malone	502/485-3650	150,000
Carl D. Perkins Vocational and Technical Education Act- Basic	Diane Porter	502/485-3321	1,155,783
Child Nutrition & WIC Reauthorization: Local Wellness Policy Assurances	Cheryl Sturgeon	502/485-3186	NA

<u>GENERAL AND PROGRAM ASSURANCE INFORMATION 2006-2007</u>	LOCAL CONTACT	TELEPHONE	2006-07 Projected Allocations
Extended School Services	Lori Holland	502/485-3371	5,648,603
Gifted and Talented Education	Bernadette Hamilton	502/485-3323	167,605
KERA Preschool Program	Dorcas James	502/485-3486	11,550,412
Kentucky Education Technology System	Cary Petersen	502/485-3967	2,000,000
Textbooks	Paul Lanata	502/485-3487	2,192,598
KERA Professional Development	Tish Wilson	502/485-3291	1,838,542
2006-2007 Total Projected Budget Allocation for State & Federal Programs			84,141,658