

BALLARD COUNTY

COMPREHENSIVE DISTRICT IMPROVEMENT PLAN

ASSURANCE CERTIFICATION School Year 2009-2010

I certify that to the best of my knowledge, the information contained in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, regulations and specific program assurances contained in the *Kentucky Comprehensive District Improvement Planning Guidebook (2004)*. It is understood that this application, once posted to our local district server for public access constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement. It is the responsibility of the local district to keep copies of past plans on file at the school district.

Superintendent: Edward Adami

Date: November 8, 2010

Board Chairperson: Kim Terrell

Date: November 8, 2010

A hard copy with original signatures is on file in the central office.

CATEGORICAL PROGRAMS

<u>FEDERAL GRANT PROGRAMS 2010-20011</u>	LOCAL CONTACT EMAIL firstname.lastname@ballard.kyschools.us	LOCAL TELEPHONE 270-665-8400
NCLB, Title I: Part A (Improving Basic Programs)	Casey Allen	Ext. 2004
NCLB, Title 1: Part B (Even Start Continuation)	NA	
NCLB, Title I: Part C (Education of Migratory Children)	NA	
NCLB, Title I: Part D (Neglected and Delinquent)	Bob Wilson	Ext. 2014
NCLB, Title II: Part A (High Quality Teachers and Principals)	Casey Allen	Ext. 2004
NCLB, Title II: Part D (Education Technology)	Reta Renfrow	Ext. 2002
NCLB, Title IV: Part A (Safe and Drug Free Schools and Communities)	NA	
NCLB, Title V: Part A (Innovative Programs) – Not funded FY 09	NA	
NCLB, Title VI Part B, Subpart 2 (Rural and Low-Income Schools)	NA	
Individuals with Disabilities Education Act (IDEA) Basic	Fanetta Puckett	Ext. 2101
Individuals with Disabilities Education Act (IDEA) Preschool	Fanetta Puckett	Ext. 2101
McKinney-Vento Homeless Education Act (NCLB Title X Part B)	Bob Wilson	Ext. 2014
Carl D. Perkins Vocational and Technical Education Act- Basic	Dana Rohrer	Ext. 2401

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Extended School Services	Casey Allen	Ext. 2301
Gifted and Talented Education	Casey Allen/Cathy Drummond	Ext. 2004/2253
State Preschool Program	Fanetta Puckett	Ext. 2101
Kentucky Education Technology System	Reta Renfrow	Ext. 2002
Textbooks	Casey Allen	Ext. 2301
Professional Development	Casey Allen	Ext. 2004

DISTRICT IMPROVEMENT PLAN EXECUTIVE SUMMARY

Mission Statement

“In partnership with and in service to our community, the mission of Ballard County Schools is to prepare every student to be a successful individual.”

Ballard County School District Belief Statements

All people have value.

All people desire appreciation, respect and a sense of belonging.

All people want to be successful.

All people can achieve their full potential.

Success is individual and is influenced by effort and environment.

Every individual has the responsibility to contribute.

District Planning Process and Policy

The planning process for both district and school improvement is ongoing and responsive to student needs. Even though the planning process is perpetual, the following specific dates for completion are set:

After results of the most-recent KDE and local assessments are received in the fall, each school and district will analyze scores, make changes as needed, and complete improvement plans. Following board review in the November meeting, final plans will be posted on the district web site.

The planning cycle will continue with Implementation and Impact checks periodically.

Plan Summary

During District Instructional Cabinet meetings and building-level needs assessments, the schools and district have identified multiple areas on which to focus 2010-2011 Improvement Planning.

The components of the 2010-11 Ballard County District Comprehensive Improvement Plan (CDIP) are **Academic Performance** and **Communication/Culture**. These two components will address the district and school priority needs for 2010-11.

ACADEMIC PERFORMANCE activities will:

- Focus on improved instruction, scheduling, and monitoring of student progress to provide early interventions to prevent failure, especially in mathematics.
- Expand gifted/talented staff, budget and services to identified students.
- Provide embedded professional development through the West Kentucky Educational Cooperative (WKEC), Thoughtful Education, and local staff trainings in academics and technology. Topics will be based on needs assessment of student performance and individual teacher growth plan requests.
- Meet the requirements of implementation of Senate Bill 1 (SB1) as required by the state.

COMMUNICATION/CULTURE activities will:

- Provide training and implementation of technology methods to improve communication in-district and with parents and the community.
- Utilize Infinite Campus to communicate classroom assignments, student performance, attendance, student health information, school notices/announcements, and access to teacher's email.
- Collaborate with parents and students in grades 6-12 to use the benefits of electronic career planning in the Individual Learning Plan (ILP) program.
- Cooperate/Coordinate with parents and school staff to monitor, report and improve student attendance.

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FUNDING

The following categorical programs will combine with local funds to maximize implementation of improvement plan activities:

No Child Left Behind (NCLB) Title programs: I Part A, C and D; II Part A and D; IV Part A; X Part C

IDEA Basic and Preschool

Carl D. Perkins Vocational and Technical Education Act – Basic

Extended School Services

21st Century Community Learning Center

Gifted and Talented Education

Professional Development

According to NCLB reports of September 23, 2010, the district met NCLB Adequate Yearly Progress (AYP) in reading and mathematics. Support for NCLB will continue as the district strives to evaluate performance and needs of individual students from preschool to 12th grade.

The Ballard County School System will implement adjustments to state assessment as directed by the Kentucky Department of Education during the interim assessment period. Various preparations will be made in 2010-11 and 2011-12 for changes that will be final in the fall of 2011 and assessed in the spring of 2012. Because CATS scores of spring 2010 will differ over the course of interim assessment and the changes that will follow, component and activity evaluations of the district improvement plan will be based on No Child Left Behind data. NCLB reports student performance in reading and math and disaggregates scores by ethnicity, lunch status, Limited English Proficiency and disabilities.

District Name	Ballard County	Component Name	Academic Performance: Assessment Literacy and Characteristics of Highly Effective Teaching/Learning
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Component Manager	Casey Allen
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Priority Need	Goal to Address Priority Need
<ul style="list-style-type: none"> Senate Bill 1 requires districts in Kentucky to implement a new assessment and accountability system focusing on the following strands: Assessment Literacy, Characteristics of Highly Effective Teaching/Learning, and new Kentucky Core Academic Standards. 	<ul style="list-style-type: none"> Ballard County teachers will implement SB1 using Thoughtful Education, Professional Learning Communities (PLCs), Curriculum meetings, District Leadership Team meetings and professional development.

Cause(s)/Contributing Factor(s) (Include Specific Needs Assessment Data and Source)
<ul style="list-style-type: none"> Senate Bill 1 requires: <ul style="list-style-type: none"> Schools to implement Assessment Literacy strategies across the curriculum. Schools to implement Characteristics of Highly Effective Teaching and Learning strategies in ALL classrooms. Schools to align the new Kentucky Core Academic Standards in specific subject areas. Schools to develop Program Reviews in writing, practical living/vocational studies, and arts and humanities.

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District Name	Ballard County	Component Name	Academic Performance			
Initial Posting Date	Nov 8, 2010	Subsequent Amendment Dates				

Objective	Evidence of Successful Attainment
<p>A. Teachers discuss “Assessment Literacy” and begin to evaluate classroom assessments for learning</p> <p>B. Teachers discuss and implement the Characteristics of Highly Effective Teaching and Learning in all classes</p> <p>C. Teachers will use new Kentucky Core Academic Standards to create unit plans that direct instruction</p> <p>D. Schools will develop Program Reviews in the areas of writing, practical living/vocational studies, and arts and humanities.</p>	<p>I & I Report to Board of Education</p> <p>Oct Feb Apr</p>

Identify Leadership Context for Objective (Check as Apply)	Achievement Gap Subgroups Targeted by Objective	
<input checked="" type="checkbox"/> Support for Teaching and Learning <input checked="" type="checkbox"/> Provide Organizational Direction <input checked="" type="checkbox"/> Establish High Performance Expectations <input checked="" type="checkbox"/> Create a Learning Culture <input checked="" type="checkbox"/> Develop Leadership Capacity	<input type="checkbox"/> NCLB <input type="checkbox"/> Ethnicity <input checked="" type="checkbox"/> Free/Reduced Lunch <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficiency	<input type="checkbox"/> Not NCLB <input type="checkbox"/> Gender <input type="checkbox"/> Career/Technical Ed (Sec.) <input type="checkbox"/> Gifted/Talented

Activity Label	Strategy/Activity	SISI Standard and/or Indicator(s)	Expected Impact in Terms of Progress and Success (Identify Subgroup as Appropriate)	Person Responsible	Start Date	Interim Monitoring Date(s) (I & I)	Estimated Costs	Fund Source
				People Involved				
1A	Schools will discuss and implement Chapter 1-4 of <i>Classroom Assessment for Student Learning</i> . (Documented by district Learning Team meetings, teachers’ meetings, PD agendas and Learning Club meeting notes.)	1.1a 2.1a 2.1b 2.1c 2.1e 3.1a 3.1b	Teachers will begin to focus on student assessments for learning and establishing clear learning targets.	Casey Allen District Learning Team All teachers	10/20/10	12/10 3/11 5/11	\$520 (books) \$700 (stipends)	Title VI EduJob

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1B	Teacher leaders will deliver professional development on The Thoughtful Classroom Project. (Documented by PD offered by Teacher Leaders, PD totals, and in summative and formative assessments.)	3.1a 3.1b 3.1c 3.1g	Teachers will teach, learn, use and reflect on a variety of research-based instructional strategies through Professional Learning Communities in each building. Ballard County classrooms will exhibit Thoughtful Education throughout.	Building principals	Ongoing	12/10 3/11 5/11	None	None
				Teacher leaders				
2B	Teachers and/or principals will attend specific professional development relative to Characteristics of Highly Effective Teaching and Learning. (Documented by PD credits, evaluations.)	1.1a 2.1b 2.1c 3.1d 6.1b 6.1d	Teachers will return from PD with new instructional strategies to implement in their classrooms and share with other teachers.	Building principals	Ongoing	12/10 3/11 5/11	\$7000	PD
				Certified staff				
1C	Content Leaders will attend state trainings on Kentucky Core Academic Standards and how to “unpack” the standards into learning targets. Content leaders then will lead curriculum meetings where information is shared at the building level. (Documented by PD credits.)	1.1a 2.1b 2.1c 6.1c 6.1d	Teachers will be prepared to use new KCAS to prepare units for instruction.	Content teacher leaders	7/1/10	12/10 3/11 5/11	Salaries Subs Mileage	PD Title I Title II
				Certified staff				
2C	All certified staff will plan units of instruction that are designed to teach the new KCAS to mastery to all students. (Documented by shared unit plans, assessment results and PD documentation.)	3.1b 3.1d 6.1e 6.1f	All Ballard County classrooms will have instruction and assessments that are aligned to new KCAS which are being assessed.	Principals	1/7/11	3/11 5/11	Extended pay	Title I Title II EduJob
				Certified staff				
1D	Language Arts, PL/VS, and arts and humanities departments in all schools will design Program Reviews for their specific content areas. (Documented by SBDM minutes and the creation of the Program Reviews.)	1.1f 2.1g	These content teachers will have process and product that allow them to review what they are teaching each year to determine that they are meeting the requirements of the program of studies.	Casey Allen	12/1/10	3/11 5/11 8/11	Extended pay Salaries Subs	EduJob Title I Title II
				Building principals				
				Specific teachers in each building				

District Name	Ballard County	Component Name	Communication and Culture
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Component Manager	Ed Adami
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Priority Need	Goal to Address Priority Need
<ul style="list-style-type: none"> • District personnel will be active participants in instructional decision-making at schools. • District personnel will work to keep administration and certified staff informed on changes (proposed and actual) to accountability models. 	<ul style="list-style-type: none"> • During the 2010-11 school year, district personnel will be more involved in each school’s PLCs, SBDMs, and working with administration on teacher effectiveness. • District personnel will attend informational meetings on proposed and actual changes to the accountability model and bring that information back to the district.

Cause(s)/Contributing Factor(s) (Include Specific Needs Assessment Data and Source)
<ul style="list-style-type: none"> • Conversations with building-level administrators and school personnel indicate that communication between district administrators and program directors is lacking. CO personnel need to be more active and involved so they are familiar with what is going on at schools in our district. • Building-level administration remains focused on the current accountability models that are in place each year. District-level administrators need to keep them apprised of changes that will take place in the future (short- or long-term).

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District Name	Ballard County	Component Name	Communication and Culture			
Initial Posting Date	Nov 8, 2010	Subsequent Amendment Dates				

Objective	Evidence of Successful Attainment
A. Central office personnel will monitor and participate in building meetings relative to instruction.	I & I Report to Board of Education Oct Feb Apr
B. Central office personnel will inform building-level administrators about upcoming changes in assessment models.	

Identify Leadership Context for Objective (Check as Apply)	Achievement Gap Subgroups Targeted by Objective	
<input checked="" type="checkbox"/> Support for Teaching and Learning	<input type="checkbox"/> NCLB	<input type="checkbox"/> Not NCLB
<input checked="" type="checkbox"/> Provide Organizational Direction	<input type="checkbox"/> Ethnicity	<input type="checkbox"/> Gender
<input checked="" type="checkbox"/> Establish High Performance Expectations	<input type="checkbox"/> Free/Reduced Lunch	<input type="checkbox"/> Career/Technical Ed (Sec.)
<input checked="" type="checkbox"/> Create a Learning Culture	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Gifted / Talented
<input checked="" type="checkbox"/> Develop Leadership Capacity	<input type="checkbox"/> Limited English Proficiency	

Activity Label	Strategy/Activity	SISI Standard and/or Indicator(s)	Expected Impact in Terms of Progress and Success (Identify Subgroup as Appropriate)	Person Responsible	Start Date	Interim Monitoring Date(s) (I & I)	Estimated Costs	Fund Source
				People Involved				
1A	Central office personnel will participate in walk-throughs in the schools, with each principal directing them on information and feedback they would like to receive. (Documented by schedules and copies of feedback.)	7.1a 7.1b 7.1f 7.1g 8.1a	Central office personnel will become more familiar with instructional practices in the building and provide valuable feedback to principals.	Ed Adami Administrators	12/1	12/10 3/11 5/11	None	None
2A	Central office personnel will participate in PLCs at the schools. (Documented by meeting notes.)	7.1a 7.1b 7.1g 8.1a	CO personnel will monitor and understand the PLC process and provide input on what CO can do assist with instruction.	Ed Adami Administrators	12/1	12/10 3/11 5/11	None	None

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3A	CO personnel will participate in SBDM meetings at the schools. (Documented by meeting minutes.)	7.1a 7.1b 7.1g 7.1i 8.1a	CO personnel will monitor and understand SBDM council and policy role in improving student performance. CO also will provide information as needed on what CO can do to assist with instruction.	Ed Adami	12/1	12/10 3/11 5/11	None	None
				Administrators				
1B	CO personnel will attend information meetings at the state and local level that explain the direction of future assessments. This information will be disseminated through District Cabinet meetings, Principal meetings and KLA. (Documented through meeting agendas and notes.)	2.1d 2.1e 2.1f 2.1g 7.1b 7.1j	Building administrators will remain informed on changes to assessment through communication with CO personnel.	Ed Adami	12/1	12/10 3/11 5/11	None	None
				Administrators				