

# JEFFERSON COUNTY PUBLIC SCHOOLS

## DISTRICT COMPREHENSIVE IMPROVEMENT PLAN 2007-2008

Dr. Sheldon H. Berman, Superintendent



## EXECUTIVE SUMMARY

### MISSION STATEMENT

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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 2007-08 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) Network Assistance Team – Vertical Alignment Network, (6) Support for Priority Schools and (7) Individual Support Plans for Schools in Assistance.

## **NEEDS ASSESSMENT**

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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 April 4, 2007. 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 2007-2008 school year.

The data that was reviewed during the needs assessment meeting included:

- 2005-06 Kentucky Performance Report
- KCCT Disaggregated Five-Year Trend Data
- 2006-07 Comprehensive District Improvement Plan
- Strategies from a sample of 2007-2008 school plans
- JCPS District & school scholastic audit summary findings
- SACS Accreditation Summary Report
- 2006-07 Comprehensive School Survey Results from staff, parents and students
- student survey responses on school improvement efforts

## **GOAL & STRATEGY DEVELOPMENT**

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Each needs assessment subcommittee reviewed specific data for their content area and recommended priority needs to be addressed in the 2007-08 CDIP. The component managers developed measurable goals, identified benchmarks and drafted strategies to accomplish the goals. The Component Managers shared the draft plan with their needs assessment subcommittees to review and provide feedback. In addition, the Component Managers met with the Assistant Superintendents for Elementary, Middle and High School Instruction to discuss the strategies included for each level in the plan.

A cross-walk was also conducted between the district plan and the 2006 KDE Audit Summary Recommendations. Forty-four of the 58 recommendations found in the summary sections of the District Audit Report are addressed by the district plan. Strategies that incorporate the audit recommendations are embedded throughout the district plan, specifically in the components for Support for Priority Schools and the Individual Support for the Assistance Level 3 Schools.

### **DISTRICT CORRECTIVE ACTION**

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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 2006-07 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 2007-08 Comprehensive District Improvement Plan includes several changes from the 2006-07 District plan that will assist the District in reaching the established proficiency targets for all subgroup populations. First, this plan includes a "Support for Priority Schools" component that details the responsibilities of district staff in assisting our low performing schools as well as individual support plans for each school classified as "Level 3 Assistance". Second, the plan has been intentionally aligned or cross-walked with the recommendations of the KDE District Audit Report. Third, the Vertical Alignment Network is entering its first complete year of implementation and continues to revise its plan with the assistance of outside advisors to improve the vertical articulation of district's instructional framework at the elementary, middle and high school level. Finally, additional strategies have been included which are targeted towards our most struggling subgroup populations in the areas of Reading and Math. Progress of the effectiveness of these changes will be measured through quantitative benchmarks and adjustments to strategies will be based on data and made as needed.

## **EVALUATION OF PLAN**

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The effectiveness of the 2007-08 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. Progress on the plan strategies will be shared with various stakeholder groups throughout the year. Any necessary adjustments to the strategies will be made based on the review of the benchmark data in order to maximize the likelihood of accomplishing the goals set forth in the district plan.

## **STAKEHOLDER INVOLVEMENT**

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Forty-seven individuals attended the district needs assessment meeting, including 16 District administrators, 16 teachers and resource teachers, 10 parents and community members, 4 school based administrators and 1 board member. The needs assessment committee members analyzed data, prioritized needs and provided feedback on the draft components. Individuals who were invited but unable to attend the needs assessment meeting were provided a data packet and included in communication for follow-up meetings. A draft version of the plan was shared with the needs assessment committee members to review and provide feedback.

In addition, students were included in the needs assessment process by 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 52 elementary school students, 262 middle school students and 96 high school students who participated in the process. Their responses were shared with the district needs assessment subcommittees.

The Instructional Cabinet reviewed the draft 2007-08 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. In addition, the general public was given opportunity to review and provide feedback on the draft plan through a public notice posted in the Courier Journal and the draft CDIP was distributed to all building principals for input.

The JCPS Planning Unit contacted individuals, outside of JCPS, who have technical expertise in planning and/or were involved in the KDE District Audit or SACS Accreditation visit to review the district plan and provide feedback as to how the plan might be strengthened before the final version was taken to the Board of Education for approval.

Throughout the school year, 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 2007-08 plan will be provided to JCPS Board of Education members and will be included on the agenda for approval at the June 11th meeting.

Jefferson County Public Schools  
2007-2008 Comprehensive District Improvement Plan

Reading Component

**Component: Reading****Component Manager:** Dee Hawkins**Date:** 04/08/2008**Name:** JCPS DISTRICT PLAN**Priority Need:**

In May 2006, the elementary school reading index was 84.9, as measured on the Kentucky Core Content Test.

**Goal:**

By Spring 2008, the KCCT Reading Index for elementary schools will increase to 88.7

**Benchmark**

Measure	Date	ProjectedData	ActualData
CAS - elementary schools	11/30/2007	88.7	87.9
CAS - elementary schools	02/02/2008	88.7	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	NCLB	The District will support elementary schools by providing ongoing professional development for the district reading core, supplemental, and intervention programs (Earobics, Reading Mastery), including training in Reading Recovery strategies for P2 and P3 teachers. Professional development will be based on SBRR and aligned with the Kentucky Core Content 4.1. PD needs are identified using multiple data sources, emphasizing learning needs of identified NCLB subgroups. (E)	Peabody/Pinkerton	07/01/2007	06/30/2008	\$ 800,000 PD	I	On-going reading professional development based on SBRR and aligned with Core Content 4.1 has been provided during summer, fall and winter 2007/2008. Cascade data is analyzed, discussed and used to plan next steps for instruction in order to meet the learning needs of all students.
2	NCLB	The District will support elementary schools in providing research-based interventions which assist struggling readers, including subgroups not meeting AYP goals. (E)	Peabody	07/01/2007	06/30/2008	\$ 200,000 General Fund	I	The district provides research-based interventions, including Reading Mastery, Earobics, Reading Recovery and Leap Into Literacy to assist struggling readers. Training has been provided for certified and classified staff on best practice implementation of the intervention programs. The district is currently revising the Interventions Protocol (Response to Intervention).

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
3	NCLB	The District will provide eight monthly targeted professional development trainings for DLS Literacy Leaders to support building capacity in literacy leadership in elementary schools. The District will provide a stipend for Literacy Leaders from each DLS school.(E)	Pinkerton	07/01/2007	06/30/2008	\$ 175,000 Title II	I	The district has provided six of eight monthly targeted professional development sessions for the two cadres (Phase I, II, II and Phase IV, V, VI, non-DLS) of Literacy Leaders increase literacy knowledge and build leadership capacity. Literacy Leaders provide quarterly reflections and documentation of literacy work at their schools.
4	NCLB	The District will continue to provide professional development and monitoring for 9 state-funded Reading First schools. (E)	Peabody/Owen	07/01/2007	06/30/2008	\$ 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	NCLB	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	07/01/2007	06/30/2008	\$ 0 No Funding	IP	The Research Department and Reading Team met with the principals and instructional coaches to review the classroom walkthrough protocol for 2007-08. Classroom walkthroughs will be conducted in the spring semester, beginning in February. The results will be analyzed to determine future PD needs.
11	NCLB	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	07/01/2007	06/30/2008	\$ 600,000 General Fund	I	The Testing Unit provide a literacy assessment plan to monitor progress towards reading proficiency. The district provides data analysis training for Instructional Coaches who then facilitate data analysis with teachers during embedded PD. Analysis of Cascade data provides information to monitor student progress, revise instruction and grouping and inform placement in interventions in order to meet instructional needs of all students.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
13	Both	The Elementary Reading Specialist and Resource Teachers will review 2006 KCCT results to identify and address gaps in curriculum materials and Core Content Assessments in order to ensure alignment with Core Content 4.1, Program of Studies and Academic Expectations. (Scholastic Audit Recommendation 1.1, 1.5, 2.7) (SACS Recommendation 5.1)	Pinkerton	07/31/2007	06/30/2008	\$ 0 No Funding	I	KCCT results were analyzed to identify gaps and curricular needs. Professional Development sessions, development of Reading Core Content Guided Practice lesson plans and Core Content Assessments resulted from the analysis to ensure curriculum and instruction that aligns with Core Content 4.1, Program of Studies and Academic Expectations.
14	Both	The District will support Elementary Instructional Coaches, through monthly professional development, in providing school-based embedded professional development that targets analysis of student work, next steps for instruction and responsive teaching to maximize student achievement.	Pinkerton	07/01/2007	06/30/2008	\$ 0 No Funding	I	As a result of multiple monthly professional development sessions, Instructional Coaches have the knowledge and tools to support school-based embedded PD where teachers analyze their students' data and work in order to plan next steps for instruction that maximizes student learning and achievement.
15	NA	The Technology Department will provide computers and technical support for the Earobics reading intervention program.	Petersen	07/01/2007	05/25/2008	\$ 500000 KETS  \$ 700000 IDU	IP	The Technology Department and Computer Support collaborate to support the technology needs for the software portion of the Earobics intervention program.
16	NCLB	The District Reading Team will collaborate with the 15th District PTA organization on developing communication strategies that would inform parents about (a) district core and intervention reading programs, (b) the five building blocks of reading (phonics, phonemic awareness, vocabulary, fluency, and comprehension), (c) student reading progress, and (d) student performance standards.	Pinkerton/Prid dy	08/01/2007	05/25/2008	\$ 0 No Funding	NI	Direct collaboration with the 15th District PTA has not occurred as of January 2008. This work is in the planning stages with a goal for implementation in early spring.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
17	NCLB	The District Reading Team will collaborate with the 15th District PTA organization to develop a plan for implementing learning opportunities for parents in the area of Reading, such as (a) parent workshops focused on helping their children with reading skills and types of higher-level questioning strategies, (b) develop practices for schools to initiate parent-child book clubs (d) creating a catalog of available resources (i.e. website links, parent guides, etc.)	Pinkerton/Pridy	08/01/2007	05/25/2008	\$ 0 No Funding	NI	Direct collaboration with the 15th District PTA has not occurred as of January 2008. This work is in the planning stages with a goal for implementaion in early spring.

**Priority Need:**

In May 2006, 75% of all applicable NCLB subgroups at the elementary school level reached their NCLB Reading proficiency target as measured in the Kentucky Core Content Test.

**Goal:**

By May 2008, 100% of all applicable NCLB subgroups at the elementary school level will reach their NCLB Reading proficiency target of 60.5% as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	ProjectedData	ActualData
PAS - White - % P/D	09/30/2007	60.5	66.1
PAS - White - % P/D	02/02/2008	60.5	
PAS - African American - % P/D	09/30/2007	60.5	43.2
PAS - African American - % P/D	02/02/2008	60.5	
PAS - Hispanic - % P/D	09/30/2007	60.5	52.2
PAS - Hispanic - % P/D	02/02/2008	60.5	
PAS - Asian - % P/D	09/30/2007	60.5	76.3
PAS - Asian - % P/D	02/02/2008	60.5	
PAS - LEP - % P/D	09/30/2007	60.5	43.1
PAS - LEP - % P/D	02/02/2008	60.5	
PAS - FRL - % P/D	09/30/2007	60.5	45.1
PAS - FRL - % P/D	02/02/2008	60.5	
PAS - ECE - % P/D	09/30/2007	60.5	32.2
PAS - ECE - % P/D	02/02/2008	60.5	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
8	NCLB	The ECE Department will support ECE students and ECE teachers in the 9 Reading First schools with consultation, professional development and resources in order to meet benchmarks established by the Reading First Grant on DIBELS and GRADE for students in grades P1-3.	Doyel/Edelen	07/01/2007	06/30/2008	\$ 75,000 IDEA	IP	The ECE Department provided ongoing support and training to the ECE teachers at the 9 Reading First schools via an ECE Literacy Resource Teacher. Professional development was provided in the summer and ongoing embedded PD has been provided during the Fall and Winter. The ECE Department disaggregated GRADE and DIBELS data for the students with IEPs in the 9 Reading First Schools for the Spring and Fall of 2007.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
9	NCLB	The ECE Department will collaborate with the Elementary District Reading Team to support the implementation of Core, Supplemental, and Intervention programs in Reading for ECE students in P1-5 with accommodations and specially designed instruction as outlined on the IEP.	Doyel/Edelen/Malone	07/01/2007	06/30/2008	\$ 0 No Funding	IP	The ECE Department meets regularly with the District Reading Team to plan and provide technical assistance to schools. The ECE Department is currently collaborating with the Elementary Reading Team to revise the JCPS Reading Intervention Protocol and explore the Response To Intervention (RTI) process for implementation in pilot schools.
12	NCLB	The ECE Department will 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	07/01/2007	06/30/2008	\$ 30000 General Fund	IP	There were 135 schools who have written and implemented collaboration plans that incorporate strategies for moving students to proficiency. There were 102 schools who participated in district level collaboration training on co-teaching models and differentiated instruction during December and January. Additionally, ECE Consulting Teachers have presented these PD sessions at individual schools not attending the district sessions.
13	NCLB	The ECE Department will provide disaggregated data to each school on the Reading performance of every ECE student and a list identifying ECE students who will participate in Reading accountability assessments in the Spring of 2008. This information will be provided to all ECE Department Chairs/ Team Leaders, Instructional Coaches, Counselors and ECE Consulting Teachers.	Doyel/ECE Consulting Teachers	07/01/2007	06/30/2008	\$ 0 No Funding	IP	This information is currently being collected and will be shared with schools, ECE Consulting Teachers, ECE Department Chairs/Team Leaders and Instructional Coaches by 2/1/08.
14	NCLB	The ESL Department will continue to collaborate with the Elementary District Reading Specialist and District Literacy System Support Team to support the implementation of core, supplemental and intervention programs for LEP students.	Kinny	07/01/2007	06/30/2008	\$ 0 No Funding	I	The ESL and Elementary Reading Department have collaborated through resource teacher professional development, embedded PD and RTI (Response to Intervention) development in order to impact teacher practice and student achievement.

**Priority Need:**

In May 2006, the middle school reading index was 83.1, as measured on the Kentucky Core Content Test.

**Goal:**

By Spring 2008, the KCCT Reading Index for middle schools will increase to 87.3

**Benchmark**

Measure	Date	ProjectedData	ActualData
CAS - middle schools #1	10/11/2007	87.3	82.2
CAS - middle schools #2	11/27/2007	87.3	80.8
CAS - middle schools #3	01/23/2008	87.3	82.12
CAS - middle school #4	03/13/2008	87.3	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	NCLB	B1. The District will continue to support the middle schools in the utilization of a district-designed literacy assessment system that includes the technology assessment, Predictive Assessment Series (PAS), Core Content for Assessment (CCA/CAS), and other CATS-like assessments to monitor progress toward reading proficiency.	Phelps	07/01/2007	06/30/2008	\$ 300000 General Fund	I	the Literacy Lead cadre and individual schools study student data from school and district perspective as it relates to student strengths and weaknesses in both MC and ORQ responses. Lessons are designed for reteaching of identified skills and concepts of which students show lack of proficiency
2	NCLB	B2. The District will continue to support the middle schools to monitor student reading progress through the use of a district data management system (CAS System).	Phelps	07/01/2007	06/30/2008	\$ 0 No Funding	I	Cascade data is reviewed every grading period by district literacy leads and schools' reading L/A departments. Discussion of lesson design for student skill/concept improvement in identified areas takes place after each CCA is given.
3	NCLB	B3. The District will continue to support the middle schools in implementation of district-provided reading curriculum based on scientifically-based reading research that is aligned with the Program of Studies/ Kentucky Core Content 4.1/ Depths of Knowledge (DOK).	Phelps	07/01/2007	06/30/2008	\$ 0 No Funding	I	Each of the 4 genre areas of the Ky Blueprint 4.1 are the basis of each of the 4 CCA's given throughout the year. The district specialist and resource teacher present to literacy leads a focused set of concept terms and reading selections within the district provided reading curriculum that supports both the 4 genre study and the subsequent skills within the KY 4.1 Reading Core Content.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
4	NCLB	B4. The District will support the middle schools in implementation of interventions to support struggling readers identified by PAS/CAS assessments.	Phelps	07/01/2007	06/30/2008	\$ 0 No Funding	IP	reviews of student data led by the district specialist and resource teacher assist literacy leads and LA/Reading departments in determining student placements in interventions
5	NCLB	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.	Holland	07/01/2007	06/30/2008	\$ 0 No Funding	I	
6	NCLB	B6. The District will provide stipend for targeted professional development sessions for Literacy Leaders from each middle school. A minimum of 6 sessions will be held. The CIF ( Classroom Instructional Framework) will be a training component of each session .	Phelps	07/01/2007	06/30/2008	\$ 55000 PD	I	4 out of the 6 planned meetings have been held. 95% attendance is the average participation rate. Follow up email is sent to every principal after every meeting with a summary of each meeting. "Ask fors" are sent to the principals in order to support delivery of message, materials and data schared at meetings. CIF is used as a model for the literacy lead meetings , along with as a basis for lesson design discussion.
7	NCLB	B7. The District will provide results-based, ongoing professional development in middle school core content 4.1, utilization of the CIF, responding to and utilization of student PAS data, and strategies to support reading development. Sessions will be identified as "A Toolbox for Middle School Reading Teachers".	Phelps	07/01/2007	06/30/2008	\$ 25000 PD	IP	schol based professional development has been lead at several middle schools utilizing PAS /CIF4.1 as core training items
8	NCLB	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). Utilization of the CIF and how it supports implementation of Tier I programs will be a focused component of the model training sites.	Phelps	07/01/2007	06/30/2008	\$ 4800 PD	NI	in planning stages, development will move to step 2 after February walkthroughs

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
9	NCLB	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.	Winsch	07/01/2007	06/30/2008	\$ 0 No Funding	I	
10	Both	Middle school reading teachers, coaches and district staff will revise Core Content Guide for Instruction (2002) and Middle School Reading Intervention Protocol (2004 ) documents to align with Core Content for Reading 4.1. (Scholastic Audit Recommendation 1.1) (SACS Recommendation 5.1)	Phelps	07/01/2007	06/30/2008	\$ 20,000 PD	I	June workshops were held , whereupon the revisions and updates were completed. A two hour madatory PD was given to every teacher of a Tier I reading program during the months of August and September.
11	NA	The Technology Department will provide computers and technical support for the Read180 reading intervention program and computer-based assessment programs.	Petersen	07/01/2007	05/25/2008	\$ 36000 IDU	IP	Implementation of the READ180 upgrade has been in 6 middle schools. Planning is under way for 12 more sites to be upgraded by May 2008. Tech support has been in the areas of software installation, memory upgrade.180 targets the 3 to 4 stanine 6th graders and assists in moving the students toward high apprentice/proficient status on the KCCT for reading.
12	NCLB	The District Reading Team will collaborate with the 15th District PTA organization to develop communication strategies that would inform parents about (a) district core and intervention reading programs, (b) the five building blocks of reading (phonics, phonemic awareness, vocabulary, fluency, and comprehension), (c) student reading progress, and (d) student performance standards	Phelps/Priddy	08/01/2007	05/25/2008	\$ 0 No Funding	IP	Direct collaboration with the 15th District PTA has not occurred as of January 2008. This work is in the planning stages with a goal for implementaion in early spring.
13	NCLB	The District Reading Team will collaborate with the 15th District PTA organization to develop a plan for implementing learning opportunities for parents in the area of Reading, such as (a) parent workshops focused on helping their children with reading skills and types of higher-level questioning strategies, (b) develop practices for schools to initiate parent-child book clubs (d) creating a catalog of available resources (i.e. website links, parent guides, etc.)	Phelps/Priddy	08/01/2007	05/25/2008	\$ 0 No Funding	IP	

**Priority Need:**

In May 2006, 50% of all applicable NCLB subgroups at the middle school level reached their NCLB Reading proficiency target as measured in the Kentucky Core Content Test.

**Goal:**

By May 2008, 100% of all applicable NCLB subgroups at the middle school level will reach their NCLB Reading proficiency target of 59% as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	ProjectedData	ActualData
PAS - White - % P/D	09/30/2007	59.2	70.7
PAS - White - % P/D	02/02/2008	59.2	
PAS - African American - % P/D	09/30/2007	59.2	46.4
PAS - African American - % P/D	02/02/2008	59.2	
PAS - Hispanic - % P/D	09/30/2007	59.2	57.6
PAS - Hispanic - % P/D	02/02/2008	59.2	
PAS - Asian - % P/D	09/30/2007	59.2	75.7
PAS - Asian - % P/D	02/02/2008	59.2	
PAS - LEP - % P/D	09/30/2007	59.2	30.5
PAS - LEP - % P/D	02/02/2008	59.2	
PAS - FRL - % P/D	09/30/2007	59.2	48.3
PAS - FRL - % P/D	02/02/2008	59.2	
PAS - ECE - % P/D	09/30/2007	59.2	26.9
PAS - ECE - % P/D	02/02/2008	59.2	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
15	NCLB	The ECE Department will collaborate with the Middle School District Reading Team to support the implementation of Tiered Reading Programs to meet the needs of ECE students in grades 6-8 via walk-thru data analysis, professional development and consultation.	Wilson, Doyel	07/01/2007	06/30/2008	\$ 0 No Funding	IP	An ECE Program Specialist is currently on a weekly Coaching team to ensure the implementation of the Tiered Reading Programs in regard to ECE students and to answer any IEP issues which occur during implementation.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
16	NCLB	The ECE Department will 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.	June	07/01/2007	06/30/2008	\$ 30000 General Fund	IP	There are 135 schools who have written and implemented collaboration plans that incorporate strategies for moving students to proficiency. There were 102 schools who participated in district level collaboration training on co-teaching models and differentiated instruction during December and January. Additionally, ECE Consulting Teachers have presented these PD sessions at individual schools not attending the district sessions.
17	NCLB	The ECE Department will provide disaggregated data to each school on the Reading performance of every ECE student and a list identifying ECE students who will participate in Reading accountability assessments in Spring of 2008. This information is provided to all ECE Department Chairs/ Team Leaders, Instructional Coaches, Counselors, and ECE Consulting Teachers.	Doyel, ECE Consulting Teachers	07/01/2007	06/30/2008	\$ 0 No Funding	IP	This information is currently being collected and will be shared with schools, ECE Consulting Teachers, ECE Department Chairs/Team Leaders and Instructional Coaches by 2/1/08.
21	NCLB	The ESL Department will collaborate with the Middle School District Reading Specialist to support the implementation of High Point and intervention programs for LEP students.	Kinny, Snow	07/03/2007	06/29/2008	\$ 0 No Funding	IP	
22	NCLB	Targeted Middle schools, as identified by the Assistant Superintendent for Middle Schools, will implement the KCCT aligned computer assisted reading program "Study Island"	Phelps	07/01/2007	06/30/2008	\$ 20000 Title I TitleII	IP	4 middle schools have implemented Study Island

**Priority Need:**

In May 2006, the high school reading index was 79.4682.

**Goal:**

By Spring 2008, the KCCT Reading Index for high schools will increase to 82.5.

**Benchmark**

Measure	Date	ProjectedData	ActualData
CAS - high schools	11/30/2007	82.5	85.5
CAS - high schools	02/02/2008	82.5	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	NCLB	The District will support 21 high schools toward implementation of a district-designed literacy assessment schedule that includes CATS-like assessments to monitor progress toward reading proficiency.	Spencer	07/01/2007	07/01/2008	\$ 0 No Funding	I	Teachers were able to track student scores and to reteach ORQ's to students who had not yet obtained proficiency.
3	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. They will receive best practice, research-based PD throughout the school year. Specialists and instructional coaches will visit classrooms throughout the school year to encourage implementation and provide feedback, modeling, and mentoring to improve instructional practice. They will, in turn, design and deliver embedded PD for their buildings.	Hawkins	07/01/2007	07/01/2008	\$ 99476 Title I - PD	I	Instructional coaches and specialist have compiled data to indicate strengths and weaknesses in instruction. From this list, areas of weakness were targeted for professional development. Specialist and resource teacher make bi-annual visits to randomly selected classrooms and coach teachers with one-on-one conferences.
5	NCLB	The District will pay a .5 salary and provide targeted professional development for a Literacy Leader in each of 7 high schools. In addition, the District will provide professional development for an additional 14 Literacy Leaders. Literacy leads will attend district PD, work with reading specialists and IC's, and present embedded PD to their faculty. For targeted intervention with 4 high schools, the district will employ a part-time retired IC.	Hawkins	07/01/2007	07/01/2008	\$ 187500 Title I - PD	I	Leads have meet three times this year and documented activities at their schools.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
6	NCLB	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. These will include an emphasis on questioning strategies, looking at student work, lesson study, 25 Book Campaign, reading conferences, RATATA, and reading folders. When the 2006 KCCT reports are received, District reading specialists and resource teachers will review results to identify and address gaps in curriculum materials and Core Content Assessments to ensure alignment with Core Content 4.1, program of studies, and academic expectations. (Scholastic Audit Recommendation 1.1, 1.5, 2.7) (SACS Recommendation 5.1)	Hawkins	07/01/2007	07/01/2008	\$ 4000 Title I - PD	I	The CATS score for high school reading was 91.0482 for the 2007 CATS--exceeding our goal for the year.
7	NCLB	The Research & Planning Department will continue to do a program evaluation on the effectiveness of high school reading initiatives, including monitoring achievement in all disaggregated subgroups.	Munoz	07/01/2007	07/01/2008	\$ 0 No Funding	I	Research targeted instructional strategies that were not being utilized to their fullest and PD addressed how to implement those strategies.

**Priority Need:**

In May 2006, 50% of all applicable NCLB subgroups at the high school level reached their NCLB Reading proficiency target as measured in the Kentucky Core Content Test.

**Goal:**

By May 2008, 100% of all applicable NCLB subgroups at the high school level will reach their NCLB Reading proficiency target of 39.5% as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	ProjectedData	ActualData
PAS - White - % P/D	09/30/2007	39.5	53.0
PAS - White - % P/D	02/02/2008	39.5	
PAS - African American - % P/D	09/30/2007	39.5	24.6
PAS - African American - % P/D	02/02/2008	39.5	
PAS - Hispanic - % P/D	09/30/2007	39.5	29.6
PAS - Hispanic - % P/D	02/02/2008	39.5	
PAS - Asian - % P/D	09/30/2007	39.5	56.7
PAS - Asian - % P/D	02/02/2008	39.5	
PAS - LEP - % P/D	09/30/2007	39.5	9.5
PAS - LEP - % P/D	02/02/2008	39.5	
PAS - FRL - % P/D	09/30/2007	39.5	26.3
PAS - FRL - % P/D	02/02/2008	39.5	
PAS - ECE - % P/D	09/30/2007	39.5	12.5
PAS - ECE - % P/D	02/02/2008	39.5	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	NCLB	The ECE Department will collaborate with the high school reading specialist to support ECE teachers with the implementation of research-based reading programs for students with disabilities in the high schools, including Ramp Up and Corrective Reading. This support will include walk thru observations, professional development, and technical support.	Wilson	07/01/2007	07/01/2008	\$ 0 No Funding	IP	ECE remains our only subgroup yet to meet goal. Specialists, department chairs, instructional coaches, and lit leads have all encouraged ECE teachers to attend Ramp Up training. Some attend.
2	NCLB	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	07/01/2007	07/01/2008	\$ 67000 Every1 Reads  \$ 49432 Title I - PD	I	Ramp Up has helped reduce the novice % to 5.58.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
3	NCLB	ESL I teachers will attend High Point training this summer to extend their knowledge of best practice and fully utilize the program they chose. ESL II teachers will be encouraged to attend Ramp Up and implement its program.	Johnson	07/01/2007	07/01/2008	\$ 5000 Title I - PD	I	Alex Johnson and ESL teachers attended Ramp Up training. Four ESL teachers without prior Ramp Up training participated. The number of ESL teachers implementing, or partially implementing, Ramp Up increased from six to ten. Currently, Alex and Sue McV continue to work on High Point curriculum to align it to Kentucky Core Content standards.
4	NCLB	Beginning LEP students will be part of a newcomer center located at Shawnee High School where 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	07/01/2007	07/01/2008	\$ 0 No Funding	I	
5	NCLB	Reading specialists and instructional coaches will work with parents/community members at open houses, community forums, PTA meetings, etc. to promote literacy.	Hawkins	07/01/2007	07/01/2008	\$ 0 No Funding	I	
9	NCLB	The ECE Department will 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	\$ 30000 General Fund	IP	There are 135 schools who have written and implemented collaboration plans that incorporate strategies for moving students to proficiency. There were 102 schools who participated in district level collaboration training on co-teaching models and differentiated instruction during December and January. Additionally, ECE Consulting Teachers have presented these PD sessions at individual schools not attending the district sessions.
10	NCLB	The ECE Department will 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 2008. This information will be provided to ECE Department Chairs/ Team Leaders, Instructional Coaches, Counselors and ECE Consulting Teachers.	Doyel	07/01/2007	07/01/2008	\$ 0 No Funding	IP	This information is currently being collected and will be shared with schools, ECE Consulting Teachers, ECE Department Chairs/Team Leaders and Instructional Coaches by 2/1/08.

Jefferson County Public Schools  
2007-2008 Comprehensive District Improvement Plan

Writing Component

**Component: Writing****Component Manager:** Cindy Bradley**Date:** 01/29/2008**Name:** JCPS DISTRICT PLAN**Priority Need:**

In May, 2006, on the Kentucky Core Content Test, 57% of the students at the elementary level scored at or above proficient in the writing portfolio assessment, and 4% scored at or above proficient in the on-demand writing assessment.

**Goal:**

By May, 2008, the percentage of elementary students scoring at or above proficient in the writing portfolio assessment will increase 11% to reach 68%. In the on-demand writing assessment the percentage of students scoring at or above proficient will increase 24% to reach 28%.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Kentucky Writing Scoring Rubric - % moving toward proficient on writing portfolio piece(s)	12/07/2007	68	
Kentucky Writing Scoring Rubric - % moving toward proficient in on-demand writing piece	12/07/2007	28	
Kentucky Writing Scoring Rubric - % moving toward proficient on writing portfolio piece(s)	02/15/2008	68	
Kentucky Writing Scoring Rubric - % moving toward proficient in on-demand writing piece	02/15/2008	28	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	None	Establish a focus group (e.g., teachers, instructional coaches, principals, Project Care resource teachers) to investigate the essentials necessary for establishing an effective writing culture in schools (practices, materials, expectations, writing across curriculum, etc.) as a first step towards implementation.	Bradley	08/13/2007	05/23/2008	\$ 1000 Title II	IP	The Writing Department, with the input of Cluster Leaders and Instructional Coaches, generated a document listing the elements of an effective school writing program. This document serves as a first step for a focus group in designing a comprehensive plan for creating an effective school writing culture.
2	None	Provide support for pilot schools that choose to implement the recommendations of the focus group in improving their school-wide writing culture.	Bradley	08/01/2007	05/22/2008	\$ 2500 Title II	NI	Pilot schools for this project have not been selected at this time. However a similar project is currently being implemented. (See strategy #16.)
3	None	Develop materials with selected content specialist(s) focused on writing-to-learn activities.	Bradley	08/01/2007	05/22/2008	\$ 1000 Title II	NI	The Writing Specialist will collaborate with Content Area Specialists in the spring/summer to plan "writing to learn" strategies to deepen students' content knowledge and support portfolio-appropriate writing.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
4	None	Review student achievement data from the 2006 KCCT report to identify and address instructional gaps in the curriculum and to assure alignment with Kentucky Core Content for Assessment 4.1 (Scholastic Audit Recommendation 1.1, 1.5, 2.7) (SACS Recommendation 5.1)	Bradley	08/01/2007	05/22/2008	\$ 2000 Title II	IP	Achievement data review has led to the development of a several instructional tools including tutorials and an "analysis toolbox" for analysis of student work.
5	None	Provide training in best practices using published curriculum lessons/materials to address gaps and deficiencies in writing, as identified on 2006-07 KCCT reports, through professional development opportunities for Writing Cluster Leaders, Instructional Coaches, and/or teachers.	Bradley	08/01/2007	05/22/2008	\$ 2500 Title II	IP	Training in best practices in teaching writing has occurred in monthly PD with Instructional Coaches, in quarterly PD with Writing Cluster Leaders, and in district-based PD for classroom teachers and Literacy Leaders.
6	None	Develop genre-specific tutorials using the Kentucky Writing Scoring Rubric and genre-based continuum to build teachers' understanding of proficient skills in a variety of genre. Train Writing Cluster Leaders and Instructional Coaches in the use of the tutorials to support more accurate analysis of writing in school-based professional development sessions.	Bradley	08/01/2007	05/22/2008	\$ 1000 Title II	I	Narrative Feature Article and Reflective Writing tutorials have been developed as teaching materials to illustrate proficient writing skills and to show the characteristics of the genre. Cluster Leaders and Instructional Coaches have received training in the use of these materials.
7	None	Provide on-demand prompts for use in fall and winter scrimmages for 5th grade.	Bradley	08/01/2007	05/22/2008	\$ 500 Title II	IP	For the fall scrimmage, grade 5 teachers received instructions and materials for conducting an on-demand assessment in a timed testing situation.
8	None	Train Writing Cluster Leaders and Instructional Coaches in analyzing student work for the purpose of monitoring student progress and informing instruction. This data will serve to benchmark student work in fall and winter.	Bradley	08/01/2007	05/22/2008	\$ 2000 Title II	IP	In PD sessions, Writing Cluster Leaders and Instructional Coaches have engaged in analysis activities and conversations in order to advance their skills in accurately assessing student writing and discuss the instructional implications.
9	None	Provide training in best practices for teaching writing conventions (grammar, word choice, punctuation, etc.) for teachers, cluster leaders, and instructional coaches.	Bradley	08/01/2007	05/22/2008	\$ 2000 Title II	IP	Training in best practices for teaching writing conventions has taken place in PD sessions conducted by the JCPS/University of Louisville Leadership Project, a collaborative project working with teachers in select elementary schools.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
10	None	Develop materials on effective, developmentally appropriate use of on-demand writing in the primary classroom.	Bradley	08/01/2007	05/22/2008	\$ 1000 Title II	NI	Developmentally appropriate strategies for on-demand writing in primary grades will be developed for implementation in the next school year.
11	None	Provide data to schools about P4 writing programs based on the randomly selected P4 writing folders submitted for the Descriptive Review. Train Writing Cluster Leaders and Instructional Coaches in using Descriptive Review data to guide school-based decisions about professional development. (SACS Recommendation 4.1)	Bradley	08/01/2007	05/22/2008	\$ 10,000 General Fund	I	2007 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 instructional tutorials.
12	None	Develop school-based writing leadership through quarterly professional development workshops for Writing Cluster Leaders.	Bradley	08/01/2007	05/22/2008	\$ 180,000 Title II	IP	Professional development workshops in the fall provided Writing Cluster Leaders with strategies and materials to develop their leadership and strengthen their school writing programs.
13	None	The ECE Department will collaborate with the District Writing Specialist to provide support for ECE teachers and ECE students in the area of writing instruction via professional development, consultation and observations.	Wilson, ECE Consulting Teachers	08/01/2007	05/22/2008	\$ 0 No Funding	IP	ECE Consulting teachers have attended PD in the area of writing at all three levels. Support is being given in the area of on demand writing and writing portfolio development at the school level to ECE teachers by ECE Specialists, Consulting Teachers, Instructional Coaches and Department Chair/Team Leaders.
14	None	The ECE Department will provide collaboration grant funds targeted at inclusion of ECE students in Writing Core Content 4.1 instruction for schools to reduce achievement gaps for students with disabilities.	June	08/01/2007	05/22/2008	\$ 30000 General Fund	IP	There are 135 schools who have written and implemented collaboration plans that incorporate strategies for moving students to proficiency. There were 102 schools who participated in district level collaboration training on co-teaching models and differentiated instruction during December and January. Additionally, ECE Consulting Teachers have presented these PD sessions at individual schools not attending the district sessions.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
15	NA	The district writing staff will collaborate with the 15th District PTA organization to develop communication strategies for informing parents in the area of Writing, including topics such as: expectations for writing at all grade levels, suggestions for supporting writing at home, standards for the writing portfolio and on-demand writing assessments.	Bradley/Priddy	08/01/2007	05/25/2008	\$ 0 No Funding	NI	District writing staff will meet with the District PTA organization in the spring to plan strategies for informing parents at regular intervals to provide important writing information.
16		Establish JCPS/U of L Writing Leadership Project, a collaborative project between JCPS and the Louisville Writing Project to build writing leadership capacity in selected elementary schools. These teacher leaders will participate in year-long training designed to support them as grade-group writing leaders and prepare them for future leadership roles in writing instruction and professional development.	Bradley	09/01/2007	05/22/2007	\$ 6000 Asst.Superintendent	IP	Teacher leaders in 5th grade have been identified in 8 elementary schools. As a cohort group, they have participated in regular professional development sessions designed and implemented by JCPS writing staff and LWP leadership and focused on the analysis of student work, lesson study, and protocols for building school-based learning communities.
17		All writing units, analysis tools, and other instructional materials created by the JCPS Writing Department will be made available via technology to classroom teachers.	Bradley	09/01/2007	05/22/2008	\$ 0 No Funding	I	Intructional units and other support materials created over the years by the JCPS Writing Department are now available to all classroom teachers through JCPS On-line.

**Priority Need:**

In May, 2006, on the Kentucky Core Content Test, 27% of the students at the middle school level scored at or above proficient in the writing portfolio assessment, and 14% scored at or above proficient in the on-demand writing assessment.

**Goal:**

By May, 2008, the percentage of students scoring at or above the proficient level in the writing portfolio assessment will increase 18% to reach 45%. In the on-demand assessment, the percentage of students scoring at or above the proficient level will increase 22% to reach 36%.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Kentucky Writing Scoring Rubric - % moving toward proficient in writing portfolio piece(s)	12/07/2007	45	
Kentucky Writing Scoring Rubric - % moving toward proficient in on-demand writing piece	12/07/2007	36	
Kentucky Writing Scoring Rubric - % moving toward proficient in writing portfolio piece(s)	02/15/2008	45	
Kentucky Writing Scoring Rubric - % moving toward proficient in on-demand writing piece	02/15/2008	36	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	None	Develop school-based writing leadership through quarterly professional development workshops for Writing Cluster Leaders.	Bradley	08/01/2007	05/22/2008	\$ 50,000 Title II	IP	Fall professional development workshops provided Writing Cluster Leaders with strategies and materials to support their leadership skills and strengthen their schools' writing programs.
2	None	Develop genre-specific tutorials using the Kentucky Writing Scoring Rubric and genre-specific continuum to build teachers' understanding of proficient skills in a variety of genre. Train Writing Cluster Leaders and Instructional Coaches in the use of the tutorials to support more accurate analysis of writing in school-based professional development sessions. (SACS Recommendation 4.1)	Bradley	08/01/2007	05/22/2008	\$ 1000 Title II	I	Narrative Feature Article and Reflective Writing Tutorials have been developed using samples of student writing. These teaching materials show proficient writing skills and the characteristics of the genre. Cluster Leaders and Instructional Coaches have received training in the use of these materials.
3	None	Train Writing Cluster Leaders and Instructional Coaches in protocol(s) to analyze student work for writing portfolios and on-demand writing for the purpose of monitoring student progress and informing instruction. This data will serve as the benchmarking of student work in fall and winter.	Bradley	08/01/2007	05/22/2008	\$ 1000 Title II	IP	In PD sessions, Writing Cluster Leaders and Instructional Coaches have engaged in analysis activities and conversations in order to advance their skills in accurately assessing student work and understanding instructional implications.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
4	None	Provide on-demand prompts for use in fall and winter scrimmages for 8th grade.	Bradley	08/01/2007	05/22/2008	\$ 500 Title II	IP	For the fall scrimmage, eighth-grade teachers received resources for implementing an on-demand assessment in order to evaluate the students' ability to write effectively in an on-demand testing situation.
5	None	Provide data to each school about its Grade 6 writing program based on the randomly selected 6th grade writing folders submitted for the Descriptive Review. Train Writing Cluster Leaders, Instructional Coaches, and Principals in using the Descriptive Review data to guide school-based decisions concerning professional development. (SACS Recommendation 4.1)	Bradley	08/01/2007	05/22/2008	\$ 5000 General Fund	I	The 2007 Descriptive Review was completed and presented to Writing Cluster Leaders and Instructional Coaches. Results of the analysis have been used to adjust school-based professional development plans in order to meet identified needs. Results have also influenced the development of district instructional materials.
6	None	Provide training to Writing Cluster Leaders and Instructional Coaches in the alignment of the Classroom Instructional Framework (CIF) with current Writing Lesson Units.	Bradley	08/01/2007	05/22/2008	\$ 1000 Title II	IP	District Writing Staff is currently working on connecting the language of the Classroom Instructional Framework to existing writing lesson units. Instructional Coaches and Writing Cluster Leaders will receive training to align the CIF document with unit lessons.
7	None	Review student achievement data in portfolio writing and on-demand writing to identify and address instructional gaps in the curriculum to ensure alignment with Kentucky Core Content for Assessment 4.1, Program of Studies, and academic expectations. (Scholastic Audit Recommendation 1.1, 1.5, 2.7) (SACS Recommendation 5.1)	Bradley	08/01/2007	05/22/2008	\$ 2000 Title II	IP	Achievement data review has led to the development of analysis tools for Instructional Coaches, Cluster Leaders, and classroom teachers to use in assessing student writing for purposes of informing their instruction and evaluating student progress.
8	None	Establish a cadre of Grade 7 teachers from a variety of schools to monitor use of continuous assessment, program of studies, and academic expectations and to facilitate discussions about improving instruction. Teachers meet to discuss lessons and analyze student work.	Bradley	08/01/2007	05/22/2008	\$ 3000 Title II	IP	A Grade 7 cadre has not been established at this time. However, a similar project has been initiated. (See Strategy #12)

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
9	None	The ECE Department will collaborate with the District Writing Specialist to provide support for ECE teachers and ECE students in the area of writing instruction via professional development, consultation and observations.	Wilson, ECE Consulting Teachers	08/01/2007	05/22/2008	\$ 0 No Funding	IP	ECE Consulting teachers have attended PD in the area of writing at all three levels. Support is being given in the area of on demand writing and writing portfolio development at the school level to ECE teachers by ECE Specialists, Consulting Teachers, Instructional Coaches and Department Chair/Team Leaders.
10	None	The ECE Department will provide collaboration grant funds targeted at inclusion of ECE students in Writing Core Content 4.1 instruction for schools to reduce achievement gaps for students with disabilities.	June	08/01/2007	05/22/2008	\$ 30000 General Fund	IP	135 schools have written and implemented collaboration plans that incorporate strategies for moving students to proficiency. 102 schools participated in district level collaboration training on co-teaching models and differentiated instruction during December and January. Additionally, ECE Consulting Teachers have presented these PD sessions at individual schools not attending the district sessions.
11	NA	The district writing staff will collaborate with the 15th District PTA organization to develop communication strategies for informing parents in the area of Writing, including topics such as: expectations for writing at all grade levels, suggestions for supporting writing at home, standards for the writing portfolio and on-demand writing assessments.	Bradley/Priddy	08/01/2007	05/25/2008	\$ 0 No Funding	NI	District writing staff will meet with the District PTA organization in the spring to plan strategies for informing parents about writing. This information will be provided at timely intervals throughout the school year.
12		Establish the "JCPS/University of Louisville Writing Leadership Project," a collaborative project with the JCPS Writing Department and the Louisville Writing Project (LWP), designed to build writing leadership capacity in selected middle schools. An 8th grade Language Arts teacher from each school will be identified to participate in year-long training designed to support them as grade-group writing leaders and prepare them for future leadership roles in writing instruction and profession development.	Bradley	08/01/2007	05/22/2008	\$ 6,000 Asst. Superintendent	IP	Eighth-grade language arts teachers from eight middle schools have been selected as teacher leaders to participate in the project. As a cohort group, they have participated in regular professional development sessions, led by JCPS writing staff and the Director of the Louisville Writing Project, to focus on instructional conversations, analysis of student work, and strengthening of each school's writing program.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
13		All writing units, analysis tools, and other instructional materials created by the JCPS Writing Department will be made available via technology to classroom teachers.	Bradley	09/01/2007	05/22/2008	\$ 0 No Funding	I	Instructional units and other support materials created by the JCPS Writing Department are available to all JCPS classroom teachers through JCPS On-Line.

**Priority Need:**

In May, 2006, on the Kentucky Core Content Test, 40% of high school students scored at or above the proficient level in the writing portfolio assessment, and 19% scored at or above the proficient level in the on-demand writing assessment.

**Goal:**

By May, 2008, the percentage of students scoring at or above proficient in the Writing Portfolio Assessment will increase 15% to reach 55%. In the On-demand Writing Assessment, the percentage of students scoring at or above proficient will increase 20% to reach 39%.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Kentucky Writing Scoring Rubric - % moving toward proficient in writing portfolio piece(s)	11/16/2007	55	
Kentucky Writing Scoring Rubric - % moving toward proficient in on-demand writing piece	11/16/2007	39	
Kentucky Writing Scoring Rubric - % moving toward proficient in writing portfolio piece(s)	02/15/2008	55	
Kentucky Writing Scoring Rubric - % moving toward proficient in on-demand writing piece	02/15/2008	39	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
11						\$		
1	None	Develop school-based writing leadership through quarterly professional development workshops for Writing Cluster Leaders.	Bradley	08/01/2007	05/22/2008	\$ 45,000 Title II	IP	Three professional development workshops provided Writing Cluster Leaders with strategies and materials to develop their leadership and strengthen school writing programs.
2	None	Lead train-the-trainer professional development session(s) for Writing Cluster Leaders and Instructional Coaches in the analysis of portfolio-appropriate pieces for the purpose of monitoring student progress and informing instruction. This data will serve to benchmark student work in fall and winter. (SACS Recommendation 4.1)	Bradley	08/01/2007	05/22/2008	\$ 1000 Title II	IP	Benchmarking activities are not being implemented in high schools at this time. However, professional development focusing on the analysis of portfolio-appropriate writing has occurred with cluster leaders, instructional coaches, and 11th grade classroom teachers.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
3	None	Create on-demand writing units, based on data from the 2006 KCCT report, for Grades 11 and 12 to address gaps in curriculum materials for the on-demand writing assesment. (Scholastic Audit 1.5, 2.7)	Bradley	08/01/2007	05/22/2008	\$ 3000 Title II	I	Based on the data from the KCCT report and the fact that the state changed the 12th grade on-demand assessment to September of the 12th grade year, new instructional materials were developed for on-demand writing for use at 12th grade. Additional materials will be developed to strengthen writing skills for 11th grade students.
4	None	Provide a Grade 12 analytical writing unit for portfolio-appropriate writing to ensure student achievement.	Bradley	08/01/2007	05/22/2008	\$ 1500 Title II	IP	Writing staff has developed analytical writing materials and lessons for 11th and 12th grade teachers.
5	None	Review 2006 KCCT reports to identify and address any other gaps in curriculum materials and Core Content Assessments to ensure alignment with Core Content 4.1, Program of Studies, and Academic Expectations. (Scholastic Audit Recommendations 1.1, 1.5, 2.7) (SACS Recommendation 5.1)	Bradley	08/01/2007	05/22/2008	\$ 2500 Title II	IP	A review of 2006 KCCT reports has precipitated the development of the analytical and on-demand materials and lessons for high school language arts teachers.
6	None	The ECE Department will collaborate with the District Writing Specialist to provide support for ECE teachers and ECE students in the area of writing instruction via professional development, consultation and observations.	Wilson, ECE Consulting Teachers	08/01/2007	05/22/2008	\$ 0 No Funding	IP	ECE Consulting teachers have attended PD in the area of writing at all three levels. Support is being given in the area of on demand writing and writing portfolio development at the school level to ECE teachers by ECE Specialists, Consulting Teachers, Instructional Coaches and Department Chair/Team Leaders.
7	None	The ECE Department will provide collaboration grant funds targeted at inclusion of ECE students in Writing Core Content 4.1 instruction for schools to reduce achievement gaps for students with disabilities.	June	08/01/2007	05/22/2008	\$ 30000 General Fund	IP	135 schools have written and implemented collaboration plans that incorporate strategies for moving students to proficiency. 102 schools participated in district level collaboration training on co-teaching models and differentiated instruction during December and January. Additionally, ECE Consulting Teachers have presented these PD sessions at individual schools not attending the district sessions.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
8	NA	The district writing staff will collaborate with the 15th District PTA organization to develop communication strategies for informing parents in the area of Writing, including topics such as: expectations for writing at all grade levels, suggestions for supporting writing at home, standards for the writing portfolio and on-demand writing assessments.	Bradley/Priddy	08/01/2007	05/25/2008	\$ 0 No Funding	NI	District writing staff will meet with the District PTA organization in the spring to plan strategies for informing parents about writing at appropriate intervals throughout the school year.
9		Establish the JCPS/University of Louisville "Writing Leadership Project," a collaborative project between JCPS Writing Department and the Louisville Writing Project (LWP) to build writing leadership capacity in selected high schools. One grade 12 Language Arts teacher in each selected high school will participate in year-long training designed to support leadership skills in writing instruction and professional development.	Bradley	09/01/2007	05/22/2008	\$ 6000 Asst. Superintendent	IP	In seven high schools, one teacher was selected to participate as a Teacher Leader in the JCPS/ U of L Writing Leadership Project. As a cohort group, the teachers leaders have participated in regular professional development sessions with the JCPS Writing Staff and the Director of the Louisville Writing Project focusing on leadership strategies including analysis of student writing, lesson study, and protocols for building school-based learning communities.
10		All writing units, analysis tools, and other instructional materials created by the JCPS Writing Department will be made available via technology to classroom teachers.	Bradley	08/01/2007	05/22/2008	\$ 0 No Funding	I	Instructional units and other support materials created by the JCPS Writing Department have been compiled, organized, and downloaded. They are currently available to all JCPS teachers through JCPS On-Line.

Jefferson County Public Schools  
2007-2008 Comprehensive District Improvement Plan

Math Component

**Component: Math****Component Manager:** Amy Herman**Date:** 01/29/2008**Name:** JCPS DISTRICT PLAN**Priority Need:**

In May 2006, our district's Mathematics Index was 72.5; the percentage of students scoring Proficient or Distinguished was 42.3; the percentage of students scoring Novice was 27.7; 62.5% of NCLB subgroups met their proficiency target of 29.6 as measured on the Kentucky Core Content Test.

**Goal:**

By May 2008, our district's Mathematics index will increase by 6.9 for a total Mathematics Index of 79.4; the percentage of students scoring Proficient or Distinguished will increase by 14.4 for a total percentage of 56.7; the percentage of students scoring Novice will decrease by 5.7 for a total of 22.0; 100% of NCLB subgroups will meet their proficiency target of 39.7 as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Index - Common District Assessments	10/16/2007	79.4	82.3
Index - Common District Assessments	02/15/2008	79.4	
% P/D - Common District Assessments	10/16/2007	56.7	56.3
% P/D - Common District Assessments	02/15/2008	56.7	
% Novice - Common District Assessments	10/16/2007	22.0	8.5
% Novice - Common District Assessments	02/15/2008	22.0	
Common District Assessments - White - % P/D	10/16/2007	39.7	63.3
Common District Assessments - White - % P/D	02/15/2008	39.7	
Common District Assessments - African American - % P/D	10/16/2007	39.7	46.7
Common District Assessments - African American - % P/D	02/15/2008	39.7	
Common District Assessments - Hispanic - % P/D	10/16/2007	39.7	51.8
Common District Assessments - Hispanic - % P/D	02/15/2008	39.7	
Common District Assessments - Asian - % P/D	10/16/2007	39.7	66
Common District Assessments - Asian - % P/D	02/15/2008	39.7	
Common District Assessments - LEP - % P/D	10/16/2007	39.7	45.6
Common District Assessments - LEP - % P/D	02/15/2008	39.7	
Common District Assessments - FRL - % P/D	10/16/2007	39.7	50
Common District Assessments - FRL - % P/D	02/15/2008	39.7	
Common District Assessments - ECE - % P/D	10/16/2007	39.7	41
Common District Assessments - ECE - % P/D	02/15/2008	39.7	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
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GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	NCLB	Curriculum materials that reflect research-based best practices will be selected. (K-5, 8) Materials will be purchased. (6-7) [NCLB 1]	Herman	07/02/2007	06/30/2008	\$ 2,250,000 GE Grant	IP	Connected Math 2 materials have been distributed to students in grades 6 and 7. Connected Math 2 was selected for grade 8. Materials will be selected for grades K-5 on 2/29/08.
2	NCLB	STP Algebra I, Geometry, and Algebra II (includes professional development, assessment, job-embedded collaboration on unit development, curriculum aligned to core content 4.1, activities and experiments, and materials) will be offered to help comprehensive, ECE, ESL teachers refine practice and help struggling students (9-11) [NCLB 2 and 3] (SACS Recommendation 5.1)	Herman	07/02/2007	06/30/2008	\$ 105,990 Title II	IP	Seventeen PD sessions have been offered in STP Algebra I, Geometry, and Algebra II. Approximately 30 teachers have attended each session. Teachers received curriculum, activities, experiments, assessments, and other materials aligned to Core Content 4.1.
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, strategies for use of laptop computers, and analyzing district assessments (K-12) [NCLB 2 and 3]	Herman	07/02/2007	06/30/2008	\$ 228,000 Title II	IP	Teacher leaders/department chairs have attended 6 professional development sessions to learn how to support the use of best practices, strategies for student success, and use of laptops.
6	NCLB	Content/pedagogy professional development will be offered to teachers from schools using Connected Math 2 (6-7) and for teachers preparing to teach Algebra I (8) [NCLB 1 and 3]	Herman	07/02/2007	06/30/2008	\$ 190000 GE Grant/Title II/Title I	IP	173 middle school teachers attended summer professional development. 64 teachers attended a professional development session in October and 68 teachers attended in November. All middle schools teachers are receiving a monthly newsletter and unit assessments.
7	NCLB	Common district assessments aligned to Core Content 4.1 will be created, distributed, and used to make decisions about scheduling interventions to reach goals (K-11) [NCLB 4] (Scholastic Audit Recommendation 2.7)	Herman	07/02/2007	06/30/2008	\$ 0 No Funding	IP	58 assessments (out of 111) have been distributed and used. Teachers use CASCADE to analyze the assessments in order to make adjustments in instruction.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
10	NCLB	The ECE Department will 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 assessments in Spring of 2008. This information will be provided to ECE Department Chairs/ Team Leaders, Instructional Coaches, Counselors, and ECE Consulting Teachers. (K-12) [NCLB 4]	Doyel, ECE Consulting Teachers	07/06/2007	06/07/2008	\$ 0 No Funding	IP	This information is currently being collected and will be shared with schools, ECE Consulting Teachers, ECE Department Chairs/Team Leaders and Instructional Coaches by 2/1/08.
11	NCLB	The ECE Department will collaborate with the Mathematics team to address the needs of ECE students in the GE Math & Science initiative, including the monitoring of the performance of ECE students who will participate in the SuccessMaker program and to support the inclusion of ECE students in the core mathematics program as appropriate. (K-12) [NCLB 4]	Davis, Doyel	07/06/2007	06/07/2008	\$ 0 No Funding	IP	The ECE Department works with the Mathematics team regularly to share ideas, provided technical assistance to schools and analyze data. SuccessMaker data was analyzed and shared with ECE Department Chairs/Team Leaders and Middle School Math Leads in the Fall. The ECE Department presented strategies to support ECE students in Connected Math to the Middle School Math Leads in the Fall of 2007 as well.
12	NCLB	The ECE Department will 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	07/06/2007	06/07/2008	\$ 90000 General Fund	IP	135 schools have written and implemented collaboration plans that incorporate strategies for moving students to proficiency. 102 schools participated in district level collaboration training on co-teaching models and differentiated instruction during December and January. Additionally, ECE Consulting Teachers have presented these PD sessions at individual schools not attending the district sessions.
13	NCLB	Materials appropriate for differentiated instruction will be distributed to be used in high school STP. Training to support the use of these materials will be provided. (9-11) [NCLB 5]	Herman	07/02/2007	06/30/2008	\$ 27000 Title I/General Fund	IP	Materials have been provided to approximately 90 teachers through 17 sessions of STP Algebra I, Geometry, and Algebra II PD.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
14	NCLB	Successmaker will be implemented in 30 additional schools to be used as an intervention for students not on grade level (3-8). The Technology Department will provide computers and technical support for the Successmaker program. [NCLB 2 and 6]	Herman	07/02/2007	06/30/2008	\$ 700000 KETS  \$ 165,000 GE Grant	I	Successmaker has been implemented in 37 additional schools. There are 68 schools using Successmaker with students who are achieving below grade level. The Technology Department provided computers and technical support for the Successmaker program.
15	NCLB	Teachers will receive assistance in interpreting and teaching core content from U of L graduate and undergraduate students (GEMS Project) (6) [NCLB 3]	Herman	07/02/2007	06/30/2008	\$ 10,000 Title II  \$ 230,000 NSF	IP	Five graduate students in mathematics are working with five middle school teachers approximately 10-15 hours each week. These students and teachers attend PD twice a month offered by U of L mathematics professors, education professors, and JCPS math specialist. Teachers and grad students plan and teach sixth grade mathematics together.
16	NCLB	District personnel will present in Parent University. (6-8) [NCLB 8]	Niemi	07/02/2007	06/30/2008	\$ 0 No Funding	IP	Approximately 50 parents/guardians attended Parent University in August to learn how to support middle school students in mathematics. Another session will be offered in March.
17	NCLB	The ESL Department will collaborate with the District Math team to address the needs of LEP students in the GE Math and Science initiative (K-12). [NCLB 4]	Kinny, Johnson	07/03/2007	06/29/2008	\$ 0 No Funding	IP	An ESL resource teacher and two elementary ESL teachers participated in GE Math Focus group to provide input on best practice pedagogy and choice of instructional materials that will address needs of ELLs.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
19	NCLB	Math Solutions (About Teaching Mathematics) and Pearson Achievement (Enhancing Instruction in Mathematics) will provide content/pedagogy professional development to teachers in summer institutes with followup sessions throughout the school year.(K-5) [NCLB 3]	Herman	07/02/2007	06/30/2008	\$ 400000 Title I/Title II	IP	60 teachers practiced lesson analysis and improved content understanding in Pearson Achievement PD (for 3 days). 320 teachers learned how to improve instruction using best practices in Math Solutions PD (for 5 days). 108 teachers gained an understanding of number sense, why it is important to mathematics instruction, and what strategies can be used to help promote the development of students' number sense.
20	NCLB	Teachers will pilot a new Classroom Instructional Framework designed to leverage instructional change. Teachers will identify or develop rich mathematical tasks that promote high-level thinking and reasoning. They will use these tasks to help students become better problem solvers. (9-11) [NCLB 2]	Herman	07/02/2007	06/30/2008	\$ 15000 Title I/Title II	IP	Seven days of PD have been offered through the RICH Program for 48 teachers and principals. In RICH, participants: •help one another recognize, design, and apply “rich” math problems within their existing curriculum •guide their lessons with a new instructional framework of rituals and routines that establishes a “struggle period” with a rich problem before the interactive instruction period •develop their skills to maintain an environment of high student engagement and avoid the temptation to intervene too quickly and “take over” challenging aspects of the tasks •encourage them to anticipate student misconceptions and possible instructional responses as they design their lessons and tasks •create communities of practice who can build a knowledge base of instructional strategies that work, and recommend next steps for moving quality math instruction to scale.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
21	NCLB	Teachers will do an online lesson study/analysis of core lessons in Algebra I, Geometry, and Algebra II. (9-11) [NCLB 2]	Herman	07/02/2007	06/30/2008	\$ 4400 Title I/Title II	IP	Lesson study professional development was offered for 7 lessons using online planning and analysis. Videos of each lesson were created. There are now 16 videos of lessons in Algebra I, Geometry, and Algebra II. These videos are being used for school-based PD.
22	NCLB	The district will provide monthly professional development to improve mathematics instruction to Instructional Coaches and ESL Resource Teachers (K-12) [NCLB 3]	Herman	07/02/2007	06/30/2008	\$ 0 No Funding	IP	Professional development sessions have been offered each month for elementary school and middle school instructional coaches. Sessions include best practices in teaching mathematics, coaching tips, and instructional materials review.
23	NCLB	The district will provide units to fill in gaps between current curriculum materials and Kentucky Core Content 4.1 (3-8) and will provide KCCT Prep Modules (3-11) [NCLB 2] (Scholastic Audit Recommendation 1.1)	Herman	07/02/2007	06/30/2008	\$ 0 No Funding	I	Mathematics Core Content Instructional Review Units have been distributed to teachers in grades 3-11. There were 5-8 units produced per grade level. Suggestions for the use of the units were also distributed.
24	NCLB	District dialogue teams will collect data to measure the level of implementation of curriculum aligned to Core Content 4.1, Program of Studies, and Academic Expectations. (K-11) [NCLB 2]	Herman	07/02/2007	06/30/2008	\$ 0 No Funding	IP	Dialogue teams (K-5) collected data measuring the level of implementation of curriculum aligned to Core Content 4.1, Program of Studies, and Academic Expectations. Dialogue teams provided this information to the schools, as well as recommendations for improvement.
25	NCLB	The district math office will create curriculum maps and pacing guides aligned with Core Content 4.1, Program of Studies, and Academic Expectations. (K-11) [NCLB 2] (Scholastic Audit Recommendation 1.1) (SACS Recommendation 5.1)	Herman	07/02/2007	06/30/2008	\$ 0 No Funding	I	Curriculum maps and pacing guides were provided to all schools in the summer. These documents are also posted online. Teacher recommendations were used to make slight modifications to the documents for grades 6-7. Adjusted documents were also distributed.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
26	NA	The Technology Department will provide a Tablet PC, digital projector and on-going professional development for all math teachers at the middle and high level and at 40 elementary schools (TIP Project).	Petersen/Shro ut	07/01/2007	05/25/2008	\$ 340000 IDU	I	Teachers in more than 40 elementary schools received PCs and projection devices. Professional development has been offered through the Technology Department. Additional professional development has been offered through the Math Office and through Greater Louisville Council of Teachers of Mathematics. Teachers are using the laptops to support instruction in a variety of ways. The Math Office is providing most of the critical district documents through JCPS Online.
27	NCLB	The District Math team, in conjunction with their work on the GE Math/Science Initiative will collaborate with the JCPS Community Development Department to explore opportunities to work with community partners to provide programs, services, resources (i.e. service learning projects) that create learning opportunities for students outside of schools.	Goff	08/01/2007	05/25/2008	\$ 0 No Funding	IP	Volunteers from GE participated in the Middle School Connection (Seventh graders met with business persons to discuss the need for college and career planning.) "Add It Up" web pages have been developed. eMentoring and eTutoring programs have been set up through GE.

Jefferson County Public Schools  
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Science Component

**Component: Science****Component Manager:** Lee Ann Nickerson**Date:** 05/25/2007**Name:** JCPS DISTRICT PLAN**Priority Need:**

According to the 2006 KCCT Science assessment, the science index at each assessed level is: Grade 4- 84.5 Grade 7- 68.9 Grade 11- 67.1  
 According to the 2006 KCCT Science assessment, the percentage of students scoring proficient or distinguished is: Grade 4- 52 Grade 7- 36 Grade 11- 37

**Goal:**

By 2008 the KCCT Science indices will increase to maintain a straight-line progression to proficiency by 2014 as follows: Grade 4- 86.7 Grade 7- 73.3 Grade 11- 71.8  
 By 2008 the KCCT Science percentage of students scoring proficient or distinguished will increase to: Grade 4- 58.9 Grade 7- 45.1 Grade 11- 46.1

**Benchmark**

Measure	Date	ProjectedData	ActualData
K-4 Science CASCADE Avg. MC % Correct	11/17/2007	75	76.9
K-4 Science CASCADE Avg. MC % Correct	02/28/2008	75	67
5-8 Science CASCADE Avg. MC % Correct	11/17/2007	75	58.7
5-8 Science CASCADE Avg. MC % Correct	02/28/2008	75	59.2
K-4 Science CASCADE Avg. ORQ score	11/17/2007	3	2.8
K-4 Science CASCADE Avg. ORQ score	02/28/2008	3	2.6
5-8 Science CASCADE Avg. ORQ score	11/17/2007	3	2.1
5-8 Science CASCADE Avg. ORQ score	02/28/2008	3	2.4
Int. Science IB CASCADE Avg. ORQ score	11/10/2007	3	1.8
Int. Science IB CASCADE Avg. ORQ score	02/23/2008	3	1.9
Int. Science IA CASCADE Avg. ORQ score	11/10/2007	3	1.7
Int. Science IA CASCADE Avg. ORQ score	02/23/2008	3	1.8

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
2	NCLB	Level I Science Module Implementation PD sessions will be offered for K-8 new teachers, teachers new to grade level, and teachers requiring additional basic training. These sessions will focus on orientation to Science Modules, 4.1/World Class Standards alignment, and rituals/routines of inquiry science. Follow-up PD sessions will be offered through new teacher induction.	Nickerson	07/01/2007	03/30/2008	\$ 101,750 Title II	IP	15 of 19 session have been provided, although not through new teacher induction. Teacher evaluation of sessions that have occurred thus far show that 99% of attendees indicate that the PD will help them positively impact the achievement of their students.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
4	NCLB	Level I Extension PD sessions will be offered to 5-8 experienced Science Module teachers on living organism care, mathematics strategies in science, and using the microscope. PD session topics are based on teacher survey requests for training to enhance basic implementation of Science Modules.	Nickerson	07/01/2007	08/03/2007	\$ 18,495 Title II	I	Five summer sessions were offered. Although not nearly as well attended as the previous summer's implementation sessions; 97% of teachers in attendance indicated that the PD will help them positively impact the achievement of their students.
5	NCLB	High school PD sessions will be offered to teachers of Biology, Chemistry, and Physics. These sessions will focus on common inquiry-based labs, lab safety, and analysis of student work. Biology and Chemistry sessions will include implementation of common pacing guides and assessments.	Nickerson	08/01/2007	05/11/2008	\$ 28,240 Title II	IP	9 of 13 sessions have been provided; analysis and evaluation of curriculum materials has taken preference this year as it is adoption year. 100% of attendees agreed that this PD will help them positively impact the achievement of their students.
6	NCLB	Professional development will be provided to elementary principals on Science Module implementation look-fors. Middle school principals PD will include look-fors and video clips related to the components of the classroom instructional framework. High school principals will be provided with updates about pacing guides, common assessments, and curriculum materials for the standardized course sequence of Integrated Science IA, IB and Biology. (SACS Recommendation 5.1)	Nickerson	08/04/2007	04/13/2008	\$ 0 No Funding	NI	The Asst. Supt. determine PD offered to their principals: 2 sessions for elementary about science notebooking as well as expenditure of text adoption funds; 1 session for middle on expenditure of text adoption funds; no sessions were offered to high.
7	None	Informative newsletter snippets will be developed and shared with schools to improve communication with K-12 parents about inquiry-based science instruction and learning.	Nickerson	08/01/2007	04/30/2008	\$ 0 No Funding	NI	This strategy will be revisited for next year. It was determined that regular communication with grade level teachers about implementation tips, reminders, and notebooking strategies should take precedence in this 2nd year of implementation.
10	NCLB	Professional development will be provided to high school Integrated Science IA and IB teachers. These sessions will begin in the summer and extend throughout the school year. The focus will be orientation to pacing guides, course lessons, common inquiry-based labs and lab safety, 4.1 core content, and common assessments.	Nickerson	08/01/2007	06/30/2008	\$ 85,700 Title II	IP	10 of 15 sessions have been provided; this PD is a just-in-time format for the newly developed Int. IA curriculum materials; no IB courses are taught this year as it is transition to new HS course sequence. 96% of attendees indicate that these PD sessions will help them positively impact the achievement of their students.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
11	NCLB	Level II beyond implementation PD sessions will be offered to experienced K-8 Science Module teachers. The PD will begin in the summer with follow-up sessions throughout the school year and will include vertical transition strategies for 5th grade students to middle school and 8th grade students to high school. Sessions will include strategies for science notebooking, formative assessment, student discourse and reading comprehension. Analysis of student work will occur throughout.	Nickerson	07/01/2007	06/29/2008	\$ 331,840 Title II	IP	2 summer sessions with 2 of 4 strand session follow-ups have been provided. 96% of teachers in attendance at both summer sessions indicated that this PD will help them positively impact the achievement of their students. Attendance at follow-up sessions has remained constant; teacher evaluation of follow-up strand will occur at final session.
12	NCLB	The ECE Department will collaborate with the Science team to address the needs of ECE students in the GE Math & Science initiative by working to ensure appropriate specially designed instruction and accommodations are available to ECE students in the classroom during Science instruction at all levels. (K-12)	Doyle Davis	07/06/2007	06/07/2008	\$ 0 No Funding	IP	The ECE Department has worked with the Science Team to ensure that materials included in the modules are available in adapted versions to meet the needs of students with disabilities. Examples include text on tape, close caption videos, Braille and enlarged print versions which have been provided to schools as needed.
15	NCLB	The ECE Department will 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	07/06/2007	06/07/2008	\$ 90,000 General Fund	IP	There are 135 schools who have written and implemented collaboration plans that incorporate strategies for moving students to proficiency. There are 102 schools participated in district level collaboration training on co-teaching models and differentiated instruction during December and January. Additionally, ECE Consulting Teachers have presented these PD sessions at individual schools not attending the district sessions.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
16	NCLB	The ESL/LEP department will collaborate with the District Science team to address the needs of LEP students in the GE Math and Science initiative (K-12).	Kinney, Johnson, Allen	07/01/2007	06/30/2008	\$ 0 No Funding	IP	Provided job-embedded PD on ESL strategies, supplemental texts, and materials to high school science teachers (upon request). Provided PD to elementary ESL teachers on necessary modifications for successful instruction with elementary science modules. A team of teachers participated in the CREATE conference, and used what they learned for turn-key PD on developing academic language and setting appropriate language objectives in middle school science classes.
18	None	Professional development will be provided for the K-8 district Instructional Coaches, Highly Skilled Educators, and ESL Resource Teachers on Science Module implementation including core content alignment and science notebooking.	Nickerson	08/01/2007	05/01/2008	\$ \$0 No Funding	IP	4 of 6 elem and middle sessions have been provided to share introductory level knowledge of K-8 science curriculum and best practice pedagogy; 1 session was provided to high school ICs to introduce them to the Int. Science courses and curriculum materials.
19	NCLB	Common K-12 district KCCT-like assessments will be revised and edited. Schools will implement these assessments and enter test data into CASCADE for analysis to inform teacher instructional practice. This data will also be used for district benchmarking to inform progress, success, and adjustment of district science strategies.	Nickerson	06/01/2007	05/30/2008	\$ 0 No Funding	IP	All assessments have been revised and edited; 1 assessment round remains; schools are entering data on CASCADE; representative benchmark data is entered in this document.
20	NCLB	The Science department will analyze the district KCCT science data to identify gaps/deficiencies and implications for instruction and edits/adjustments to the K-12 common district assessments. These results will be included in K-8 Teacher Leader and HS department chairperson sessions. (Scholastic Audit Recommendation 1.5, 2.7)	Nickerson	08/01/2007	11/30/2007	\$ 0 No Funding	I	This analysis was considered when assessments were edited. Additionally district mini-units that address gaps were edited as a result of analysis.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
21	NCLB	Select middle school teachers will receive assistance in interpreting and teaching core content from U of L graduate students (GEMS Project).	Nickerson	07/20/2007	05/15/2008	\$ 12,000 Title I - PD	IP	Six graduate students in science are working with six middle school teachers approximately 10-15 hours each week in their classrooms. These graduate students and teachers attend PD twice a month offered by U of L science professors, education professors, and JCPS science specialist. Teachers and grad students plan and teach seventh grade science module curriculum together. Teachers in the GEMS project indicate through seminar discussions/feedback that their science content knowledge and inquiry pedagogy is deepening as a result of GEMS participation. Project evaluation interviews and report will be complete in May.
22	NCLB	K-8 school Science Module Teacher Leaders will receive on-line and district based content, standards and pedagogy PD related to the inquiry-based Science Module curriculum. These Teacher Leaders will then provide school-based PD on these concepts to their science teachers throughout the year. These leaders will also act as communication liaisons between the district and their school administration and science faculty.	Nickerson	08/15/2007	05/01/2008	\$ 234,000 Title I - PD	IP	First online content SciPack is just about completed; it is the most difficult of the three total, 2 SciPacks remain. Anecdotal feedback has ranged from outstanding to frustrating opportunity/experience; however, most who struggled are persevering through the process. At this time 80% have completed and passed the first SciPack; remaining 20% are either still working or are retaking the assessment.
23	NA	The Technology Department will provide a Tablet PC, digital projector, and on-going professional development for all science teachers at the middle and high level and at 40 elementary schools (TIP Project).	Petersen/Shro ut	07/01/2007	05/12/2008	\$ 765000 IDU	I	We actually implemented more than 40 elementary schools. Follow-up support for teachers will continue until the end of the school year.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
24	NA	The District Science team, in conjunction with their work on the GE Math/Science Initiative will collaborate with the JCPS Community Development Department to explore opportunities to work with community partners to provide programs, services, resources (i.e. service learning projects) that create learning opportunities for students outside of schools.	Goff	08/01/2007	05/25/2008	\$ 0 No Funding	IP	Volunteers from GE (and other Industries) participated in The Middle School Connection. All 7th Graders met with a business person to discuss the need to get a post secondary education/college, careers, the importance of GPA, ACT, etc. Reviewed overall strategy and future plans with Marie Hurd. Deeper dive scheduled for December 14th. GLI Committee reviewed "Add it Up" web pages line by line. Next strategy session to engage community scheduled for December 3rd. IT Project initiated to help JCPS with conversion. Our IT Department will help with a needs assessment. Then make suggestions for next steps. Melinda and Cary Peterson are in the lead role.

Jefferson County Public Schools  
2007-2008 Comprehensive District Improvement Plan

Network Assistance Team –  
Vertical Alignment Network Component

**Component: Network Asst Team - Vertical Align Network**

**Component Manager:** Lynne Wheat

**Date:** 01/30/2008

**Name:** JCPS DISTRICT PLAN

**Priority Need:**

In 2006, the percentage of students scoring proficient and distinguished in math was 57% for elementary students, 27% for middle school students and 43% for high school students as measured by the Kentucky Core Content Test (KCCT).

**Goal:**

By May 2008, the percentage of elementary students scoring proficient/distinguished in math will increase to 67% (this group met their NCLB AYP; goal listed here is based on growth to 100 model by 2014). The percentage of middle school students scoring proficient/distinguished in math will increase to 37% (NCLB Goal). The high school students scoring proficient/distinguished in math will increase to 57% (this group met their NCLB AYP; goal listed here is based on growth to 100 model by 2014). All goals are measured by the Kentucky Core Content Test.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Elem CAS - % Prof/Dist in Math	10/30/2007	67	61.9
Elem CAS - % Prof/Dist in Math	02/01/2008	67	65.7
MS CAS - % Prof/Dist in Math	10/30/2007	37	44.4
MS CAS - % Prof/Dist in Math	02/01/2008	37	41.0
HS CAS - % Prof/Dist in Math	10/30/2007	57	59.1
HS CAS - % Prof/Dist in Math	02/01/2008	57	58.2

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	NCLB	JCPS Instructional Cabinet will conduct weekly meetings centered on the Harvard VAN Protocol. This protocol allows the district staff to explore and probe the district's instructional framework at the elementary, middle and high school level. The purpose of the protocol is to help district staff make decisions about what instructional work to pursue in the future. (i.e. improved walkthroughs, revision of the Classroom Instructional Framework). (SACS Recommendation 3.2)	Wheat	07/06/2007	07/28/2007	\$ 0 No Funding	IP	The Superintendent and the Executive Cabinet have met weekly and designed district goals and strategies which were presented to the JCPS Board of Education and were adopted by the Board in December 2007. The Harvard VAN coach served as a valuable resource in this process. Each goal and strategy has begun implementation.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
3	NCLB	JCPS VAN Staff, KDE VAN Staff and other KY district VAN staff conduct monthly meetings to refine and revise the selected work of the project. The groups will coordinate their efforts to meet the goals set for the 2007-2008 school year.	Wheat	08/01/2007	12/15/2007	\$ 500.00 Title I	IP	JCPS VAN Staff, KDE VAN Staff and other KY district VAN staff conduct monthly meetings to refine and revise the selected work of the project during the dates listed below: JCPS VAN/VAN WORKGROUPS: Mondays, 8/23, 8/30, 9/4, 9/17-18, 9/25, 10/2, 10/15-16, 10/29, 11/6, 1/22-23, 1/25, 1/31 KDE VAN LIAISONS: 8/16, 9/19, 10/17, 11/30, 12/19, 1/18 IN-STATE INSTITUTES:11/8-9/07, 3/18-19/08,
4	NCLB	Continue year-long Executive Leadership Coaching with Harvard University coach Sally Anderson. Dr. Anderson provides monthly leadership coaching activities to JCPS VAN Leadership Team.	Wheat	07/01/2007	06/30/2008	\$ 55,000.00 Title I	IP	Dr. Anderson is the Harvard Executive Leadership Coach assigned to work with the JCPS VAN Leadership Team during the three-year commitment(2006-2009) from the district to Harvard as outlined in the Kentucky Executive Leadership Project. The VAN (Vertical Alignment Network) also allows the district the option to use the work completed in the VAN to assist underperforming schools as designated by NCLB as part of a statewide assistance network.
5	NCLB	JCPS VAN will host the Kentucky VAN Fall Institute. This two day conference focuses on the theory of action of teaching and learning. The conference involves three Kentucky districts and the Kentucky Department of Education.	Wheat	11/01/2007	11/30/2007	\$ \$6000.00 Title I	IP	The KDE State VAN changed the assignment of the JCPS VAN to host the 2008 Spring In-State Institute instead of the Fall Institute. The planning for this in-state institute is already in place and will be held March 18-19, 2008 in Louisville.
10	NCLB	VAN Condition Activities - Create High Quality Curriculum and Instruction (note: the activities for this condition will be completed after the July 2007 Harvard VAN Planning Session). (SACS Recommendation 3.2)	Wheat	08/01/2007	06/30/2008	\$ 0 No Funding	IP	JCPS VAN Condition Activities - Create High Quality Curriculum and Instruction are part of the JCPS District Board approved Goals and Strategies (12/07)
11	NCLB	VAN Condition Activities - Use of A+ Standards (note: the activities for this condition will be completed after the July 2007 Harvard VAN Planning Session).	Wheat	08/01/2007	06/30/2008	\$ 50,000.00 Title I  \$ 10,000 Wallace Grant	IP	JCPS VAN Condition Activities - Use of A+ Standards are part of the JCPS District Board approved Goals and Strategies (12/07)

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
12	NCLB	VAN Condition Activities - Create Communities of Adult Learning and Support ILT (note: the activities for this condition will be completed after the July 2007 Harvard VAN Planning Session). (SACS Recommendation 10.7)	Wheat	08/01/2007	06/30/2008	\$ 100,000.00 Wallace Grant	IP	JCPS VAN Condition Activities - Create Communities of Adult Learning and Support Instructional Leadership Teams are part of the JCPS District Board approved Goals and Strategies (12/07)
13	NCLB	VAN Condition Activities - Engage Constituencies and Partners (note: the activities for this condition will be completed after the July 2007 Harvard VAN Planning Session).	Wheat	08/01/2007	06/30/2008	\$ 0 General Fund	IP	JCPS VAN Condition Activities - Engage Constituencies and Partners are part of the JCPS District Board approved Goals and Strategies (12/07)
14	NCLB	VAN Condition Activities - Implementation Feedback Loop (note: the activities for this condition will be completed after the July 2007 Harvard VAN Planning Session).	Wheat	08/01/2007	06/30/2007	\$ 0 No Funding	IP	JCPS VAN Condition Activities - Implementation Feedback Loop are part of the JCPS District Board approved Goals and Strategies (12/07)
15	NCLB	VAN Condition Activities - Use Assessments OF and FOR learning (note: the activities for this condition will be completed after the July 2007 Harvard VAN Planning Session).	Wheat	08/01/2007	06/30/2008	\$ 0 No Funding	IP	JCPS VAN Condition Activities - Use Assessments OF and FOR learning are part of the JCPS District Board approved Goals and Strategies (12/07)
17	NCLB	JCPS VAN team meets in a week long retreat at Harvard University to refine the work of the project. This meeting includes Dr. Sheldon Berman, Joe Burks, Theresa Jensen, Sandy Ledford, Bob Rodosky and Lynne Wheat. The goal of the meeting is to establish a revised VAN plan for the 2007-08 school year. The outcome will be a revision to this component of the plan to incorporate specific activities for the following conditions adopted from the July 2006 Framework: High Quality Curriculum and Instruction; A+ Standardes; Communities of Adult learning and support for ILT's; Engagement of constituencies and partners; Implementation feedback loops; and Use of assessments OF and FOR learning.	Wheat	07/16/2007	07/19/2007	\$ 1500.00 Title I	I	The Harvard 2007 Summer Executive Leadership Team training was held July 14-19, 2007 in Cambridge, MA. All four state teams plus the Kentucky Department of Education team were present along with all Harvard coaches. Work began at this training which would develop into revised JCPS Goals and Strategies to be adopted by the JCPS Board of Education in December 2007.

Jefferson County Public Schools  
2007-2008 Comprehensive District Improvement Plan

Support for Priority Schools  
Component

**Component: Support for Priority Schools**

**Component Manager:** Lue Peabody

**Date:** 02/11/2008

**Name:** JCPS DISTRICT PLAN

**Priority Need:**

During the 2006-2007 school year, 25 schools (15 elementary, 6 middle, and 4 high schools) were identified as low-performing and in need of assistance from District staff (District Weekly Coaching Team or District Priority Manager). The average accountability index for these schools for the 2006 biennium was 64.5 as measured by the KCCT, which was 7.4 points from their average goal line.

**Goal:**

In the 2007-2008 school year, 25 schools will receive assistance from the district (through a District Coaching Team or District Priority Manager). By Spring 2008, these schools will increase on average their accountability index by 14.2 as measured by the KCCT in order to reach their goal line.

**Benchmark**

Measure	Date	ProjectedData	ActualData
CAS - Average Academic Index	10/30/2007	78.7	
CAS - Average Academic Index	02/20/2008	78.7	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	None	A district support team (priority manager and/or coaching team) will be assigned to 25 low performing schools in order to assist schools in strengthening instructional systems and raising student achievement. The district support team will provide regular feedback to the Assistant Superintendents.	Burks, Jensen, Ledfo	08/13/2007	05/30/2008	\$ 0 No Funding	I	Schools continue to receive weekly support (e.g., curriculum, instruction, assessment, management, human & financial etc.) to implement their improvement strategies.
2	None	The District Support Team (Priority School Manager and/or Coaching Team) will ensure that professional development has been offered to address assessment issues that may include open-response, on-demand, portfolios, rubrics, scoring guides, DIBELS, SRI, DRA, GRADE, and PAS. The PD will address how to use data for improvement of student achievement and ensure that assessment data is collected, recorded, and monitored by administration and staff. (Scholastic Audit Recommendation 2.4, 2.5, 2.6) (SACS Recommendation 4.1)	Dennes	08/13/2007	05/30/2008	\$ 0 No Funding	IP	Weekly, school-based Professional Development includes use of assessment results to make instructional decisions that positively impact instruction. Students receive additional instruction that is modified or adjusted to address the assessment results.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
3	None	The District Support Team will assist schools in developing and implementing strategies which enable students to articulate academic expectations and requirements for proficiency. (Scholastic Audit Recommendation 2.5) (SACS Recommendation 4.1)	Dennes	08/13/2007	05/30/2008	\$ 0 No Funding	IP	The skills/content being taught is posted in most classrooms. What is being taught and how it will be measured is reflected in teacher plans books, and articulated at the beginning and end of lessons. Students know and understand what is being taught and how it is measured.
4	None	The District Support Team will ensure that continuous PD has been planned for the year to address linguistic and/or cultural diversity and that staff analyzes connections between practice and how they impact instruction. (Scholastic Audit Recommendation 4.5)	Dennes	08/13/2007	05/30/2008	\$ 0 No Funding	IP	Teachers continue to participate in professional development on how to design instruction that addresses the diverse needs of students.
5	None	The District Support Team will ensure that there is a school-wide plan that addresses classroom management and that expectations are clear that there will be positive interactions between adults and students. (Scholastic Audit Recommendation 4.8)	Dennes	08/13/2007	05/30/2008	\$ 0 No Funding	IP	Implementation of school-wide strategies has resulted in greater consistency in use of routines, procedures, and school and classroom structures. Discipline referrals and suspensions have decreased.
6	None	The District Support Team will assist school leadership in the following areas: budget, staffing, scheduling, textbook adoption, and CSIF, to positively impact student learning. (Scholastic Audit Recommendation 4.10, 4.11)	Dennes	08/13/2007	05/30/2008	\$ 0 No Funding	IP	Schools are receiving continuous support on how to effectively manage structures and resources that positively impact student learning and support.
7	None	The District Support Team, in conjunction with the principal, will do regular walkthroughs to determine if academic and behavioral programs are being implemented appropriately and effectively, and will assist the school in implementing changes to positively impact student learning. (Scholastic Audit Recommendation 5.2) (SACS Recommendation 3.1)	Dennes	08/13/2007	05/30/2008	\$ 0 No Funding	I	Greater consistency in implementation of programs that support teaching and learning.
8	None	The District Support Team, in conjunction with the principal, will monitor work in the following areas to ensure that their work is positively impacting students: FRC, Counselor, Instructional Coach, ESS, Title I, PD, and behavioral and academic programs. (Scholastic Audit Recommendation 5.6)	Dennes	08/13/2007	05/30/2008	\$ 0 No Funding	IP	DST continues to monitor services to ensure effective utilization of services to support student learning.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
9	None	The District Support Team will ensure that Administration has planned for and implemented a process for Individual Growth Plans based on leadership and instructional skills and has developed them to support the evaluation process. (Scholastic Audit Recommendation 7.5)	Dennes	08/13/2007	05/30/2008	\$ 0 No Funding	IP	Growth plans are focused on individual staff needs that are based on observations and student data. Staff receive documented feedback on their progress with suggestions on how to improve their practice.
10	None	The District Support Team will ensure roles of school support staff (HSE, IC, ECE Consulting Teacher, etc.) are clear and responsibilities are delineated. (Scholastic Audit Recommendation 8.4)	Dennes	08/13/2007	05/30/2008	\$ 0 No Funding	I	Greater efficiency in delivery of services has improved the support provided school staff.
11		The Assistant Superintendents and other district instructional staff will provide opportunities (e.g., principal, assistant principal, counselor, teacher leader, Instructional Support Staff meetings, and district professional development) for leaders and teachers to collaborate with colleagues to share successes in improving learning for all students. (Scholastic Audit Recommendation 4.2) (SACS Recommendation 10.7)	Jensen, Ledford, Burks, Todd, Davis	09/01/2007	05/01/2008	\$ 0 No Funding	IP	The ECE Consulting Teachers assigned to the priority schools meet with the DST regularly to share information regarding the progress of ECE students in those schools. ECE teachers in the schools have been provided with collaboration, IEP and FBA/BIP professional develop and ongoing follow-up support in each of those areas.
12		The Assistant Superintendents will collaborate with schools and Instructional Support staff to provide opportunities (e.g., Teacher Exchange, model classrooms, principal cohort groups) for leaders and teachers in low performing schools to observe successful urban school and classroom models. (Scholastic Audit Recommendation 4.3) (SACS Recommendation 10.7)	Jensen, Ledford, Bur	09/01/2007	05/01/2008	\$ 6,000 Title II	IP	Increase in knowledge and understanding about what effective practice looks like.

Jefferson County Public Schools  
2007-2008 Comprehensive District Improvement Plan

Support for Iroquois Middle School  
Component

**Component: Support****Component Manager:** Sandy Ledford**Date:** 04/03/2007**Name:** Iroquois Middle Assist 3 Support**Priority Need:**

According to the 2005-06 Kentucky Performance Report, Iroquois Middle School's accountability index was 55.1 for the biennium making it 14.1 points short of the Goal Line and 2.4 points short of the Assistance Line. These scores placed Iroquois in the Assistance Level 3 for the second biennium in a row.

**Goal:**

In September 2007, this list of schools will be updated based on the 2005-06 Kentucky Performance Report. By April 2008, Iroquois Middle School will increase their Accountability Index Score by 21.7 points to a score of 76.8 to reach their CATS goal line as measured by the Kentucky Core Content Test. Since academic index scores average to obtain the 76.8, the goal for each academic area will be 76.8.

**Benchmark**

Measure	Date	ProjectedData	ActualData
CAS Reading	10/20/2007	76.8	
CAS Reading	02/23/2008	76.8	
CAS Math	10/20/2007	76.8	
CAS Math	02/23/2008	76.8	
CAS Science	10/20/2007	76.8	
CAS Science	02/23/2008	76.8	
CAS Social Studies	10/20/2007	76.8	
CAS Social Studies	02/23/2008	76.8	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	None	The district, in collaboration with Jefferson County Teachers Association, will select new staff for the school. (Scholastic Audit Recommendation 7.2)	Ledford, Eckels	02/26/2007	05/23/2010	\$ 0 No Funding	I	New energized staff is present; however, much support is required.
2	None	The district will offer incentives (e.g. extra work days, planning time, embedded PD time, in-house coaches) to attract new administrative and teaching staff to Iroquois. (Scholastic Audit Recommendation 7.1, 7.3)	Superintendent, Ledford, Eckels	02/26/2007	02/23/2010	\$ 55,000 General Fund	I	Extra days are used for planning and PD.
3	None	Teachers will receive an additional non-teaching period every other day in order to participate in embedded PD. (Scholastic Audit Recommendation 7.1, 7.3)	Ledford, Graham	08/13/2007	05/22/2008	\$ 35,000 General Fund	I	Embedded PD focuses on instructional strategies, core content, CHAMPs, and individual teacher needs.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
4	None	Four Master Teachers be hired to teach half time and provide embedded PD every other day to small groups of mathematics, literacy, ESL, ECE, and science teachers. (Scholastic Audit Recommendation 5.3, 7.1, 7.3, 8.1)	Superintendent, Ledford, Eckels	04/06/2007	05/22/2008	\$ 350,000 Title I	IP	Four master teachers were hired in areas of reading, writing, SS, and science.
5	None	Class size in all language arts, science, social studies, and mathematics classes will be reduced to 20:1. (Scholastic Audit Recommendation 7.3)	Eckels	08/13/2007	05/22/2008	\$ 400,000 General Fund	I	Class size in all core classes is 20 or less.
6	None	The Technology Department will provide a Tablet PC and digital mounted projector to each teacher and 32 student computers on mobile carts to each academic team. (Scholastic Audit Recommendation 7.3)	Petersen/Shro ut	08/01/2007	05/23/2008	\$ 115500 IDU		
7	None	The 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. Information will be shared with the school staff and used to directly impact student achievement. (Scholastic Audit Recommendation 3.3, 8.2)	Ledford	08/01/2007	05/03/2008	\$ 0 No Funding	I	The coaching team provides support to the administration and to all teaching staff by conducting walk-thru's, analyzing data, and providing ongoing PD.
8	None	Bi-weekly parent workshops will be held through the year.	Graham, Langley	08/01/2007	05/23/2008	\$ 10000 General Fund	IP	Workshops have been held monthly with good attendance.
9	None	The District Support Team (DST) and Instructional Leadership Team (ILT) use JCPS Core Content Guides and Maps, and district funded programs and initiatives to support curriculum alignment and implementation of Core Content 4.1, Program of Studies and Academic Expectations. (Scholastic Audit Recommendation 1.2, 1.4, 1.7) (SACS Recommendation 3.1)	Ledford	08/03/2007	06/29/2008	\$ 2,000 General Fund  \$ 1,000 Title I	I	See #7 above. Curriculum specialists work with teachers throughout the year.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
10	None	District Support Team (District Coaching Team, School-Based Administrative Team, & HSE) will assist schools with monitoring the alignment and implementation of the Core Content 4.1, Program of Studies and Academic Expectations 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. Feedback on implementation will also be provided to teachers. (Scholastic Audit Recommendation 1.2, 1.3, 1.4, 1.7, 1.8, 5.1, 8.2) (SACS Recommendation 3.1)	Ledford	08/01/2007	05/03/2008	\$ 0 No Funding	I	See #7 and #9. Also, the coaching chair provides regular reports to the assistant superintendent.
11	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. Feedback will also be provided to teachers. (Scholastic Audit Recommendation 1.8, 3.3, 4.7, 8.2) (SACS Recommendation 3.1)	Ledford	08/01/2007	05/01/2008	\$ 0 No Funding	I	See #10.
12	None	Master Teachers will be assigned to provide initial and/or on-going training for school staff on how to align and implement the core content, program materials and how to deliver effective instruction. (Scholastic Audit Recommendation 1.7, 4.7)	Peabody	07/01/2007	05/03/2008	\$ 2,000 Title II	I	See #4.
13	None	District will develop opportunities for school staff to meet at least 1-2 times a year with feeder schools to communicate at key transition points (e.g. elementary to middle and middle to high). (SACS Recommendation 10.7)	Jensen, Ledford, Austin, Peabody, Montgomery	08/01/2007	06/01/2008	\$ 0 No Funding	NI	
14	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	08/01/2007	06/01/2008	\$ 1,000 Title II		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
15	None	Coaching team and IC will assist school with collecting and analyzing school assessment data (i.e. PAS, CCA's, Points to Proficiency, student work samples) and provide the Assistant Superintendent with data to track student progress throughout the school year. (Scholastic Audit Recommendation 2.2, 2.3)	Ledford	08/15/2007	05/01/2008	\$ 0 No Funding	I	Teachers use data to inform and adjust their instruction.
16	None	District staff will provide support (e.g. teachers within school or from other schools) to teachers on how to modify and/or re-teach lessons based on assessment data and student learning goals. (Scholastic Audit Recommendation 2.2) (SACS Recommendation 4.1)	Ledford, Peabody	08/15/2007	05/01/2008	\$ 0 No Funding	I	Teaching is more individualized to meet the student's need.
17	None	IC, HSE, specialists, and/or resource teachers will model/coach lessons for identified teachers at Iroquois.(Scholastic Audit Recommendation 4.7)	Peabody, Austin, Davis	09/01/2007	06/01/2008	\$ 0 No Funding	IP	ECE district support staff have modeled IEP development, data collection activities and instructional lessons for the ECE teachers at IMS.
18	Both	District specialists and resource teachers will identify specific achievement gap strategies and activities for each sub-population and content area, and provide to school. (Scholastic Audit Recommendation 4.6)	Todd, Austin, Peabody, Davis, Kinny	07/01/2007	04/02/2008	\$ 0 No Funding	IP	All ECE students at IMS who perform in the Novice range for reading and math have been identified by name and plans to review critical areas of core content in which there are deficits are being implemented. These strategies include providing accommodations, MC/ORQ practice, strategic re-teaching groups and specially designed instruction as outlined on the student's IEP.
19	None	The District will pay partial salary toward a full-time technology resource teacher to provide job-embedded PD and help teachers use the technology effectively to enhance student learning.	Petersen/Shro ut	08/01/2007	05/22/2008	\$ 30000 Title II Part D		
20	None	DST will assist school to ensure that growth plans, based on individual needs and student learning goals identified in the school and district plan, are developed, monitored and revised in a professional setting between the immediate supervisor and teacher, administrator, or staff personnel. (Scholastic Audit Recommendation 6.2, 6.4, 6.5)	Ledford	08/01/2007	06/01/2008	\$ 0 No Funding	IP	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
21	None	DST will assist school 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 and will clearly define proficiency for each position. (Scholastic Audit Recommendation 6.3)	Ledford	08/01/2007	06/01/2008	\$ 0 No Funding		
22	None	District will assign administrators to school as needed to assist the leadership in ensuring that the evaluation process including growth plans is fully implemented and teacher quality is maximized, including defining proficiency for each position. (Scholastic Audit Recommendation 6.3)	Ledford, Wheat	08/01/2007	06/01/2008	\$ 6,000 Lead Grant		
23	None	Growth plans for Iroquois' Master Teachers will be aligned with the priority needs of the school and connected with the district plan. (Scholastic Audit Recommendation 6.2)	Peabody	08/01/2007	05/01/2008	\$ 0 No Funding		
24	None	DST will assist school with identifying, securing, and utilizing funds to support their CSIP and increase student achievement. (Scholastic Audit Recommendation 8.3)	Ledford	08/01/2007	05/01/2008	\$ 0 No Funding	IP	The Mid-Year Student Recovery Program (MSRP) Funds are used to target students at risk of failing.
25	None	DST will monitor school budget for cost effectiveness and the impact of expenditures on programs, and provide feedback to the assistant superintendent on behalf of the superintendent. (Scholastic Audit Recommendation 8.3)	Ledford	08/01/2007	05/01/2008	\$ 0 No Funding	IP	The assistant superintendent collaborates with the principal on budgetary expenditures.
27	None	District will assure that a master KTIP resource teacher and/or mentor is assigned to all new teachers at Iroquois. (Scholastic Audit Recommendation 4.7, 7.1)	Hack	07/01/2007	06/01/2008	\$ 12,000 General Fund  \$ 6,000 Title II		
28	None	District will assign administrative mentors to school as needed.	Ledford, Wheat	07/01/2007	06/01/2008	\$ 12,000 Activity Funds  \$ ?? Lead Grant	I	The assigned priority manager works with the principal to impact systems within the school.
29	None	District will monitor the teacher transfer process to ensure that transfers are processed by 8/1. (Scholastic Audit Recommendation 7.1, 8.1)	Eckels	04/18/2007	08/01/2008	\$ 0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
30	None	The school will receive priority and special consideration in selection and placement of staff. (Scholastic Audit Recommendation 7.1, 8.1)	Eckels, Ledford	04/19/2007	08/15/2007	\$ 0 No Funding	IP	Many new staff are energetic, positive, and willing to learn better ways of meeting the needs of students.
31	None	District will continue to work with JCTA to ensure that transfers in and out of the school positively impact student learning. (Scholastic Audit Recommendation 7.2, 8.1)	Eckels	08/01/2007	06/01/2008	\$ 0 No Funding		
32	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 school administrators. (Scholastic Audit Recommendation 7.1, 8.1)	Eckels, Price	07/01/2007	07/01/2008	\$ 0 No Funding		
33	None	The school will receive priority and special consideration for all district provided services.	Superintendent, Ledford, Peabody	07/01/2007	07/01/2008	\$ 0 No Funding	IP	In most cases, IMS receives needed services in a timely manner.
34	None	DST will assist school with monitoring and follow-up on recommendations for their Cultural Audit. Follow-up information will be provided to the Assistant Superintendent.	Ledford	08/15/2007	04/02/2008	\$ 0 No Funding	I	The school is able to fulfill the recommendations from the audit.
35	Both	DST will assist schools with analyzing how sub-populations performed on CATS in relation to other students.	Ledford	09/28/2007	11/01/2008	\$ 0 No Funding	I	They would be able to intervene and meet the needs of the underperforming students.
36	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. (Scholastic Audit Recommendation 7.3)	Ledford	07/01/2007	05/01/2008	\$ 4,000 General Fund	I	See #35.
37	None	The district will assist school in identifying and training volunteers to assist with accommodations for ECE and/or ESL students during CATS assessment.	Davis	03/01/2007	05/01/2008	\$ 0 No Funding	IP	The district provided volunteers to schools during KCCT in the Spring of 2007. A variety of training sessions were held in March of 2007. This process will continue for Spring 2008 testing as well.
38	Both	DST will assist school with identifying by name ECE and ESL students to ensure that all teachers know their students' IEP/work plan strategies and required accommodations and are monitoring their progress. (Scholastic Audit Recommendation 4.6)	Ledford, Davis	05/15/2007	05/01/2008	\$ 0 No Funding	I	This was done in the Fall and has been repeated as needed based upon student enrollment updates in Infinite Campus and as students are placed in ECE. ECE and ESL students will receive the instruction they need to achieve at higher levels.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
39	Both	DST will meet with ECE consulting teacher and ESL IC to ensure that ECE student IEP's and ESL student work plans appropriately address the needs of the students. (Scholastic Audit Recommendation 4.6)	Davis, Ledford	09/01/2007	05/01/2008	\$ 0 KETS	I	The ECE Consulting Teacher meets with the DST for IMS regularly. Additionally the LD and EBD Specialists have reviewed IEPs and FBAs/BIPs for IMS. Results and recommendations were shared with school staff. Professional development has been provided to the ECE teachers in the areas of IEP development, monitoring and data collection by ECE District staff. ECE and ESL students will receive the instruction they need to achieve at higher levels.
40	Both	DST will assist school 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 to improve performance. Results will be used to inform instruction and provide feedback to students. (Scholastic Audit Recommendation 2.2, 3.2) (SACS Recommendation 4.1)	Davis, Ledford	10/01/2007	05/01/2008	\$ 0 No Funding	I	District Specialists and staff support are continually monitoring assessment data, such as PAS, & sharing results with all teachers to support instructional techniques that will improve student performance. All ECE students who perform in the Novice range for reading and math have been identified by name & plans to review critical areas of Core Content in which there are deficits are being implemented. These strategies include providing accommodations, MC/ORQ practice, strategic re-teaching groups and specially designed instruction as outlined on the student's IEP. See #38.
41	None	District staff will review the goals, objectives, and strategies in the school's CSIP and provide feedback to schools. (SACS Recommendation 10.2)	Ledford	04/01/2007	05/01/2007	\$ 0 No Funding	I	CSIP will comply with district standards.
42	None	DST will review the school's implementation and impact check using a district-developed rubric 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. (Scholastic Audit Recommendation 9.1) (SACS Recommendation 10.2)	Ledford	10/02/2007	04/01/2008	\$ 0 No Funding	IP	This provides the school and the assistant superintendent with a status report regarding their goals and objectives.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
43	None	District staff will review the school's safety and discipline plans and provide feedback to the schools as needed.	Risner, Fleischer	07/01/2007	05/01/2008	\$ 0 No Funding		
44	None	District staff will conduct random visits to school to ensure that external doors are secured, visitors are signing in as they arrive and leave, and all visitors wear ID. A safety assessment and follow-up walk-through report will be provided to each school twice a year.	Risner, Fleischer	08/01/2007	05/01/2008	\$ 0 No Funding		
45	None	DST will review the safety assessment and follow-up walk-through report to ensure that recommendations are implemented.	Ledford	08/01/2007	05/01/2008	\$ 0 No Funding		
46	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.	Ledford	08/01/2007	05/01/2008	\$ 0 No Funding		
47	None	Updates will be made to the school's physical plant, including the common areas and media center.	Mulheim	04/01/2007	08/01/2008	\$ 150,000 General Fund		
48	None	Gender related updates will be made to the physical plant, as needed.	Mulheim	06/01/2008	08/01/2008	\$ 100,000 General Fund		
49	None	Classroom Instructional materials will be purchased and distributed to classroom teachers.	Ledford	05/01/2007	08/01/2007	\$ 50,000 General Fund	I	Teachers have what they need to teach.
50	None	The district will continue to conduct research and refine the instructional programs, based on gender-specific needs, in preparation for conversion to a single-sex school in 2008-09.	Ledford, Rodosky	08/01/2007	06/01/2008	\$ 0 No Funding	I	The district has objective data to inform their decisions regarding future plans.
51	None	The District will assist the school in forming a functioning parent advisory group as a building block to reformulating the SBDM council in the future.	Bell, Ledford, Graham	08/01/2007	05/22/2008	\$ 0 No Funding		
52	None	The SBDM District office will present information regarding SBDM roles and responsibilities to the school faculty at a faculty meeting, including time for a question and answer period.	Wilson	08/01/2007	05/22/2008	\$ 0 No Funding		
53	None	The SBDM District office will work in collaboration with the JCPS Parent Liason and 15th District PTA to present information regarding SBDM to Parents at an Open House and/or other parent functions at the school.	Wilson	08/01/2007	05/22/2008	\$ 0 No Funding		
54	None	The SBDM District office will provide information regarding the SBDM process to schools to send home in newsletters.	Wilson	08/01/2007	05/22/2008	\$ 0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
55	None	The District Specialist for School-Based Decision Making will hold an informational meeting or workshop with the parent advisory group to share policies with them to ensure that they understand their authority and responsibilities.	Wilson	08/01/2007	05/22/2008	\$ 0 No Funding		
56	None	The SBDM District office will develop a plan to provide assistance to the SBDM Council at Iroquois once they are established that will include: Assigning a District SBDM Liason to each school for the purpose of observing council meetings, lending technical support, establishing timelines for policy development if needed, providing communication between the District and school, monitoring the effectiveness of polcies, ensuring parent participation as part of shared decision making.	Wilson	08/01/2007	05/22/2008	\$ 0 No Funding		
57	None	The SBDM District office will develop a plan to provide assistance to the SBDM Council at Iroquois once they are established that will include: providing SBDM training for each council at their school site, specifically focusing on policy development.	Wilson	08/01/2007	05/13/2008	\$ 0 No Funding		
58	None	The SBDM District office will develop a plan to provide assistance to the SBDM Council at Iroquois once they are established that will include: providing SBDM Council with sample polcies fo rthe purpose of policy development (i.e. policies on instruction, use of technology and homework that support a high level of rigor). (Scholastic Audit Recommendation 3.5)	Wilson	08/01/2007	05/22/2008	\$ 0 No Funding		
59	None	The SBDM District office will develop a plan to provide assistance to the SBDM Council at Iroquois once they are established that will include: providing annual written SBDM reviews for the council, outlining status of statutory required policies, best practice policies, Open meeting and Open Record requirements, ensuring Council decisions regarding hiring of personnel, school budget and Comprehensive School Improvement Plan.	Wilson	08/01/2007	05/22/2008	\$ 0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
60	None	The SBDM District office will develop a plan to provide assistance to the SBDM Council at Iroquois once they are established that will include: sharing status of SBDM reviews and meeting observations with the Assistant Superintendent for Middle Schools.	Wilson	08/01/2007	05/22/2008	\$ 0 No Funding		

Jefferson County Public Schools  
2007-2008 Comprehensive District Improvement Plan

Support for Southern Leadership Academy  
Component

**Component: Support****Component Manager:** Sandy Ledford**Date:** 04/02/2007**Name:** Southern Leadership Academy Assist 3 Support**Priority Need:**

According to the 2005-06 Kentucky Performance Report, Southern Middle School's accountability index was 48.3 for the biennium making it 17 points short of the Goal Line and 4.6 points short of the Assistance Line. These scores placed Southern in the Assistance Level 3 for the second biennium in a row.

**Goal:**

By April 2008, Southern Middle School will increase their Accountability Index Score by 25.5 points to a score of 73.8 to reach their CATS goal line as measured by the Kentucky Core Content Test. Since academic index scores average to obtain the 73.8, the goal for each academic area will be 73.8.

**Benchmark**

Measure	Date	ProjectedData	ActualData
CAS Reading	10/20/2007	73.8	
CAS Reading	02/23/2008	73.8	
CAS Math	10/20/2007	73.8	
CAS Math	02/23/2008	73.8	
CAS Science	10/20/2007	73.8	
CAS Science	02/23/2008	73.8	
CAS Social Studies	10/20/2007	73.8	
CAS Social Studies	02/23/2008	73.8	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	None	The district, in collaboration with Jefferson County Teachers Association, will select new staff for the school. (Scholastic Audit Recommendation 7.2)	Eckels, Ledford	02/26/2007	05/23/2010	\$ 0 No Funding	I	New energized staff is present; however, much support is required.
2	None	The district will offer incentives (e.g. extra work days, planning time, embedded PD time, in-house coaches) to attract new administrative and teaching staff to Southern. (Scholastic Audit Recommendation 7.1, 7.3)	Superintendent, Ledford, Eckels	02/26/2007	02/23/2010	\$ 55,000 General Fund	I	Extra days are used for planning and PD.
3	None	Teachers will receive an additional non-teaching period every other day in order to participate in embedded PD. (Scholastic Audit Recommendation 7.1, 7.3)	Perkins, Ledford	08/13/2007	05/22/2008	\$ 35,000 General Fund	I	Embedded PD focuses on instructional strategies, core content, CHAMPs, and individual teacher needs.
4	None	Five Master Teachers be hired to teach half time and provide embedded PD every other day to small groups of mathematics, literacy, ESL, ECE, and science teachers. (Scholastic Audit Recommendation 5.3, 7.1, 7.3, 8.1)	Superintendent, Ledford, Eckels	04/06/2007	05/22/2008	\$ 350,000 Title I	IP	Five master teachers were hired in the areas of math, science, SS, and literacy.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
5	None	Class size in all language arts, science, social studies, and mathematics classes will be reduced to 20:1. (Scholastic Audit Recommendation 7.3)	Eckels	08/13/2007	05/22/2008	\$ 400,000 General Fund	I	Class size in all core classes is 20 or less.
6	None	The Technology Department will provide a Tablet PC and digital mounted projector to each teacher and 32 student computers on mobile carts to each academic team. (Scholastic Audit Recommendation 7.3)	Petersen/Shro ut	08/01/2007	05/23/2008	\$ 115500 IDU		
7	None	The 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. Information will be shared with the school staff and used to directly impact student achievement. (Scholastic Audit Recommendation 3.3, 8.2)	Ledford	08/01/2007	05/03/2008	\$ 0 No Funding	I	The coaching team provides support to the administration and to all teaching staff by conducting walk-thru's, analyzing data, and providing ongoing PD.
8	None	Bi-weekly parent workshops will be held through the year.	Perkins, Davidson, Ledford	08/01/2007	05/23/2008	\$ 10000 General Fund	IP	Workshops have been held monthly with good attendance.
9	None	The District Support Team (DST) and Instructional Leadership Team (ILT) use JCPS Core Content Guides and Maps, and district funded programs and initiatives to support curriculum alignment and implementation of Core Content 4.1, Program of Studies and Academic Expectations. (Scholastic Audit Recommendation 1.2, 1.4, 1.7) (SACS Recommendation 3.1)	Ledford	08/03/2007	06/29/2008	\$ 2,000 General Fund  \$ 1,000 Title I	I	See #7 above. Curriculum specialists work with teachers throughout the year.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
10	None	District Support Team (District Coaching Team, School-Based Administrative Team, & HSE) will assist schools with monitoring the implementation and alignment of the Core Content 4.1, Program of Studies and Academic Expectations 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. Feedback on implementation will also be provided to teachers. (Scholastic Audit Recommendation 1.2, 1.3, 1.4, 1.7, 1.8, 5.1, 8.2) (SACS Recommendation 3.1)	Ledford	08/01/2007	05/03/2008	\$ 0 No Funding	I	See #7 and #9. Also, the coaching chair provides regular reports to the assistant superintendent.
11	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. Feedback will also be provided to teachers. (Scholastic Audit Recommendation 1.8, 3.3, 4.7, 8.2) (SACS Recommendation 3.1)	Ledford	08/01/2007	05/01/2008	\$ 0 No Funding	I	See #10.
12	None	Master Teachers will be assigned to provide initial and/or on-going training for school staff on how to align and implement the core content, program materials and how to deliver effective instruction. (Scholastic Audit Recommendation 1.7, 4.7)	Peabody	07/01/2007	05/03/2008	\$ 2,000 Title II	I	See #4.
13	None	District will develop opportunities for school staff to meet at least 1-2 times a year with feeder schools to communicate at key transition points (e.g. elementary to middle and middle to high). (SACS Recommendation 10.7)	Jensen, Ledford, Austin, Peabody, Montgomery	08/01/2007	06/01/2008	\$ 0 No Funding	NI	
14	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	08/01/2007	06/01/2008	\$ 1,000 Title II		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
15	None	Coaching team and IC will assist school with collecting and analyzing school assessment data (i.e. PAS, CCA's, Points to Proficiency, student work samples) and provide the Assistant Superintendent with data to track student progress throughout the school year. (Scholastic Audit Recommendation 2.2, 2.3)	Ledford	08/15/2007	05/01/2008	\$ 0 No Funding	I	Teachers use data to inform and adjust their instruction.
16	None	District staff will provide support (e.g. 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. (Scholastic Audit Recommendation 2.2) (SACS Recommendation 4.1)	Ledford, Peabody	08/15/2007	05/01/2008	\$ 0 No Funding	I	Teaching is more individualized to meet the student's need.
17	None	IC, HSE, specialists, and/or resource teachers will model/coach lessons for identified teachers at Southern. (Scholastic Audit Recommendation 4.7)	Peabody, Austin, Davis	09/01/2007	06/01/2008	\$ 0 No Funding	IP	ECE district support staff have modeled IEP development, data collection activities and instructional lessons for the ECE teachers at SLA.
18	Both	District specialists and resource teachers will identify specific achievement gap strategies and activities for each sub-population and content area, and provide to school. (Scholastic Audit Recommendation 4.6)	Todd, Austin, Peabody, Davis, Kinny	07/01/2007	04/02/2008	\$ 0 No Funding	IP	All ECE students at SLA who perform in the Novice range for reading and math have been identified by name and plans to review critical areas of core content in which there are deficits are being implemented. These strategies include providing accommodations, MC/ORQ practice, strategic re-teaching groups and specially designed instruction as outlined on the student's IEP.
19	None	The District will pay partial salary toward a full-time technology resource teacher to provide job-embedded PD and help teachers use the technology effectively to enhance student learning.	Petersen/Shro ut	08/01/2007	05/22/2008	\$ 30000 Title II Part D		
20	None	DST will assist school to ensure that growth plans, based on individual needs and student learning goals identified in the school and district plan, are developed, monitored and revised in a professional setting between the immediate supervisor and teacher, administrator, or staff personnel. (Scholastic Audit Recommendation 6.2, 6.4, 6.5)	Ledford	08/01/2007	06/01/2008	\$ 0 No Funding	IP	Teachers and administrators Individual Growth Plans were reviewed and revised in the Fall to reflect the specific needs of the school.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
21	None	DST will assist school 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 and will clearly define proficiency for each position. (Scholastic Audit Recommendation 6.3)	Ledford	08/01/2007	06/01/2008	\$ 0 No Funding	IP	Teachers and administrators Individual Growth Plans are relevant to the needs of the school.
22	None	District will assign administrators to school as needed to assist the leadership in ensuring that the evaluation process including growth plans is fully implemented and teacher quality is maximized, including defining proficiency for each position. (Scholastic Audit Recommendation 6.3)	Ledford, Wheat	08/01/2007	06/01/2008	\$ 6,000 Lead Grant	IP	The principal has additional administrative support to monitor instruction.
23	None	Growth plans for Southern's Master Teachers will be aligned with the priority needs of the school and connected with the district plan. (Scholastic Audit Recommendation 6.2)	Peabody	08/01/2007	05/01/2008	\$ 0 No Funding		
24	None	DST will assist school with identifying, securing, and utilizing funds to support their CSIP and increase student achievement. (Scholastic Audit Recommendation 8.3)	Ledford	08/01/2007	05/01/2008	\$ 0 No Funding	IP	The Mid-Year Student Recovery Program (MSRP) funds are used to target students at risk of failing.
25	None	DST will monitor school budget for cost effectiveness and the impact of expenditures on programs, and provide feedback to the assistant superintendent on behalf of the superintendent. (Scholastic Audit Recommendation 8.3)	Ledford	08/01/2007	05/01/2008	\$ 0 No Funding	IP	The assistant superintendent collaborates with the principal on budgetary expenditures.
27	None	District will assure that a master KTIP resource teacher and/or mentor is assigned to all new teachers at Southern. (Scholastic Audit Recommendation 4.7, 7.1)	Hack	07/01/2007	06/01/2008	\$ 12,000 General Fund  \$ 6,000 Title II		
28	None	District will assign administrative mentors to school as needed.	Ledford, Wheat	07/01/2007	06/01/2008	\$ 12,000 Activity Funds  \$ 0 Lead Grant	I	The assigned priority manager works with the principal to impact systems within the school.
29	None	District will monitor the teacher transfer process to ensure that transfers are processed by 8/1. (Scholastic Audit Recommendation 7.1, 8.1)	Eckels	04/18/2007	08/01/2008	\$ 0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
30	None	The school will receive priority and special consideration in selection and placement of staff. (Scholastic Audit Recommendation 7.1, 8.1)	Eckels, Ledford	04/19/2007	08/15/2007	\$ 0 No Funding	IP	In most cases, SLA receives needed services in a timely manner.
31	None	District will continue to work with JCTA to ensure that transfers in and out of the school positively impact student learning. (Scholastic Audit Recommendation 7.2, 8.1)	Eckels	08/01/2007	06/01/2008	\$ 0 No Funding		
32	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 school administrators. (Scholastic Audit Recommendation 7.1, 8.1)	Eckels, Price	07/01/2007	07/01/2008	\$ 0 No Funding		
33	None	The school will receive priority and special consideration for all district provided services.	Superintendent, Ledford, Peabody	07/01/2007	07/01/2008	\$ 0 No Funding		
34	None	DST will assist school with monitoring and follow-up on recommendations for their Cultural Audit. Follow-up information will be provided to the Assistant Superintendents.	Ledford	08/15/2008	04/02/2008	\$ 0 No Funding	I	The school is able to fulfill the recommendations from the audit.
35	Both	DST will assist schools with analyzing how sub-populations performed on CATS in relation to other students.	Ledford	09/28/2007	11/01/2008	\$ 0 No Funding	I	They would be able to intervene and meet the needs of the underperforming students.
36	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. (Scholastic Audit Recommendation 7.3)	Ledford	07/01/2007	05/01/2008	\$ 4,000 General Fund, Title I	I	See #35.
37	None	The District will assist school in identifying and training volunteers to assist with accommodations for ECE and/or ESL students during CATS assessment.	Davis	03/01/2007	05/01/2008	\$ 0 No Funding	IP	The District provided volunteers to schools during KCCT in the Spring of 2007. A variety of training sessions were held in March of 2007. This process will continue for Spring 2008 testing as well.
38	Both	DST will assist school with identifying by name ECE and ESL students to ensure that all teachers know their students' IEP/work plan strategies and required accommodations and are monitoring their progress. (Scholastic Audit Recommendation 4.6)	Ledford, Davis	05/15/2007	05/01/2008	\$ 0 No Funding	I	This was done in the Fall and has been repeated as needed based upon student enrollment updates in Infinite Campus and as students are placed in ECE. ECE and ESL students will receive the instruction they need to achieve at higher levels.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
39	Both	DST will meet with ECE consulting teacher and ESL IC to ensure that ECE student IEP's and ESL student work plans appropriately address the needs of the students. (Scholastic Audit Recommendation 4.6)	Davis, Ledford	09/01/2007	05/01/2008	\$ 0 No Funding	I	The ECE Consulting Teacher meets with the DST for SLA regularly. Additionally the LD and EBD Specialists have reviewed IEPs and FBAs/BIPs for SLA and individually met with ECE teachers to ensure that data analysis for FBAs were ongoing and consistent. Results and recommendations were shared with school staff. Professional development has been provided to the ECE teachers in the areas of IEP development, monitoring and data collection by ECE District staff. Professional development has been provided to the ECE teachers in the areas of IEP development, monitoring and data collection by ECE district staff. ECE and ESL students will receive the instruction they need to achieve at higher levels.
40	Both	DST will assist school with monitoring the progress of students on District and classroom assessments. Causes or contributing factors (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 to improve performance. Results will be used to inform instruction and provide feedback to students. (Scholastic Audit Recommendation 2.2, 3.2) (SACS Recommendation 4.1)	Davis, Ledford	10/01/2007	05/01/2008	\$ 0 No Funding	I	District Specialists and staff support are continually monitoring assessment data, such as PAS, and sharing results with all teachers to support instructional techniques that will improve student performance. All ECE students at SLA who perform in the Novice range for reading and math have been identified by name and plans to review critical areas of Core Content in which there are deficits are being implemented. These strategies include providing accommodations, MC/ORQ practice, strategic re-teaching groups and specially designed instruction as outlined on the student's IEP. See #38.
41	None	District staff will review the goals, objectives, and strategies in the school's CSIP and provide feedback to schools. (SACS Recommendation 10.2)	Ledford	04/01/2007	05/01/2007	\$ 0 No Funding	I	CSIP will comply with district standards.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
42	None	DST will review the school's implementation and impact check using a district-developed rubric 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.(Scholastic Audit Recommendation 9.1) (SACS Recommendation 10.2)	Ledford	10/02/2007	04/01/2008	\$ 0 No Funding	IP	This provides the school and the assistant superintendent with a status report regarding their goals and objectives.
43	None	District staff will review the school's safety and discipline plans and provide feedback to the schools as needed.	Risner, Fleischer	07/01/2007	05/01/2008	\$ 0 No Funding		
44	None	District staff will conduct random visits to school to ensure that external doors are secured, visitors are signing in as they arrive and leave, and all visitors wear ID. A safety assessment and follow-up walk-through report will be provided to each school twice a year.	Risner, Fleischer	08/01/2007	05/01/2008	\$ 0 No Funding		
45	None	DST will review the safety assessment and follow-up walk-through report to ensure that recommendations are implemented.	Ledford	08/01/2007	05/01/2008	\$ 0 No Funding		
46	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.	Ledford	08/01/2007	05/01/2008	\$ 0 No Funding		
47	None	Updates will be made to the school's physical plant, including the common areas and media center.	Mulheirn	04/01/2007	08/01/2008	\$ 150,000 General Fund		
48	None	Gender related updates will be made to the physical plant, as needed.	Mulheirn	06/01/2008	08/01/2008	\$ 100,000 General Fund		
49	None	Classroom Instructional materials will be purchased and distributed to classroom teachers.	Ledford	05/01/2007	08/01/2007	\$ 50,000 General Fund	I	Teachers have what they need to teach.
50	None	The district will continue to conduct research and refine the instructional programs, based on gender-specific needs, in preparation for conversion to a single-sex school in 2008-09.	Ledford, Rodosky	08/01/2007	06/01/2008	\$ 0 No Funding	I	The district has objective data to inform their decisions regarding future plans.
51	None	The District will assist the school in forming a functioning parent advisory group as a building block to reformulating the SBDM council in the future.	Bell, Ledford, Perkins	08/01/2007	05/22/2008	\$ 0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
52	None	The SBDM District office will present information regarding SBDM roles and responsibilities to the school faculty at a faculty meeting, including time for a question and answer period.	Wilson	08/01/2007	05/22/2008	\$ 0 No Funding		
53	None	The SBDM District office will work in collaboration with the JCPS Parent Liason and 15th District PTA to present information regarding SBDM to Parents at an Open House and/or other parent functions at the school.	Wilson	08/01/2007	05/22/2008	\$ 0 No Funding		
54	None	The SBDM District office will provide information regarding the SBDM process to schools to send home in newsletters.	Wilson	08/01/2007	05/22/2008	\$ 0 No Funding		
55	None	The District Specialist for School-Based Decision Making will hold an informational meeting or workshop with the parent advisory group to share policies with them to ensure that they understand their authority and responsibilities.	Wilson	08/01/2007	05/22/2008	\$ 0 No Funding		
56	None	The SBDM District office will develop a plan to provide assistance to the SBDM Council at Southern once they are established that will include: Assigning a District SBDM Liason to each school for the purpose of observing council meetings, lending technical support, establishing timelines for policy development if needed, providing communication between the District and school, monitoring the effectiveness of polcies, ensuring parent participation as part of shared decision making.	Wilson	08/01/2007	05/22/2008	\$ 0 No Funding		
57		The SBDM District office will develop a plan to provide assistance to the SBDM Council at Southern once they are established that will include: providing SBDM training for each council at their school site, specifically focusing on policy development.	Wilson	08/01/2007	05/22/2008	\$ 0 No Funding		
58	None	The SBDM District office will develop a plan to provide assistance to the SBDM Council at Southern once they are established that will include: providing SBDM Council with sample policies fo rthe purpose of policy development (i.e. policies on instruction, use of technology and homework that support a high level of rigor). (Scholastic Audit Recommendation 3.5)	Wilson	08/01/2007	05/22/2008	\$ 0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
59	None	The SBDM District office will develop a plan to provide assistance to the SBDM Council at Southern once they are established that will include: providing annual written SBDM reviews for the council, outlining status of statutory required policies, best practice policies, Open meeting and Open Record requirements, ensuring Council decisions regarding hiring of personnel, school budget and Comprehensive School Improvement Plan.	Wilson	08/01/2007	05/22/2008	\$ 0 No Funding		
60	None	The SBDM District office will develop a plan to provide assistance to the SBDM Council at Southern once they are established that will include: sharing status of SBDM reviews and meeting observations with the Assistant Superintendent for Middle Schools.	Wilson	08/01/2007	05/22/2008	\$ 0 No Funding		

Jefferson County Public Schools  
2007-2008 Comprehensive District Improvement Plan

Support for Western Middle School  
Component

**Component: Support****Component Manager:** Sandy Ledford**Date:** 03/29/2007**Name:** Western Middle Assist 3 Support**Priority Need:**

According to the 2005-06 Kentucky Performance Report, Western Middle School's accountability index was 50.5 for the biennium making it 13.2 points short of the goal line and .6 points short of the assistance line. These scores placed Western in Assistance Level 3.

**Goal:**

By April 2008, Western Middle School will increase their Accountability Index Score by 22.1 points to a score of 72.6 to reach their CATS goal line as measured by the Kentucky Core Content Test. Since academic index scores average to obtain the 72.6, the goal for each academic area will be 72.6.

**Benchmark**

Measure	Date	ProjectedData	ActualData
CAS Reading	10/20/2007	72.6	
CAS Reading	02/23/2008	72.6	
CAS Math	10/20/2007	72.6	
CAS Math	02/23/2008	72.6	
CAS Science	10/20/2007	72.6	
CAS Science	02/23/2008	72.6	
CAS Social Studies	10/20/2007	72.6	
CAS Social Studies	02/23/2008	72.6	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	None	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. Information will be shared with the school staff and used to directly impact student achievement. (Scholastic Audit Recommendation 3.3, 8.2)	Ledford	08/01/2006	05/03/2007	\$ 0 No Funding		
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.	Ledford	08/03/2006	06/29/2007	\$ 2000 General Fund  \$ 1000 Title I		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
3	None	District Support Team (District Coaching Team, School-Based Administrative Team, & HSE) will assist school with monitoring the alignment and implementation of the Core Content 4.1, Program of Studies and Academic Expectations 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. Feedback on implementation will also be provided to teachers. (Scholastic Audit Recommendation 1.2, 1.3, 1.4, 1.7, 1.8, 5.1, 8.2) (SACS Recommendation 3.1)	Ledford	08/01/2006	05/03/2007	\$ 0 No Funding		
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. Feedback will also be provided to teachers. (Scholastic Audit Recommendation 1.8, 3.3, 4.7, 8.2) (SACS Recommendation 3.1)	Ledford	08/01/2006	05/01/2007	\$ 0 No Funding		
5	None	A full district IC will be assigned to provide initial and/or on-going training for school staff on how to align and implement the core content, program materials and how to deliver effective instruction. (Scholastic Audit Recommendation 1.7, 4.7)	Peabody	07/01/2006	05/03/2007	\$ 2000 Title II		
6	None	District will develop opportunities for school staff to meet at least 1-2 times a year with feeder schools to communicate at key transition points (e.g. elementary to middle and middle to high). (SACS Recommendation 10.7)	Jensen, Ledford, Austin, Peabody, Montgomery	08/01/2006	06/01/2007	\$ 0 No Funding		
7	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	\$ 1000 Title II		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
8	None	Coaching team and IC will assist school with collecting and analyzing school assessment data (i.e. PAS, CCA's, Points to Proficiency, student work samples) and provide the Assistant Superintendent with data to track student progress throughout the school year. (Scholastic Audit Recommendation 2.2, 2.3)	Ledford	08/15/2006	05/01/2007	\$ 0 No Funding		
9	None	District staff will provide support (e.g. IC, 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. (Scholastic Audit Recommendation 2.2) (SACS Recommendation 4.1)	Ledford, Peabody	08/15/2006	05/01/2007	\$ 0 No Funding		
10	None	IC, HSE, specialists, and/or resource teachers will model/coach lessons for identified teachers at school. (Scholastic Audit Recommendation 4.7)	Peabody, Austin, Davis	09/01/2006	06/01/2007	\$ 0 No Funding		
11	Both	District specialists and resource teachers will identify specific achievement gap strategies and activities for each sub-population and content area, and provide to school. (Scholastic Audit Recommendation 4.6)	Todd, Austin, Peabody, Davis, Kinny	07/01/2006	04/02/2007	\$ 0 No Funding		
12	None	The Technology Department will provide a Tablet PC computer and digital projector to each teacher, pay partial salary toward a full-time technology resource teacher to provide job-embedded PD, and provide on-site technical support to assist with the 1:1 computer access for students to enhance student learning.	Petersen/Shro ut	08/01/2007	05/01/2008	\$ 30000 IDU  \$ 30000 Title II Part D		
13	None	DST will assist school to ensure that growth plans, based on individual needs and student learning goals identified in the school and district plan are developed, monitored and revised in a professional setting between the immediate supervisor and teacher, administrator, or staff personnel. (Scholastic Audit Recommendation 6.2, 6.4, 6.5)	Ledford	08/01/2006	06/01/2007	\$ 0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
14	None	DST will assist school 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 and will clearly define proficiency for each position. (Scholastic Audit Recommendation 6.3)	Ledford	08/01/2006	06/01/2007	\$ 0 No Funding		
15	None	District will assign administrators to school as needed to assist the leadership in ensuring that the evaluation process including growth plans is fully implemented and teacher quality is maximized, including defining proficiency for each position. (Scholastic Audit Recommendation 6.3)	Ledford, Wheat	08/01/2006	06/01/2007	\$ 6000 Lead Grant		
16	None	District will assign administrators to school as needed to assist the leadership in ensuring that the evaluation process including growth plans is fully implemented and teacher quality is maximized.	Peabody	08/01/2006	05/01/2007	\$ 0 No Funding		
17	None	DST will assist school with identifying, securing, and utilizing funds to support their CSIP and increase student achievement. (Scholastic Audit Recommendation 8.3)	Ledford	08/01/2006	05/01/2007	\$ 0 No Funding		
18	None	DST will monitor school budget for cost effectiveness and the impact of expenditures on programs, and provide feedback to the SBDM council. (Scholastic Audit Recommendation 8.3)	Ledford	08/01/2006	05/01/2006	\$ 0 No Funding		
19	None	District will assure that a master KTIP resource teacher and/or mentor is assigned to all new teachers at school. (Scholastic Audit Recommendation 4.7, 7.1)	Hack	07/01/2006	06/01/2007	\$ 12000 General Fund  \$ 6000 Title II		
20	None	District will assign administrative mentors to school as needed.	Ledford, Wheat	07/01/2006	06/01/2007	\$ 12000 Activity Funds  \$ 0 Lead Grant		
21	None	District will monitor the teacher transfer process to ensure that transfers are processed by 8/1. (Scholastic Audit Recommendation 7.1, 8.1)	Eckels	07/01/2006	08/01/2006	\$ 0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
22	None	School will receive priority and special consideration in selection and placement of staff. (Scholastic Audit Recommendation 7.1, 8.1)	Ledford, Eckels	08/15/2006	08/15/2006	\$ 0 No Funding		
23	None	District will continue to work with JCTA to ensure that transfers in and out of school positively impact student learning. (Scholastic Audit Recommendation 7.2, 8.1)	Eckels	08/02/2006	06/02/2007	\$ 0 No Funding		
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 school administrators. (Scholastic Audit Recommendation 7.1, 8.1)	Eckels, Price	07/01/2006	07/01/2007	\$ 0 No Funding		
25	None	School will receive priority and special consideration for all district provided services.	Daeschner, Ledford, Peabody	07/01/2006	07/01/2007	\$ 0 No Funding		
26	None	DST will assist school with monitoring and follow-up on recommendations for their Cultural Audit. Follow-up information will be provided to the Assistant Superintendents.	Ledford	08/15/2006	04/02/2007	\$ 0 No Funding		
27	Both	DST will assist school with analyzing how sub-populations performed on CATS in relation to other students.	Ledford	08/01/2006	11/01/2006	\$ 0 No Funding		
28	Both	DST will assist school 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. (Scholastic Audit Recommendation 7.3)	Ledford	07/01/2006	05/01/2007	\$ 2000 General Fund  \$ 2000 Title I		
29	None	The district will assist school in identifying and training volunteers to assist with accommodations for ECE and/or ESL students during CATS assessment.	Davis	05/01/2007	05/01/2007	\$ 0 No Funding		
30	Both	DST will assist school with identifying by name ECE and ESL students to ensure that all teachers know their students' IEP/work plan strategies and required accommodations and are monitoring their progress. (Scholastic Audit Recommendation 4.6)	Ledford	05/15/2006	05/01/2007	\$ 0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
31	Both	DST will meet with ECE consulting teacher and ESL IC to ensure that ECE student IEP's and ESL student work plans appropriately address the needs of the students. (Scholastic Audit Recommendation 4.6)	Ledford, Davis, Calvert	09/01/2006	05/01/2007	\$ 0 No Funding		
32	Both	DST will assist school 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 to improve performance. Results will be used to inform instruction and provide feedback to students. (Scholastic Audit Recommendation 2.2, 3.2) (SACS Recommendation 4.1)	Ledford, Davis, Calvert	10/01/2006	05/01/2007	\$ 0 No Funding		
33	None	District staff will review the goals, objectives, and strategies in the school's CSIP. (SACS Recommendation 10.2)	Ledford	04/01/2007	05/01/2007	\$ 0 No Funding		
34	None	DST will review the school's implementation and impact check using a district-developed rubric 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. (Scholastic Audit Recommendation 9.1) (SACS Recommendation 10.2)	Ledford	10/02/2006	04/01/2007	\$ 0 No Funding		
35	None	District staff will review the school's safety and discipline plans and provide feedback to the school as needed.	Risner, Fleischer	07/01/2006	05/01/2006	\$ 0 No Funding		
36	None	District staff will conduct random visits to school to ensure that external doors are secured, visitors are signing in as they arrive and leave, and all visitors wear ID. A safety assessment and follow-up walk-through report will be provided to each school twice a year.	Risner, Fleischer	08/01/2006	05/01/2007	\$ 0 No Funding		
37	None	DST will review the safety assessment and follow-up walk-through report to ensure that recommendations are implemented.	Ledford	08/01/2006	05/01/2007	\$ 0 No Funding		
38	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.	Ledford	05/01/2007	05/01/2007	\$ 0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
39	None	Retired principals and district staff will attend school SBDM regularly scheduled monthly meetings to monitor meetings and provide support.	Bell	09/01/2006	05/01/2007	\$ 1000 General Fund		
40	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.	Ledford, Bell	07/01/2006	05/01/2007	\$ 0 No Funding		
41	None	The SBDM District office will provide support to school (i.e. provide sample policies) to ensure they have policies on instruction, use of technology and homework that support a high level of rigor. (Scholastic Audit Recommendation 3.5)	Wilson	08/01/2007	05/22/2008	\$ 0 No Funding		

Jefferson County Public Schools  
2007-2008 Comprehensive District Improvement Plan

Support for Valley High School  
Component

**Component: High Performance Leadership of Teaching & Learning**

**Component Manager:** Joseph Burks

**Date:** 05/25/2007

**Name:** Valley High Assist 3 Support

**Priority Need:**

According to the 2005-06 Kentucky Performance Report, Valley High School's Accountability Index was 60.3 for the biennium making it 11.6 points short of the goal line and .3 points short of the Assistance Line. These scores placed Valley in the Assistance Level 3.

**Goal:**

By April 2008, Valley High School will increase their Accountability Index Score by 18.5 points to a score of 78.8 to reach their CATS goal line as measured by the Kentucky Core Content Test. Since academic index scores average to obtain the 78.8, the goal for each academic area will be 78.8.

**Benchmark**

Measure	Date	ProjectedData	ActualData
CAS Reading	09/15/2007	78.8	
CAS Reading	03/15/2008	78.8	
CAS Math	09/15/2007	78.8	
CAS Math	03/15/2008	78.8	
CAS Science	09/15/2007	78.8	
CAS Science	03/15/2008	78.8	
CAS Social Studies	09/15/2007	78.8	
CAS Social Studies	03/15/2008	78.8	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	None	New principal will be selected, and will participate in a 1:1 mentoring support network that will collaborate on professional development, content knowledge and implementing of best practices.	Burks	06/20/2007	05/25/2008	\$ 0 No Funding	I	Gary Hurt was named as the new principal, and he has received 1:1 mentoring throughout the summer and school year.
2	None	Assistant superintendent and/or liaison will assist school in ensuring that evaluation process is fully implemented and includes both formal and informal observations, conferencing feedback, and guidance, assistance and support and will clearly define proficiency for each position. (Scholastic Audit Recommendation 6.3)	Burks	08/15/2007	05/25/2008	\$ 0 No Funding	I	High school liaison helped establish evaluation process for the year, and provided specific lists of staff members and the type of evaluation due for 2007-2008.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
3	None	Assistant superintendent will ensure that systems are functional to regularly track student results, analyze student work, and regularly improve teaching and instructional knowledge base at Valley. (SACS Recommendation 4.1)	Burks	08/15/2007	05/25/2008	\$ 0 No Funding	I	Grading period, common assessments were used to track proficiency and provide information for collaboration about instructional needs.
4	None	District will assist schools with the analyzing sub-populations performance on CATS. Then assist in effective interventions that will develop and provide strategies to reduce barriers to learning for identified students.	Burks	08/01/2007	05/25/2008	\$ 0 No Funding	I	The ILT examined achievement gap data and established schoolwide strategies to address needs.
5	None	Assistant Superintendent will lead the principal to regularly revisit his/her growth plan (based on individual, school and district needs) and reflect on progress and challenges in both the technical and the cultural work required. (Scholastic Audit Recommendation 6.4)	Burks	08/15/2007	05/25/2008	\$ 0 No Funding	I	Each grading period, Mr. Hurt reflected on his growth plan on a Growth Plan Log.
6	None	District will provide a timeline for development, rewriting and or creation of SBDM policies on instruction, use of technology and homework that support a high level of rigor, ensure implementation of aligned curriculum, and provide the needed support to complete the timeline. (Scholastic Audit Recommendation 1.6, 3.5)	Burks	03/01/2007	08/15/2007	\$ 0 No Funding	I	District provided a staff member to attend each SBDM meeting at Valley and follow up with recommendation for revisions in policies.
7	None	District will develop opportunities for principals, counselors, instructional coaches, and vertical content leads to meet at least 1-2 times a year to communicate at key transition points (e.g. elementary to middle and middle to high).	Burks	07/01/2007	06/01/2008	\$ 0 No Funding	I	School leaders conferred with middle level counterparts to establish appropriate 9th grade entry into Freshman Academy courses.
8	None	All district staff will participate in training of effective use of the evaluation process to improve teaching and administrator practice (including leadership skills). (Scholastic Audit Recommendation 6.6)	Burks	07/01/2007	06/01/2008	\$ 0 No Funding	I	Evaluation training was accomplished by administrators in summer P.D.
9	None	Schools in assistance will receive priority and special consideration in selection and placement of staff (administrative, certified & classified). (Scholastic Audit Recommendation 7.1, 7.3)	Burks	07/01/2007	06/01/2008	\$ 0 No Funding	I	Valley was added to the list of schools for priority hiring of new staff.
10	None	District & JCTA will use a collaborative staffing model to ensure that staffing schools in assistance positively impacts student learning. (Scholastic Audit Recommendation 7.2, 8.1)	Burks	08/13/2007	06/01/2008	\$ 0 No Funding	I	Valley exercised the JCBE-JCTA pilot transfer agreement to enhance staffing.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
11	None	If a school has a number of teachers who apply for a transfer, the district will conduct exit interviews to determine factors that affected the transfer and if any support is needed. (Scholastic Audit Recommendation 8.1)	Burks	07/01/2007	06/01/2008	\$ 0 No Funding	I	Exit interview procedures for transfers was established by district HR department.
12	None	Schools in assistance will receive priority and special consideration for all district provided services.	Burks	07/01/2007	06/01/2008	\$ 0 No Funding	I	Priorities were given for staffing, budget, and facilities.
13	None	District staff will review the goals, objectives, and strategies in the schools' CSIP and provide feedback to schools. (SACS Recommendation 10.2)	Burks	07/01/2007	06/01/2008	\$ 0 No Funding	I	Each grading period, progress toward CSIP goals was reviewed with the principal.
14	None	District will review the school's implementation and impact check using a district-developed rubric 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. (Scholastic Audit Recommendation 9.1) (SACS Recommendation 10.2)	Burks	07/01/2007	06/01/2008	\$ 0 No Funding	IP	Implementation and impact of strategies has been done twice as of 2/1/08.
15	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.	Burks	07/01/2007	06/01/2008	\$ 0 No Funding	I	District staff has attended each SBDM meeting.

**Component: Learning Environment****Component Manager:** Joseph Burks**Date:** 02/06/2008**Name:** Valley High Assist 3 Support**Priority Need:**

Valley lacks a safe, orderly, structured learning environment to enhance teaching and learning.

**Goal:**

By spring, 2008, a culture/climate survey of the Valley High School staff, students, and parents will reflect significantly increased satisfaction with the school's safety, structure, and learning climate.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Culture Audit Survey - % satisfaction	08/01/2007	25	
Culture Audit Survey - % satisfaction	05/01/2007	25	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	None	Valley will participate in a culture audit with follow-up information provided to the Assistant Superintendent.	Burks	08/20/2007	05/25/2008	\$ 0 No Funding	NI	In the process of creating the audit.
2	None	The district maintenance department will secure Valley's entrances and exits, and will install video security buzzers at the main entrances.	Burks	03/01/2007	03/10/2007	\$ 16,000 General Fund	I	Completed in spring of 2007.
3	None	District staff will review school safety and discipline plans and provided feedback through follow-up walk through reports to ensure that recommendations are implemented.	Risner	03/01/2007	05/25/2008	\$ 0 No Funding	I	District safety audit completed.
4	None	Priority schools will implement a specifically designed classroom management curriculum (Tools for Teaching) that will provide an instructional framework that ensures effective use of instructional time. School will be monitored and provided feedback on its implementation. (Scholastic Audit Recommendation 3.3)	Burks	07/01/2007	05/25/2008	\$ 0 No Funding	I	Tools for Teaching was implemented through the assistant principals and monitored by the principal in learning walks.
5	None	The district will monitor a system of drop out preventions and interventions designed for incoming Valley High School freshmen.	Burks	08/15/2007	05/25/2008	\$ 0 No Funding	I	Case management and support from the FRYSC staff and course recovery strategies are being implemented.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
6	None	Development of opportunities for principals, counselors, and department chairs to meet regularly and to communicate collaborate onthe aspects of the freshman academy.	Burks	06/20/2007	05/25/2008	\$ 0 No Funding	I	Regular ILT meetings review the effectiveness of Freshman Academy.
8	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.	Burks	07/01/2007	06/01/2008	\$ 0 No Funding	I	District safety team completed the first safety assessment and follow up.
9	None	District will review the Safety Assessment and Follow-up Walkthrough report to ensure that recommendations are implemented.	Burks	07/01/2007	06/01/2008	\$ 0 No Funding	I	Regular visits and review of safety implementation.
10	None	District 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.	Burks	07/01/2007	06/01/2008	\$ 0 No Funding	NI	Surveys will be distributed by the district soon.

**Component: Quality Instruction****Component Manager:** Joseph Burks**Date:** 05/17/2007**Name:** Valley High Assist 3 Support**Priority Need:**

Valley has a limited number of instructors who regularly engage students with rigorous and relevant instruction that yields proficient student work.

**Goal:**

Each grading period, the frequency of higher levels of student engagement will increase based on walkthrough data (i.e. engagement grid).

**Benchmark**

Measure	Date	ProjectedData	ActualData
Engagement Grid - Upper Right Quadrant %	09/01/2007	50	
Engagement Grid - Upper Right Quadrant %	12/01/2007	65	
Engagement Grid - Upper Right Quadrant %	03/01/2008	80	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	None	District instructional staff will provide initial and/or on-going training (i.e. modeling) for school staff on how to use and implement the core content, program materials and how to deliver effective instruction.(Scholastic Audit Recommendation 4.7)	Burks	08/15/2007	05/25/2008	\$ 0 No Funding	I	Summer retreat focus on the Classroom Instructional Framework.
2	None	District content specialist will assist the teachers in developing formative and summative assessments that address core content 4.1.	Austin	08/15/2007	05/25/2008	\$ 0 No Funding	I	English, math, science, and social studies specialists assisted with course common assessments.
3	None	District instructional staff will work directly with the Literacy Lead, Math Coach and Writing Cluster Leader on developing professional development and implementation of best instructional practices. (Scholastic Audit Recommendation 3.3)	Burks	07/15/2007	05/25/2008	\$ 57,700 General Fund	I	Regular follow-up support has been provided throughout the school year.
4	None	District support staff (e.g. instructional coaches, resource teachers and/or content specialist) will assist teachers on how to analyze student work, modify and /or re-teach lessons based on assessment data and provide feedback to students. (Scholastic Audit Recommendation 3.1, 3.2)	Burks	08/15/2007	05/25/2008	\$ 0 No Funding	I	Learning teams of teachers were guided to regularly examine data and student work to establish next instructional steps.
5	None	Instructional coaches expertise will be aligned with the needs identified.	Burks	08/15/2007	05/25/2008	\$ 0 No Funding	I	The instructional coach, and curriculum specialists collaborated to meet identified needs.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
6	None	District support will assist with securing, and utilizing funds to support school CSIP and increase student achievement. District will monitor the budget and provide feedback to the SBDM council. (Scholastic Audit Recommendation 7.3, 8.3, 8.5)	Burks	03/01/2007	05/25/2008	\$ 75,000 General Fund	I	Extra funds were applied to upgrade facilities and add staff in identified areas.
7	None	District will assure a master KTIP resource teacher and/or mentor is assigned to all new teachers in assistance schools. (Scholastic Audit Recommendation 7.1)	Eckels	08/15/2007	05/25/2008	\$ 0 No Funding	I	KTIP teachers have been appropriately assigned resource teachers.
8	None	District will formulate and maintain a current list of substitutes that is continuously updated of "master teachers" by content area and grade level. (Scholastic Audit Recommendation 7.1)	Eckels	08/15/2007	05/25/2008	\$ 0 No Funding	I	Sub center maintains an appropriate list of sub teachers.
9	None	The ECE Department will assist the school in implementing research-based strategies to utilize in providing specially designed instruction and accommodations as outlined on the IEP for students with disabilities. This will include professional development and technical support.	Davis	08/15/2007	05/25/2008	\$ 0 No Funding	IP	The ECE Consulting Teacher meets with the ECE Department Chair at Valley regularly to review IEPs and provide technical assistance for specific students as needed. Collaboration training, stressing Differentiated Instruction, was presented to all staff on Gold Day.
10	None	District Support Team (District Coaching Team, school based Administrative Team, & HSE) will assist school with monitoring the alignment and implementation of the Core Content 4.1, Program of Studies and Academic Expectations 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. Feedback on implementation will also be provided to teachers (Scholastic Audit Recommendation 1.2, 1.3, 1.4, 1.7, 1.8, 5.1, 8.2) (SACS Recommendation 3.1)	Burks	07/01/2007	06/01/2008	\$ 0 No Funding	I	Learning walks and observational data has been examined as it relates to CASCADE data and the challenge level of instruction.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
11	None	District will assist school 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. Feedback will also be provided to teachers. (Scholastic Audit Recommendation 3.3, 8.2) (SACS Recommendation 3.1)	Burks	07/01/2007	06/01/2008	\$ 0 No Funding	I	Peer team of principals have walked through Valley and provided meaningful feedback for instructional improvements.
12	None	Instructional Coaches and district Resource Teachers will be assigned to selected teachers in assistance school during the first two weeks of the school year to assist in establishing classroom routines and procedures. (Scholastic Audit Recommendation 4.7)	Burks	08/13/2007	09/01/2007	\$ 0 No Funding	I	Marginal teachers have received regular feedback and support from the IC, HSE, administrators, and high school liaison.

# Jefferson County Public Schools 2007-2008 Comprehensive District Improvement Plan

## Appendix 1

JCPS Declaration of Compliance with General, State and Federal  
Program Assurances and  
2007-2008 Projected Budget Allocations for State and Federal Programs

Appendix 1

JCPS Declaration of Compliance with General, State and Federal Program Assurances  
and 2007-2008 Projected Budget Allocations for State and Federal Programs

<b><u>GENERAL AND PROGRAM ASSURANCE INFORMATION 2007-2008</u></b>	<b>LOCAL CONTACT</b>	<b>TELEPHONE</b>	<b>2007-08 Projected Allocations</b>
<b>General Assurances</b>	<a href="#">Ken Draut</a>	502/485-6254	NA
<b>NCLB, Title I: Part A</b> (Improving Basic Programs)	<a href="#">Lue Peabody</a>	502/485-3240	\$32,754,906
<b>NCLB, Title I: Part D</b> (Neglected and Delinquent) *	<a href="#">Lue Peabody</a>	502/485-3240	\$106,453
<b>NCLB, Title II: Part A</b> (High Quality Teachers and Principals)	<a href="#">Tish Wilson</a>	502/485-3291	\$5,763,187
<b>NCLB, Title II: Part D</b> (Education Technology)	<a href="#">Cary Petersen</a>	502/485-3967	\$324,785
<b>NCLB, Title III*</b>	<a href="#">Marty Kinny</a>	502/485-3563	\$942,779
<b>NCLB, Title IV: Part A</b> (Safe and Drug Free Schools & Communities)	<a href="#">Ann Ferriell</a>	502/485-3803	\$607,958
<b>NCLB, Title V: Part A</b> (Innovative Programs)	<a href="#">Patricia Pointer</a>	502/485-3025	\$161,015
<b>Individuals with Disabilities Education Act (IDEA) Basic</b>	<a href="#">Sharon Davis</a>	502/485-8500	\$20,692,425
<b>Individuals with Disabilities Education Act (IDEA) Preschool</b>	<a href="#">Dorcas James</a>	502/485-3486	\$915,255
<b>McKinney -Vento Homeless Education Act</b> (NCLB Title X Part B)*	<a href="#">Anne Malone</a>	502/485-3650	\$150,000
<b>Carl D. Perkins Vocational and Technical Education Act- Basic</b>	<a href="#">Diane Porter</a>	502/485-3321	\$1,155,783
<b>Child Nutrition &amp; WIC Reauthorization: Local Wellness Policy Assurances</b>	<a href="#">Cheryl Sturgeon</a>	502/485-3186	NA

Appendix 1

<b><u>GENERAL AND PROGRAM ASSURANCE INFORMATION 2007-2008</u></b>	<b>LOCAL CONTACT</b>	<b>TELEPHONE</b>	<b>2007-08 Projected Allocations</b>
<b>Extended School Services</b>	<a href="#">Lori Holland</a>	502/485-3371	\$5,495,953
<b>Gifted and Talented Education</b>	<a href="#">Bernadette Hamilton</a>	502/485-3323	\$167,605
<b>KERA Preschool Program</b>	<a href="#">Dorcas James</a>	502/485-3486	\$10,054,196
<b>Kentucky Education Technology System*</b>	<a href="#">Cary Petersen</a>	502/485-3967	\$2,000,000
<b>Textbooks</b>	<a href="#">Paul Lanata</a>	502/485-3487	\$3,068,894
<b>KERA Professional Development</b>	<a href="#">Tish Wilson</a>	502/485-3291	\$1,900,065
<b>2007-2008 Total Projected Budget Allocation for State &amp; Federal Programs</b>			\$86,261,259.00

*\*Amount for 2006-07 school year; 2007-08 amounts is to be determined*