Comprehensive Local Education Plan

70 O.S. § 2-104.2

April 2009

Pending Public Comment
&
Board of Education Approval

Comprehensive Local Education Plan
70 O.S. § 2-104.2

District Improvement Plan

Targeted Areas for Improvement

TARGETED AREAS FOR IMPROVEMENT

Indicate the district's targeted areas for improvement. Complete an action plan for each targeted area.

____X__ Reading/Language Arts

____X____ Mathematics

_____ Parental Involvement

_____ Participation Rate

_____ Attendance Rate

____X____ Graduation Rate

Adequate Yearly Progress Subgroups

	Mathematics	**Reading Language Arts**	**Participation Rate**	**Attendance Rate Elementary**	**Graduation Rate Secondary**
All Students	1246	1220	95%	91.2%	**67.8%**
Regular Education Students	1324	1339			
Black	1113	1148			
American Indian	1162	1134			
Hispanic	1107	**946**			
Asian	***	***			
White	1298	1297			
Other	***	***			
English Language Learner (ELL)	1089	**867 SH**			
Students with Individualized Education Programs (IEP)	**678 SH**	**416**			
Economically Disadvantaged	1158	1113			

Indicate targeted subgroups for improvement.

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District Improvement Plan Requirements

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DISTRICT PROFILE 2008-2009

Student Achievement

(Plan shall include an evaluation of the instructional program in the basic skill areas. 70 O.S § 5-117.4)

Analyze reading and math scores from the Oklahoma Core Curriculum Tests for the past two school years to determine trends in student performance. Attach School Site Academic Performance Index (API) and Accountability Data and School Summary Testing Reports.

Reading performance for regular education students has consistently trended upward; however, ELL and Special Education scores have declined. Math performance of regular education students has also consistently improved but Reading performance of ELL students has declined. The performance of Special Education students has improved over time but not yet at an acceptable level. (See Accountability Report-Power Point)

Describe the district's overall strengths.

The district has shown consistent improvement with ELL students in math. One elementary site (Plato) in the district was recently recognized as an Academic Achievement Award winner. All three elementary level Title I schools have shown significant growth. The strength of this district lies in the commitment of teachers and administrators to students.

Describe the district's opportunities for improvement.

The district needs to continue to develop plans, strategies and programs to better meet the needs of Special Education students and English Language Learners as well as students required to pass four of seven End of Instruction (EOI) tests. There is also a need to address the Drop Out Rate and the number of students who take longer than four years to graduate from high school by developing purposeful, directed strategies to impact these issues.

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DISTRICT IMPROVEMENT PLAN 2008-2009

Consultation and Stakeholders
(Advisory Council that includes teachers and parents. 70 O.S. § 5-117-4)

Provide evidence of consultation with and participation of parents, staff, and others in the development of the district improvement plan.

Each site has developed and submitted site specific School Improvement plans that were developed collaboratively with parents, community members and staff. (Documentation of participation is available.) The Superintendent's Parent Advisory Committee as well as the Superintendent's Teacher Advisory Committee have reviewed the plan and have made comments (04/03/09). The district improvement plan was presented for public review and comment on the district's website. Notification of that posting was made in site newsletters/webpages. The April meeting of the Duncan Board of Education will serve as an opportunity for public comment and approval of this Comprensive Local Educaiton Plan (CLEP).

Parent Notification
(70 O.S. § 5-117.4)

Describe how the district will provide written notice about the identification for school improvement to the parents of each student enrolled in the district in a format and, to the extent practicable, in a language that the parents can understand. (Attach documentation.)

In the case of a school identified for school improvement, the district will provide all families with students enrolled in the school with written notice about the identification for school improvement via the US postal system.

Support for Teachers
(70 O.S. § 6-194)

Describe how the district will incorporate a program to assist and provide support to teachers.

The district's professional development model includes activities to support the growth of teachers. Starting in the 2010 school year, elementary teacher leaders will be identified as mentors and site leaders. These individuals will receive additional professional development and participate in activities to support school improvement. Each site has a Curriculum Cabinet and Operational Cabinet that compliment district level cabinets. These committees meet to discuss, plan and problem solve issues currently facing the district as well as forecast potential challenges and opportunities for growth. The Superintendent of Schools also convenes both a Teacher and Parent Advisory Council to disseminate information, seek input, answer questions/concerns and problem solve.

DISTRICT IMPROVEMENT PLAN 2008-2009

Professional Development
(70 O.S. § 6-194)

School district describes the high-quality professional development to be provided that directly addresses the academic achievement problem that caused the district to be identified for school improvement.

At this point in time, Duncan has NOT been identified as a School Improvement District. However, the district believes that high quality teachers are the key to student achievement. Therefore, each site is represented on the district teacher led Professional Development Committee. Additionally, the district administers a Needs Assessment to gain direction from teacher self analysis. Sites, through data analysis and in their site CLEP documents, have identified professional development needs. An on-going professional development model has been established to improve reading instruction, LETRS. This nine-day training is provided for all new teachers annually. Starting in the fall of 2009, site teacher leaders will participate with new teachers so that they can serve as mentors and support implementation of LETRS strategies. Both the high school and middle school have organized on-site training for teachers.

Technical Assistance

Describe how the district plans to provide technical assistance to the school sites.

The superintendent leads curriculum and operational cabinets to provide assistance to school sites and is a frequent visitor at all school sites. The assistant superintendents are available to provide technical assistance and leadership for schools. The superintendent and assistant superintendents have organized and led administrator professional development.

Extended Learning Opportunities
(Specific program of improvement through academic skill enforcement and/or remediation pursuant to the provisions of the Oklahoma School Testing Program. 70 O.S. § 5-117.4)

Describe how the district will incorporate activities before school, after school, during the summer, and during any extension of the school year.

Title I Schoolwide programs include budget for extended learning opportunities before and after school. The two non-Title I elementary schools employ supplemental reading instructional support staff via their Reading Sufficiency Act budgets. The high school schedule includes an additional period of time during the school day (ENCORE) designed to provide skill re-enforcement and/or remediation. The high school is developing an aggressive remediation plan to assist students who have failed to meet standards on End of Instruction tests. Summer programming for high school students will be offered in collaboration with Red River Area TechnologyCenter.

DISTRICT IMPROVEMENT PLAN 2008-2009

District Improvement Objectives
(Each school improvement plan shall include stated goals that clearly delineate educational expectations and shall be annually monitored and updated as necessary. 70 O.S. § 5-117.4)

List the district's specific, annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the district.

- **Regular Education, Black, American Indian, Hispanic, White and Economically Disadvantaged students will show a 5% growth in both Mathematics and Reading API scores as measured by the 2010 Oklahoma School Testing Program.**
- **English Language Learners will show a 5% growth in Mathematics and a 10% growth in Reading performance as measured by the 2010 Oklahoma School Testing Program.**
- **Students with Individualized Educational Programs (IEP) will demonstrate a 10% improvement in both Mathematics and Reading as measured by the 2010 Oklahoma School Testing Program.**

Attach action plan for each of the targeted areas of improvement.

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District Improvement Toolkit
Office of Standards and Curriculum

District Improvement Plan

Action Plans

Action Plan for Reading/Language Arts

Annual, Measurable Objective(s):

- **Duncan ISD reading performance will improve by 5% from an API of 1220 for all students to 1281.**
- **Special Education student reading performance will improve by 10% from an API of 416 to 458 to achieve Safe Harbor status.**

Specific areas within content and subgroups to address based on analysis of Adequate Yearly Progress (AYP) reports and district student performance data:

- **The district's highest priority subgroup is Special Education.**
- **English Language Learners (ELL) achieved Safe Harbor status. It is our intent to continue to maintain improvement in ELL achievement.**
- **The district is also focused on End of Instruction (EOI) English II results for all students.**

Hispanic students as a whole met the current standard (946); however, that level of achievement would not meet the 2010 APY Reading benchmark (1060).

Scientifically Based Research Strategies/Interventions/Extended Learning Opportunities:

Special Education students have access to *Academy of Reading* (K-12) as well as *Success Maker* (K-8). Elementary students have access to *Waterford Early Reading* at all Title I sites. High School students with reading difficulties are assigned to a supplemental reading instruction class. All high school students have the opportunity to participate in ENCORE, a supplemental/extended learning opportunity. Middle School students are supported via Title I supplemental staff. All elementary teachers, including special education staff will have been trained in LETRS instructional strategies by Spring, 2010. Curriculum development and alignment both vertically and horizontally are an on-going and purposeful process. The LEA has established an online parent communication tool for teachers (*Teacher Web*).

Timeline: **Immediate and on-going**

Professional Development Resources/Estimated Cost(s):
LETRS @ $2000 per day
Technology training-$1700 per day
TEACCH-Autism training-$5000 estimated

Person(s) Responsible**:**

Teachers and administrators (both at the site and district level) are responsible for identifying students in need of intervention and for developing a mechanism to ensure student success.

Means of Evaluation**:**

Student achievement will be evaluated on an on-going basis by teachers and site administrators. Quarterly grades will also be a method of evaluation. The cumulative evaluation will be State of Oklahoma performance indicators of AYP via district and site API scores.

Action Plan for Mathematics

Annual, Measurable Objective(s):

- **Duncan ISD math performance will improve by 5% from an API of 1252 for all students to 1315.**
- **Special Education student math performance will improve by 10% from an API of 678 to 746 to maintain Safe Harbor status.**

Specific areas within content and subgroups to address based on analysis of Adequate Yearly Progress (AYP) reports and district student performance data:

- **The district's highest priority subgroup in mathematics is Special Education.**
- **The district is also focused on End of Instruction (EOI) Algebra I test results for all students.**

Scientifically Based Research Strategies/Interventions/Extended Learning Opportunities:

Special Education students have access to *Academy of Math* (K-12) as well as *Success Maker* (K-8). Elementary students have access to *Waterford Early Math/Science* at all Title I sites. All high school students have the opportunity to participate in ENCORE, a supplemental/extended learning opportunity. Proactive steps have been taken to employ standards-based Algebra I instructional strategies. High School students who did not meet benchmark on Algebra I EOI assessments will participate in rigorous remediation activities. Curriculum development and alignment both vertically and horizontally are an on-going and purposeful process. The LEA has established an online parent communication tool for teachers (*Teacher Web*).

Timeline: **Immediate and on-going**

Professional Development Resources/Estimated Cost(s):

Technology training @1700 per day
The textbook selection 2009-2010 process will generate training needs associated with math content.
Nuts and Bolts conference (Middle School) / Summer 2009
An on-site coaching model/trainer is still being researched.

Person(s) Responsible: **Teachers and administrators (both at the site and district level) are responsible for identifying students in need of intervention and for developing mechanism to ensure student success.**

Means of Evaluation:

Student achievement will be evaluated on an on-going basis by teachers and site administrators. Quarterly grades will also be a method of evaluation. The cumulative evaluation will be State of Oklahoma performance indicators of AYP via district and site API scores.

Action Plan for Graduation Rate

Annual, Measurable Objective(s):

Students graduating from high school within four years will increase from a rate of 66% at the end of FY2007 to a rate of 68% at the end of FY2009.

Students graduating from high school within four years will increase from a rate of 67.8% at the end of FY2008 to a rate of 70% at the end of FY2010.

Specific subgroups to address based on analysis of Adequate Yearly Progress (AYP) Report and student performance data over the last three years:

This indicator includes all subgroups.

Action/Strategies/Interventions:

Title VI monies are budgeted to employ an Attendance Facilitator whose job it is to encourage school attendance by working with students, families and teachers. He also researches and accesses community resources to assist students and families with school attendance issues. The district's core belief is that students must be in school to achieve success and graduate in four years. The district has also established a credit recovery program and is aggressively remediating students who are at risk for school failure. Additionally, a ninth grade transition coach has been employed to (1) identify students at-risk for school failure and (2) work with students, parents, teachers and administrators to develop intervention strategies (Title V).

Timeline: **Immediate and on-going.**

Professional Development Resources/Estimated Cost(s):

Professional Development activities specific to Graduation Rate are incorporated into improving student achievement training. (see Mathematics and Reading Action Plans)

Person(s) Responsible:

All teachers and administrators are responsible for identifying students in need of intervention and for developing strategies to ensure student success.

Means of Evaluation:

Student achievement will be evaluated on an on-going basis by teachers and site administrators. Quarterly grades will also be a method of evaluation. The Attendance Facilitator constantly evaluates student attendance. The cumulative evaluation will be State of Oklahoma performance indicators of AYP via district and site API scores.