

2011-2012 Comprehensive District Corrective Action Plan (CAP)

District : Ohio County District Corrective Action Status: <i>check one</i> <input checked="" type="checkbox"/> Corrective Action Year 1 <input type="checkbox"/> Corrective Action Year 2 <input type="checkbox"/> Corrective Action Year 3 <input type="checkbox"/> Corrective Action Year 4 <input type="checkbox"/> Corrective Action Year 5 <input type="checkbox"/> Corrective Action Year 6	District Contact: Soretta Ralph Position: Superintendent email: Soretta.ralph@ohio.kyschools.us
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Purpose of the CAP

A district identified for corrective action must develop a corrective action plan (CAP) no later than three (3) months after the identification (on or before December 20, 2011). The district must consult with families, school staff, and others in the development of the CAP. The purpose of the CAP is to improve student achievement throughout the district. The CAP must be submitted to the Kentucky Department of Education for review and approval. The CAP must be implemented as soon as possible after approval has been given and must specify how Title I Deferred funds (3102T) will be utilized.

College and Career Readiness (Senate Bill 1 – 2009)

Included in Senate Bill I (2009) was a mandate to develop a unified strategy to reduce college remediation rates of high school graduates. These strategies **must** be included as part of this Corrective Action Plan (CAP). These strategies include:

- **Unified Strategy 1: Increase accelerated learning opportunities for all Kentucky students.**
 - Goal 1: By August 2014, all students will have access to Advanced Placement (AP), International Baccalaureate (IB), or other accelerated learning opportunities. Student success in accelerated learning opportunities will increase.
 - Goal 2: By August 2014, all students will have access to dual credit opportunities and student success in dual credit courses will increase.
 - Goal 3: By August 2014, all students will have access to science, technology, engineering, and mathematics (STEM) program opportunities and student success in STEM programs will increase.
- **Unified Strategy 2: Provide targeted interventions for all students who are not college and career ready.**
 - Goal 1: By May 2011, all Kentucky secondary schools will have a fully operational intervention system.
 - Goal 2: By August 2014, all students will have access to online credit recovery courses for high school graduation requirements.
- **Unified Strategy 3: Increase access to and quality of college and career readiness advising.**
 - Goal 1: By August 2011, all secondary students will have access to a comprehensive advising program.
 - Goal 2: By May 2011, all secondary school personnel will have access to professional development to support the utilization of the advising Toolkit. This PD will ensure that secondary staff is trained in the implementation of a comprehensive advising program.
 - Goal 3: By August 2012, all secondary schools will collaborate with postsecondary regional partners to develop an advising program as an integral component of the curriculum.
- **Unified Strategy 4: Increase the college completion rates of students entering with one or more developmental or supplemental course needs.**
 - Goal 1: Increase the fall-to-fall retention rates of students entering with readiness needs by 8% from 2009 to 2014 by providing bridge programs and support services.
 - Goal 2: All public postsecondary institutions will provide accelerated, online, and/or alternative learning formats to improve success in and completion of developmental and supplemental course work that is recognized by all public postsecondary institutions by 2014.
 - Goal 3: Increase degree completion rates for students entering postsecondary institutions with readiness needs by 3% annually from 2009 to 2014.

- o Goal 4: All developmental education, college of education, and college of arts and sciences faculties will have access to training on the Kentucky Core Academic Standards by 2011.

Directions

In each table, describe how your district will address each of the seven CAP requirements. If the requirement is addressed in your Comprehensive District Improvement Plan (CDIP), reference the section and page number from the CDIP (e.g., *This is addressed in the Executive Summary of the CDIP on p. 2.*) For any requirement that is not addressed in the CDIP, address fully in the corresponding table. Please attach a complete copy of your CDIP, if applicable, with the CAP when submitting to KDE.

A Corrective Action Plan must:

1. Include a determination of why the district’s previous improvement or corrective action plan did not bring about increased student academic achievement.

Describe why the district’s previous improvement or corrective action plan did not bring about increased student academic achievement.

Ohio County Schools (OCS) previous plan did not obtain the academic goals we set forth but overall improvements were made across the district. Last year’s plan was very broad and perhaps not specific enough to push for the improvement desired. The district plan also discussed moving students towards proficiency and various reading, math, and writing assessments are addressed in the CDIP, but specific changes in daily instruction were not addressed. Another reason we did not obtain our goal was a lack of focus on individual student performance and individualized instruction. We must analyze student work and look at individual students in order to move forward. Another contributing factor could be that RTI students received academic intervention during core instruction and therefore missed some instructional time.

2. Address the fundamental teaching and learning needs of schools in the district, especially the academic problems of low-achieving students.

Describe the fundamental teaching and learning needs of schools in the district, especially the academic problems of low-achieving students.

Reading:

- *Many students are not reading at grade level
- *Some students lack reading fluency, stamina, and comprehension skills necessary to be successful
- *Teachers are unsure of appropriate next steps regarding teaching struggling readers
- *Teachers lack training in common core reading/language arts standards
- *Quality professional development in the area of reading is difficult to find, but is very much needed
- *The above concerns are the same at elementary, middle, and high school levels
- *Major achievement gaps at elementary, middle, and high school level are students with disabilities and students receiving free/reduced lunch
- *Another concern is our middle and high school did not reach their Annual Measurable Objectives in reading for all students

Math:

- *Students are lacking basic number sense and this hinders progress as students move through various grade levels
- *Teachers lack background knowledge necessary to teach number sense
- *Teachers must move beyond forcing students to memorize facts and truly begin to teach students to understand numbers and how they work
- *Teachers lack training in common core math standards
- *Achievement gaps elementary level: free/reduced lunch and students with disabilities
- *One elementary school did not meet Annual Measurable Objectives for math for all students

Describe the fundamental teaching and learning needs of schools in the district, especially the academic problems of low-achieving students.

- *Many of our lower achieving students at elementary, middle, and high school levels lack problem solving skills
- *We must begin to teach students to be problem-solvers. Students must realize it takes time to solve a problem

3. Define specific measurable achievement goal and targets for each of the student sub-groups whose disaggregated results are included on the No Child Left Behind (NCLB) Report.

Define specific measurable achievement goal and targets for each of the student sub-groups whose disaggregated results are included on the No Child Left Behind (NCLB) Report and how they support the unified goals for college and career readiness.

*According to the 2011 No Child Left Behind Adequate Yearly Progress Report Ohio County School District did not meet the Annual Measurable Objectives in the area of reading for all students as well as student with disabilities, and students receiving free/reduced lunch.

*Reading Goal: To increase the number of students scoring at the proficient level in the area of reading.

*According to the 2011 No Child Left Behind Adequate Yearly Progress Report Ohio County School District did not meet Annual Measurable Objectives in math with the free/reduced lunch population and students with disabilities.

*Math Goal: To increase the number of students scoring at the proficient level in the area of math.

4. Incorporate strategies grounded in scientifically based research that will strengthen instruction in core academic subjects;

Describe strategies grounded in scientifically based research that will strengthen instruction in core academic subjects and improve college and career readiness.

Differentiated Instruction (Marzano)

- *Identifying similarities and differences
- *Summarizing and note taking
- *Reinforcing effort and providing recognition
- *Homework and practice
- *Nonlinguistic representations
- *Cooperative learning
- *Setting objectives and providing feedback
- *Generating and testing hypotheses
- *Cues, questions, and advance organizers
- *Critical thinking skills and training with Explore, PLAN, ACT, and standards
- *Time restraints in daily instruction and testing
- *Higher order thinking with Blooms verbs
- *Basic Math skills and higher order Math skills

Instruction using technology

- *Reading Plus
- *Math XL
- *READ 180
- *SuccessMaker Math
- *MAP testing and data analysis

RTI Intervention Resources:

- *Corrective Reading

Describe strategies grounded in scientifically based research that will strengthen instruction in core academic subjects and improve college and career readiness.

- *Reading Mastery
- *Reading Recovery Strategies
- *Number Worlds Math
- *Everyday counts calendar
- *Math in Focus (K-6)

5. Include, as appropriate, student learning activities before school, after school, during the summer, and during any extension of the school year.

Describe student learning activities to occur before school, after school, during the summer, and during any extension of the school year that are focused toward improving college and career readiness.

Ohio County Schools will implement or continue the following opportunities:

- *Before and after school tutoring to promote college readiness
- *Summer camps will occur to meet the needs of migrant/ELL students
- *AP & Dual credit opportunities will occur with KCTCS at middle and high school levels to promote college and career readiness as well as STEM activities
- *Various organizations at high school level will attend summer conferences or produce summer projects
- *Deferred funds will be available for mini Math and Reading academies at elementary and middle school
- *College/Career fairs will be held during and after school
- *6th grade students will visit at least 3 college campuses during the year
- *Secondary schools will have Explore/PLAN/ACT night to discuss/explain score reports to parents and students
- *Jump Start will be held for 1 day for incoming kindergarten students
- *Eagle Life will be provided for incoming 7th grade students and each grade level at high school will have an orientation day before school starts each year
- *Night of the Arts
- *College and Career Fair
- *STLP
- *Transition Fair
- *ILP
- *Summer Open Library
- *Discover credit/Video Conferencing
- *Reality Store/Body Walk
- *Career guest speakers
- *Operational Preparedness

6. Provide for high quality professional development for instructional staff that focuses primarily on improved instruction

Describe high quality professional development to occur for instructional staff that focuses primarily on improved instruction and increasing college and career readiness.

Ohio County School will implement or continue to focus on the following high quality PD to improve instruction and promote college and career readiness:

- *ISLN and Content meeting via GRREC
- *ACT Quality Core Introduction
- *ACT Quality Core Resource to Promote Rigor & Relevance
- *College and Career Readiness: Targeted Transitional Interventions
- *Integrating Common Core Standards for Literacy in Social Studies

- *PD in the area of new common core standards (K-12)
- *Model Schools Conference
- *High Schools That Work Conference
- *KY Associations of School Councils Conference
- *Kentucky Associations of School Administrators
- *Utilizing EPAS (Explore, PLAN, ACT)
- *Next Generation Health Education
- *Kentucky World Languages Conference
- *Kentucky Science Teachers Association Conference
- *WKU-SPAN Chemistry Workshop
- *Career & Technical Education Conference
- *College * Career Information Exchange
- *Avenues for Achievement
- *KY Council for Exceptional Children Conference

7. Include strategies to promote effective parental involvement in the schools served by the district.

Describe strategies to promote effective parental involvement in the schools served by the district with a focus on improving student achievement.

- Ohio County Schools will implement or continue to have:
- *4 parent/teacher conferences per year
 - *One Call Now for grade/teacher communication
 - *Back to School Bashes (orientation meetings) for each of our schools
 - *Title I parent involvement meetings
 - *FRYSC/administrator home visits
 - *Parent workshops for college at high school level
 - *Teacher web pages, Blogs, tweets for communication, school/teacher newsletter
 - *Video cast on school TV by grade level
 - *Superintendent/designee will attend various community functions to speak
 - *Articles highlighting school system will be sent to media and lunch at the Z 106.3
 - *IC Parent Portal
 - *Truancy Diversion Program
 - *Explore night
 - *Parent/Teacher Organizations
 - *Night of the Arts
 - *Freshman Orientation & Eagle Life
 - *Content nights for parents
 - *Advisory Committee for Vocational Programs

8. Corrective Action funds (3102t) are set-aside monies used to support the district's corrective action plan.

Briefly describe how the funds will be expended to support the corrective action plan.

The additional funding would be utilized for summer school academies in the areas of Math and Science.

Please submit the completed CAP and your CDIP, if applicable, to title1reports@education.ky.gov on or before December 20, 2011.