

DISTRICT IMPROVEMENT PLAN – 2011-2013

BOONE COUNTY SCHOOLS

EXECUTIVE SUMMARY

Superintendent	Randy Poe
Superintendent Email	randy.poe@boone.kyschools.us
District website	www.boone.kyschools.us
District address	8330 US 42, Florence, KY 41042
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Plan approved by the Boone Co. Board of Education on 12/8/2011.	
Chair	Steve Kinman
Member	Ken Cook
Member	Bonnie Rickert
Member	Ed Massey
Member	Karen Byrd

Mission/Vision/Beliefs
Mission: Representing, and in partnership with our stakeholders, the Boone County School District recognizes that all children can learn and dedicates itself to providing a challenging educational environment that allows each student to achieve to his or her highest potential as a learner and citizen
Vision: Every graduate ready for college, career, and life
Theory of Action: if all Boone County schools operate as Professional Learning Communities (PLC's) focused on high quality instruction for the 21 st century, then teaching, learning, and student performance will improve for EVERY STUDENT in EVERY CLASSROOM EVERY DAY.
Operational Values: Every student in every classroom every day will: <ul style="list-style-type: none">• Engage in instruction differentiated based on their needs, skills, interests and future goals• Explore meaningful, challenging, rigorous, relevant content from teachers committed to lifelong learning• Use 21st century tools while cultivating 21st century skills, such as creative and critical thinking, problem-solving, collaboration and communication• Grow academically and personally as demonstrated by multiple measures

- Learn in safe, accessible, community-conscious environments which value and celebrate diversity and encourage strong parent and community engagement

District Improvement Plan Committee—2010- 2012

Role	Name
Superintendent	Randy Poe
District Staff	Alissa Ayres, Director of Assessment Support Charlene Ball, Director of Elementary Teaching and Learning Mike Blevins, Deputy Superintendent Jessica Brossart, Instructional Coach Karen Cheser, Assistant Superintendent for Learning Support Services Nancy Collins, Gifted and Talented Coordinator Pam Eklund, Director of Special Education Mike Ford, Director of Pupil Personnel Diane Henage, Instructional Coach/ Asst. Principal Sandy Holtzapel, Instructional Coach/Director of MS/HS Teaching and Learning Jill Knapp, Instructional Coach Pat Murray, Chief Academic Officer Mary Ann Rankin, Director of Technology Kathy Reutman, Executive Director for Student Services Mike Reichert, Assistant Director of Special Education Linda Schild, Director of Finance Phil Sheehy, Director of Human Resources Anna Marie Tracy, NCLB Supervisor Laurie Walton, School/Community Relations Coordinator Jennifer Warford, Instructional Coach Jenny Watson, Instructional Coach

School Staff	<p>Joe Beil, Principal, Kelly Elementary School Pat Berry, Assistant Principal, Erpenbeck Elementary School David Claggett, Principal, Ockerman Middle School Jim Detwiler, principal, Stephens Elementary School Linda Dillion, Teacher, Boone Co. High School Debra Garey, Teacher, Conner High School Michael Goodenough, teacher, Collins Elementary School Jim Hicks, Conner High School Dawn Hinton, Counselor, Cooper High School Tom Hummel, Principal, Gray Middle School Joann James, Teacher, Longbranch Elementary School Holly Jones, Teacher, Boone Co. High School Mark Johnson, Teacher, Ockerman Middle School Doug Keeling, Teacher, Gray Middle School Julie Lambert, Teacher, Northpointe Elementary School Gail Snow, Teacher, Longbranch Elementary School Amy Marker, Teacher, Mann Elementary School Gail McAdams, Teacher, Ockerman Elementary School Shannon Noll, Counselor, Camp Ernst Middle School Susan Rath, Asst. Principal, Florence Elementary School Chris Roberts, Asst. Principal, Burlington Elementary School David Rust, Principal, R.A. Jones Middle School Sherry Ryle, Burlington Elementary School Jimmy Schroer, Teacher, Cooper High School Charlsey Smith, Teacher, Yealey Elementary School Connie Squires-Holmes, Teacher, Northpointe Elementary School Pam Thamann, Asst. Principal, Stephens Elementary School Dave Thompson, Principal, Northpointe Elementary School Matt Turner, Principal, Ryle High School Jan VanRyzin, Teacher, Boone Co. High School Chris Walsh, teacher, Goodridge Elementary School Mike Wilson, Principal, Cooper High School</p>
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Parent/Business/Community	Rick Jones, President, Boone County Education Association Ashley Kleisinger, parent Kathleen Black, parent Jessica Brossart, parent Karen Byrd, Board Member Karen Cheser, parent Mike Ford, parent Rosa Gadea, parent Debra Garey, parent Stephanie Hagerty, parent Amy Litko, parent Leigh Luttrell, parent Antonia Marshall, parent David Paolo, parent Randy Poe, parent Robbie Riley, parent Cathy Schafer, parent Krista Steward, parent Deanna White, parent
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COMPONENT 1 – ACADEMIC PERFORMANCE

Component Manager:Assistant Superintendent for Learning Support Services

Date written or revised: November 2011

Priority Needs	Root Causes
<p>All students in the district are not proficient in reading, math, and writing as evidenced by data:</p> <p><u>ACT scores at grade 11-spring 2011</u></p> <p>In math, 37.9 % of students are meeting the benchmark.</p> <p>In reading, 43.8% of students are meeting the benchmark.</p> <p><u>KCCT scores-spring 2011</u></p> <p>79.72% of BCS students are proficient or distinguished in Reading.</p> <p>73.31% of BCS students are proficient or distinguished in Math.</p> <p><u>AYP data-spring 2011</u></p> <p>14 out of 22 schools did not meet AYP.</p> <p>The District did not make AYP and is in Corrective Action Year 3.</p> <p>Combined math and reading percent proficient ranged from 56.78% to 90.92%.</p> <p>Reading ranged from 62.08% to 92.5%.</p> <p>Math ranged from 45.74% to 89.4%.</p>	<p><u>Curriculum:</u></p> <ul style="list-style-type: none"> • All curriculum is not fully aligned to common core standards, intentional, and monitored for implementation across all grade levels and all schools • Schools have not had adequate time to communicate and align curriculum across levels at transition points • Standards-based units of instruction have not been fully developed at all levels for all content areas. <p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Not all teachers have had adequate training on learning targets and their use • Not all students know the learning targets for the tasks they are completing • Not all teachers are adequately informed of 21st century skills and how to incorporate them into instruction and make the content relevant • Struggling students are not all receiving adequate and appropriate interventions to address skill deficits • Not all teachers have adequate training on higher level thinking and questioning strategies • Not all teachers have adequate training to work with a diverse student population in collaborative settings • Teachers do not have adequate training on differentiation of instruction to meet the needs of all students • New teachers need additional support to implement district initiatives and programs • Instructional strategies are not adequately varied to address learning styles in all classrooms • Homework is often not meaningful or appropriate

	<ul style="list-style-type: none"> • Teachers do not always take adequate advantage of available resources and tools • Teachers do not always have adequate support and modeling to improve instruction <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Student work is not consistently analyzed to inform instruction • Teachers do not have adequate training in the use of pre-tests and formative assessments • Teachers do not analyze all available assessment data in enough depth to make substantive changes in student learning
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GOALS

AP1. Based on the spring 2011 KCCT data, the number of students (both total population and sub-groups) performing at or above proficiency in reading and mathematics will increase to the AYP goals of 84.35 and 79.89 respectively; the district will achieve an on-demand writing index of 92.0, and by June 2012, all students exiting grades 3, 5, 8 and 9 will achieve a 10% increase in grade level scale scores in reading and mathematics as measured by Scantron data.

2011/2012 Proficiency Goals for Subgroups:

	Current % Proficiency: Reading	Goal	Current % Proficiency: Math	Goal
Students with Disabilities	45.68	84.35	38.15	79.89
Limited English Proficient	62.33	84.35	58.27	79.89
Students Eligible for Free/ Reduced Lunch	66.13	84.35	57.96	79.89
African-American	68.38	84.35	54.83	79.89
Hispanic	68.24	84.35	54.99	79.89

Activity AP1.1	Continue the development and refinement, as well as implementation, of district curriculum, maps, and standards-based units of instruction aligned to KCAS, Quality Core and college readiness standards and secure SBDM support. Include focus on technology/ 21 st century skills. Monitor implementation.(What should students learn?)
Responsible	Directors of Elementary and MS/HS Teaching and Learning, Director of Technology
Timeline	May 2012
Cost/Resources	Possible pay for substitute teachers for work days
Implementation and Impact-- 10/20/11:	
Activity AP1.2	Provide modeling, embedded PD, and support on differentiation of instruction within units; develop Professional Development Academies to provide extended teacher and instructional staff professional growth opportunities, especially focused on literacy and numeracy as well as to recognize and respond to academic and nonacademic barriers to learning. Monitor implementation of professional development. (How should we teach students?)
Responsible	Instructional Coaches, Assistant Superintendent for Learning Support Services
Timeline	May 2012
Cost/Resources	N/A
Implementation and Impact-- 10/20/11:	
Activity AP1.3	Provide embedded PD on Marzano strategies and 21 st century skills as well as enhancing teachers' content knowledge, especially in the areas of literacy and numeracy. Monitor implementation. (How should we teach students?)
Responsible	Instructional coaches, Assistant Superintendent for Learning Support Services
Timeline	May 2012
Cost/Resources	N/A
Implementation and Impact-- 10/20/11:	

Activity AP1.4	Ensure Marzano strategies are being implemented in all classrooms. (How should we teach students?)
Responsible	Chief Academic Officer
Timeline	October 2012
Cost/Resources	Possible software tools
Activity AP1.5	Facilitate the development of common assessments across all levels in all schools for all content areas and secure SBDM support. Ensure assessments align with EPAS system and Quality Core, focusing on critical thinking. Monitor implementation. (How will we know students have learned?)
Responsible	Directors of Elementary and MS/HS Teaching and Learning and building principals, Director of Assessment Support
Timeline	May 2012
Cost/Resources	Possible pay for substitute teachers for work days
Implementation and Impact-- 10/20/11:	
Activity AP1.6	Provide training and support on the use of formative assessment—assessment for learning-- to assure that the strategies are embedded in instruction. (How will we know students have learned?)
Responsible	Instructional coaches, Director of Assessment Support
Timeline	May 2012
Cost/Resources	N/A
Implementation and Impact-- 10/20/11:	
Activity AP1.7	Continue to expand the use of professional learning communities to the elementary, middle, and high school levels by using results from EXPLORE, PLAN, and ACT, KCCT, formative and common assessments, as well as summative/interim assessments (such as SCANTRON, and reading/math benchmarking and progress monitoring) to drive instructional decisions and to enrich instructional practice. Monitor implementation. (How will we know students have learned?)
Responsible	Instructional coaches and building principals
Timeline	May 2012
Cost/Resources	N/A
Implementation and Impact-- 10/20/11:	

Activity AP1.8	Use results of formative and common assessments to provide training and plan for differentiated instruction/interventions for students who have achieved content mastery. Include differentiation on content/process/product for those students achieving 85% mastery of content on the unit pre-assessment. Use SCANTRON “watch” list as tool for planning extensions.Pre-assessment should have actionable results, such as parallel curriculum, skills groups, etc.Monitor implementation. (What will we do when students have learned?)
Responsible	Instructional coaches, principals, Gifted/ Talented Coordinator
Timeline	May 2012
Cost/Resources	N/A
Implementation and Impact-- 10/20/11:	
Activity AP1.9	Use results of pre-assessments, formative, and common assessments to plan for differentiated instruction/interventions for students who have not achieved content mastery and for underperforming students. Use SCANTRON “watch list” as tool for planning interventions. Differentiation requires collaboration among teachers to flexibly group based on student needs and weekly assessments to monitor progress and transition as appropriate.Monitor implementation. (What will we do when students have not learned?)
Responsible	Instructional coaches, principals
Timeline	May 2012
Cost/Resources	N/A
Implementation and Impact-- 10/20/11:	
Activity AP1.10	Expand the RtI/ tiered intervention reading process to additional grade levels and implement an RtI/ tiered intervention mathematics process; ensure students in subpopulations (LEP, disabilities, F/RL, African-American, Hispanic) are targeted. Utilize researchers/ consultants to provide professional development and refine processes. Monitor implementation of RTI.Utilize a technological process for assessing effectiveness of interventions.Continue to develop RtI at the secondary level.(What will we do when students have not learned?)
Responsible	Directors of Elementary and MS/HS Teaching and Learning/ Director of Technology
Timeline	May 2012
Cost/Resources	N/A
Implementation and Impact-- 10/20/11:	

Activity AP1.11	Establish protocols and procedures to expand the use of collaboration in classrooms, working through the components in The Power of 2 and SIOP – roles, agreements, planning, and models. Provide training for regular education and special education teacher teams as well as classroom and ELL teacher teams on effective collaboration; implement weekly progress monitoring system to assess students' continuous progress and inform instructional decisions for students with disabilities. Follow up with schools based on results. Monitor implementation. (What will we do when students have not learned?)
Responsible	Director of Special Education , Special Education Coordinators, Assistant Superintendent for Learning Support Services
Timeline	June 2012
Cost/Resources	TBD
Implementation and Impact-- 10/20/11:	
Activity AP1.12	Establish professional development training on research-based strategies for students from diverse backgrounds including, language/content objectives for ELL's, strategies for meeting the needs of students in poverty, and specific strategies for students with disabilities in all areas. Utilize researchers/ consultants to provide professional development and revise processes. Monitor implementation. (What will we do when students have not learned?)
Responsible	ELL teachers, instructional coaches, Assistant Superintendent for Learning Support Services
Timeline	December 2012
Cost/Resources	TBD
Implementation and Impact-- 10/20/11:	
Activity AP1.13	Expand learning opportunities for students not achieving proficiency in reading and math, including those in subgroups (LEP, disabilities, FRL, African-American, Hispanic); opportunities may include Summer Bridge activities, summer school, and ESS. Establish intensive after-school acceleration programs in reading and math for neediest schools. Provide district fiscal, curricular, and personnel support and monitor results. (What will we do when students have not learned?)
Responsible	Director of Technology & Directors of EL and MS/HS Teaching and Learning; Assistant Superintendent for Learning Support Services
Timeline	September 2012
Cost/Resources	Grant Funds
Implementation and Impact-- 10/20/11:	

COMPONENT 2 – LEARNING ENVIRONMENT

Component Manager: Executive Director of Student Services

Date written or revised: November 2011

Priority Needs(this data will be updated)	Root Causes
<p>There is a need for additional training and clarification of roles and responsibilities for all certified and classified staff as the district grows in size and diversity in order to build a consistent culture of professionalism.</p> <p>Communication is not consistent from the district and schools to the community to cultivate and encourage parent involvement and understanding.</p> <p>Achievement gaps in the areas of Hispanic, LEP (in some African American and</p>	<ul style="list-style-type: none"> • With budget cuts in recent years, inadequate training has been provided to classified staff to help them understand their role and responsibility for student learning (staff input). • The district does not have a recruiter for classified staff (Personnel). • Attendance <ul style="list-style-type: none"> ○ 2010-2011 second month attendance rate for students was 97/16%(District report) • The population is changing in size and demographics (DPP data). <ul style="list-style-type: none"> ○ African Americans –679 students/3.6% <ul style="list-style-type: none"> ○ EL –326, MS –168 , HS –185 ○ Hispanics –895students/4.7% <ul style="list-style-type: none"> ○ EL –530, MS –162HS –203 ○ English Language Learners – 945 students/5.04% <ul style="list-style-type: none"> ○ EL – 642, MS – 177, HS – 146 ○ Gifted – 1,601 students/7.95% <ul style="list-style-type: none"> ○ EL - Primary Pool (1-3) – 201, EL (4/5) – 204, MS – 408 – HS – 607 ○ Eligible for free and reduced lunch – 5213 students/27.8% • Staffis not adequately trained to deal with diversity issues (staff input and requests for assistance). • Instructional support staff are not consistently aware of the district’s vision, mission, and goals. • A culture of acceptance, encouragement, and welcoming is not evident in every building. • Front-line personnel are not sufficiently trained to communicate a welcoming environment when parents enter the buildings (observation). • Inadequate publicity and communication of district level activities related to professional development, health opportunities, sports,

F/R lunch) are increasing.

There is a need for a more effective and collaborative approach to teaching and learning.

In the 2009-2010 school year, 84 students received Home/Hospital instruction. This represented .4% of all students in the district based on the 10th month K-12 report. Of these students:
High School= 55 students or 65.47% of the 84
Middle School= 17 students or 20.24% of the 84
Elementary School= 12 students or 14.29% of the 84

During the 2009-2010 school year, 156 Level IV Hearings were conducted
High School= 97 Hearings or 62% of the 156
Middle School = 59 Hearings or 38% of the 156

Based on the October 25, 2010 report:
310 suspensions for all grades
292 suspensions for grades 6-12
240 suspensions for grades 9-12
52 suspensions grades 6-8
224 suspensions of males grades 6-12
68 suspensions of females grades 6-12

benefit fairs, etc.

- Parents and students with different ethnic and religious backgrounds sometimes have different expectations and understandings of the schools and their role in relationship to them (Principal input).
- Parent involvement lacks consistency between levels/buildings (PTO attendance).
- Parents are not sufficiently educated about what goes on in the schools and/or how to get involved (parent input).
- Professional learning communities focused on student work are just beginning to develop (principal reports).
- Teachers do not have adequate training on models and strategies for working together (staff input & observation).
- Collaboration among staff is not consistent from building to building (observation & site visits).
- Low performing students often have social/emotional needs which must be addressed before learning can occur.
- Students medically eligible for Home/Hospital Services receive significantly less instruction and exposure to class activities and discussion than those attending school
- Large number of out of school suspensions resulting in student loss of instructional time and material
- Insufficient support is provided for students at key transition points- Preschool to kindergarten, elementary to middle school, middle school to high school and high school to post secondary or work.
- Discipline practices tend to be reactive, punitive and exclusionary rather than proactive, instructive and inclusionary
- Discipline plans and procedures do not always reflect equity and a respect for diversity in all areas
- School environments are not consistently driven by a clear plan of continual teaching, recognizing and rewarding positive student behavior which promotes greater productivity, safety and learning
- Parent /guardian involvement has been stifled due to poor economic conditions. Parent are not always able to attend or feel welcome at informational sessions, activities and programs
- Families are becoming more diversified and need additional methods

10 suspensions of Latino students grades 6-12
3 suspensions of Asian students grades 6-12
26 suspensions African American students grade 6-12
245 suspensions of white students grades 6-12
8 suspensions of students with other ethnicities grades 6-12
16 suspensions African American males grades 6-12
10 suspensions of Latino males grades 6-12

5931 or 31.1% of our students were eligible for free or reduced meals in the 10th month of 2009-2010

Nurture and grow partnerships with area community services, industry and governmental resources to create additional systems for student support and development.

for receiving information about their children and the schools

- Relationship building with individual parents appears to have been superseded by blanket emails. Phone calls and mailings
- Partnerships in the larger Northern KY area seem to be superseding the development and sustainability of partnerships and coalitions in specific to Boone County
- Economic indicators of a stressed economy are evident in increasing numbers of students eligible for free and reduced meals
- Accessible programs and services designed to build youths' assets and minimize risk factors are not consistently available in our schools (i.e., After-school programs, mentoring, peer counseling, social recreation, sports)
- Student voice is not consistently solicited or heard across levels
- Increased presence of health, mental health, social, cultural, economic and family barriers, individually and in various combinations limit some students' learning, academic achievement and success in school
- District and schools do not always understand the need to address non-academic barriers and see their role in the service continuum
- Health and social services providers do not always value schools and understand their educational missions and mandates
- Positive outcomes of youth development are not perceived to be valued
 - Relationships and connections among youth and healthy adults, positive peers, practitioners, school, community, and/or culture need to be developed as services are delivered
 - Relationships among teachers, school staff, supportive service staff and community-based service providers insufficient to meet the needs of our children and youth
 - Parents/guardians, teachers, peers, custodians, secretaries and others are not consistently encouraged to be engaged in and provide non-traditional support in relation to meeting youth and family needs
 - District-wide, the affective, academic and technical needs of Homeless and highly mobile students are not consistently recognized and met through intentional and deliberate interventions.

Communication:

	<ul style="list-style-type: none"> • Not all parents/guardians are informed of student current instructional successes, needs, and opportunities in a timely manner • Not all instructional staff have the skills, experience or training necessary to initiate and sustain high quality parent/family engagement for student success including communication skills • Families are not always informed of opportunities to help students who struggle in school • Families and community members are not always encouraged to participate in school improvement efforts • School personnel do not always actively seek out community participation on school activities and planning • Support staff have had limited training to consistently communicate appropriately with students, parents and the community

GOALS

- LE1. Clarify expectations and provide ongoing training to build a consistent, district-wide culture of professionalism and leadership aligned with the district’s mission, vision, and values. (Measured by pre and post surveys of staff and community)**
- LE2. Expand, and refine communication to all stakeholders including staff, administration, students, parents, and the community. (Measured by the published documents)**
- LE3. Support and refine effective collaboration practices focused on quality teaching and learning. (Measured by published documents, minutes of meetings, teacher staff/administrative input, student data, and survey results.)**
- LE4. Nurture and grow partnerships with coalition of community organizations to mobilize community to positively affect youth development, growth and educational attainment and reduce barriers to student success. (Measured by coalition membership, monthly meeting notices, organizational culture change)**

LE5. Establish school environments where student expectations are defined, taught, acknowledged, behavior error have immediate and consistent consequences, faculty and staff behavior is positive, predictable and consistent and data are gathered, summarized and used for decision-making on a regular cycle

Activity LE1.1	Assure on-going training and communication on roles/responsibilities for all district employees to assure a welcoming and collaborative environment for all stakeholders. Monitor implementation of positive customer service strategies.
Responsible	Deputy Superintendent for Operations/ Director of Human Resources
Timeline	Spring 2012
Cost/Resources	Appropriate scheduling and support district-wide
Date Implementation and Impact-- 10/20/11:	
Activity LE1.2	Increase the focus on student diversity and equity through awareness training for staff on diverse cultural, social norms and how to respond instructionally and personally. Continue the work from Dr. Joe Murphy's training and focus on multiple layers of support for schools and students. Monitor implementation.
Responsible	Executive Director of Student Services and NCLB Supervisor
Timeline	Spring 2012
Cost/Resources	Out-of-district expertise, materials
Date Implementation and Impact-- 10/20/11:	
Activity LE1.3	Provide additional training for staff to increase positive student behavioral outcomes and diminish behaviors which lead to the most severe hearings and interruption of educational services. Continue to focus on reducing suspensions for students with disabilities.
Responsible	Executive Director of Student Services / Director of Pupil Personnel/ Special Education Coordinators/ Asst Director of Sp. Ed.
Timeline	Spring 2012
Cost/Resources	TBD
Date Implementation and Impact-- 10/20/11:	

Activity LE1.4	Provide training, resources, and support to address barriers to learning, including transience.Support intensive after-school acceleration program in reading and math for neediest schools.
Responsible	Executive Director of Student Services
Timeline	Spring 2012
Cost/Resources	TBD
Date Implementation and Impact-- 10/20/11:	
Activity LE2.1	Use the results of the 2008-09 survey of Current Beliefs and Perceptions about Roles and Responsibilities to drive continued efforts to improve intra-district communication practices that emphasize the value of two-way communication including the value of employee input. Analyze TELL survey results and develop plans for addressing needs.
Responsible	Director of Human Resources
Timeline	Post-survey in Spring 2010
Cost/Resources	Survey Monkey license & analysis of data
Implementation and Impact-- 10/20/11:	
Activity LE2.2	Continue to offer and expand multiple venues for communicating information on school/district initiatives to staff, parents and the community in multiple language formats via website, TV, newsletters, periodic publications, e-mail, telephone, etc.
Responsible	Director of Schools/Community Relations and Media Systems Coordinator/ Director of Technology
Timeline	Spring 2012
Cost/Resources	TBD
Implementation and Impact-- 10/20/11:	
Activity LE2.3	Continue to offer and expand opportunities for family engagement and parent leadership; work with schools to provide training for parents to assist with their child's learning
Responsible	NCLB Supervisor , Building Principals, Learning Support Services
Timeline	Spring 2012
Cost/Resources	Publicity and training materials
Implementation and Impact-- 10/20/11:	

ActivityLE2.4	Continue to offer and expand the use of Community Education opportunities as an additional venue to inform the community of district initiatives and life-long opportunities.
Responsible	Director of Schools/Community Relations
Timeline	Spring 2012
Cost/Resources	Publicity through Community Education classes
Implementation and Impact-- 10/20/11:	
Activity LE2.5	Develop and refine roles, functions and responsibilities of school and district in providing parent engagement opportunities
Responsible	Executive Director Student Services/NCLB Supervisor/ Director of Schools/Community Relations
Timeline	Summer 2012
Cost/Resources	
Implementation and Impact-- 10/20/11:	
Activity LE3.1	Provide opportunities and resources for teachers to focus on Marzano's strategies (related to Top 10 Teaching Characteristics) and to reflect upon, share, and refine their professional practice via online options, learning walks, coaching, roundtables, classroom visits, and professional growth plans.
Responsible	Learning Support Services
Timeline	Spring 2012
Cost/Resources	Substitute pay for teachers to do classroom visits
Implementation and Impact-- 10/20/11:	
Activity LE3.2	Offer resources and support for the development and expansion of professional learning communities including investigation of creative scheduling to provide opportunities for staff to analyze student work, and adjust their instruction.
Responsible	Chief Academic Officer & Building Principals/NCLB Supervisor
Timeline	Spring 2012
Cost/Resources	TBD
Implementation and Impact-- 10/20/11:	

Activity LE3.3	Clarify expectations for National Board Certified teachers and determine how to more effectively use their expertise in the district. These expectations might include modeling for other teachers, being a critical friend, developing products, etc.
Responsible	Chief Academic Officer
Timeline	Fall 2012
Cost/Resources	N/A
Implementation and Impact-- 10/20/11:	
Activity LE3.5	Develop a list of available community resources to create more relevant, and authentic learning experiences for students; provide summer enrichment opportunities showcase
Responsible	Director of School/Community Relations
Timeline	June 2012
Cost/Resources	Printing
Implementation and Impact-- 10/20/11:	
Activity LE3.6	Work with schools and parents to expand the use and value of the ILP process with additional training activities for staff, parents, and students. Develop transition activities for entering 6 th graders during their 5 th grade year.
Responsible	MS/HS Principals, Director of MS/HS Teaching and Learning
Timeline	Spring 2012
Cost/Resources	TBD
Implementation and Impact-- 10/20/11:	
Activity LE3.7	Develop a district plan to increase school attendance, academic achievement and student engagement to include intentional and deliberate interventions with students who are homeless or highly mobile.
Responsible	Executive Director of Student Services/ Assistant Superintendent for Learning Support Services/Principals/Assistant Director Pupil Personnel/FRYSC
Timeline	Fall 2012
Cost/Resources	TBD
Implementation and Impact-- 10/20/11:	

Activity LE4.1	Establish a committee to investigate current youth development programs, assess the need, analyze data and develop an action plan to assure that such programs and services designed to ensure that students enjoy healthy development, succeed in school, and grow up to be productive, adult citizens are available and accessible to all students in Boone County. i.e., after-school programs, mentoring, peer counseling, social recreation, arts, sports, values education, service learning, community service, volunteerism, leadership development, extracurricular activities, conflict resolution, life skills programs, youth employment, career counseling/job skills training, academic enrichment, and prevention programming all fit under the umbrella name of “youth development.”
Responsible	Executive Director Student Services/Guidance Counselors/ FRYSC/Community partners
Timeline	Summer 2012
Cost/Resources	TBD
Implementation and Impact-- 10/20/11:	
Activity LE4.2	Develop a comprehensive action plan to reduce out of school and in-school suspensions to include a menu of Alternatives to suspensions and administrator and teacher training.
Responsible	Director of Pupil Personnel/ Principals/ Director Special Education/Director Middle and High School teaching and Learning
Timeline	Fall 2012
Cost/Resources	TBD
Implementation and Impact-- 10/20/11:	
Activity LE4.2	Establish a committee of educators and their community partners to develop a comprehensive, coherent, cohesive and feasible plan and system for getting health and social services to teachers, students and families in need that are designed to improve outcomes by minimizing, removing and preventing non-academic barriers to learning, healthy development and academic achievement.
Responsible	Executive Director of Student Services/ Assistant Superintendent for Learning Support Services/NCLB Supervisor/Director Pupil Personnel/ Community Partners
Timeline	Summer 2012
Cost/Resources	TBD
Implementation and Impact-- 10/20/11:	

Activity LE5.1	Establish district wide expectations to include evidenced based, data-driven frameworks proven to reduce disciplinary incidents, increase a school's sense of safety and support academic outcomes.
Responsible	Executive Director of Student Services/Director Pupil Personnel/ District PBIS team/ Behavior specialists
Timeline	Summer 2012
Cost/Resources	TBD
Implementation and Impact-- 10/20/11:	